



**THE STANDARD FIREWORKS RAJARATNAM COLLEGE FOR WOMEN (AUTONOMOUS),
SIVAKASI – 626123.**

(Affiliated to Madurai Kamaraj University, Re-accredited with "A+" Grade by NAAC
College with Potential for Excellence by UGC & Mentor Institution under UGC PARAMARSH)

Annual Quality Assurance Report (2021 - 2022)

1.3. CURRICULUM ENRICHMENT

**1.3.1. COURSES RELATED TO CROSS CUTTING
ISSUES**

**VALUE EDUCATION AND
GENDER STUDIES**



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**COURESES RELAVENT TO GENDER, ENVIRONMENT AND SUSTAINABILITY,
HUMAN VALUES AND PROFESSIONAL ETHICS
2021 – 2022**

THE STANDARD FIREWORKS RAJARATNAM COLLEGE FOR WOMEN (AUTONOMOUS), SIVAKASI DEPARTMENT OF PHYSICS B.Sc. PHYSICS PROGRAMME (For those who have joined in June 2021 and later) OUTCOME BASED EDUCATION WITH CHOICE BASED CREDIT SYSTEM PROGRAMME CODE – BDPH PROGRAMME SCHEME								
Component	Course Code	Course Title	Teaching Hours Per Week	Credits	Duration of Exam. (Hrs.)	Marks Allotted		
						Internal	External	Total
Semester I								
Part I	BDGT11/ BDGH11/ BDGF11	சங்க இலக்கியமும் உரைநடையும்/ Hindi Language Course – I / French Language Course – I	6	3	3	40	60	100
Part II	BDGE11A	English for Communication -I	6	3	3	40	60	100
Part III		Major Courses	4	4	3	40	60	100
	BDPH11	Mechanics and Properties of Matter						
	BDPH12	Physics applications in Everyday life	3	3	3	40	60	100
	-	Properties of Matter Lab	3	-	-	-	-	-
	BDCH1A	Allied Courses Fundamentals of Chemistry	4	4	3	40	60	100
	-	Volumetric Analysis	2	-	-	-	-	-
Part IV	BDES11	Value Added Course Environmental studies	2	2	2	40	60	100
Total			30	19				600
Semester II								
Part I	BDGT21/ BDGH21/ BDGF21	அறிவுலக்கியமும் தன் முன்னேற்றக் கட்டுரைகளும் / Hindi Language Course -II / French Language Course – II	6	3	3	40	60	100
Part II	BDGE21A	English for Communication -II	6	3	3	40	60	100
Part III		Major Courses	5	5	3	40	60	100
	BDPH21	Optics						
	BDPH2L	Properties of Matter Lab	3	4	3	50	50	100
	BDCH2A	Allied Courses Physical and Industrial Chemistry	4	4	3	40	60	100
	BDCH2AL	Volumetric Analysis	2	2	3	50	50	100
Part IV	BDVG21	Value Added Course Value Education & Gender Studies	2	2	2	40	60	100
	BDCL23	Skill Based Course Introduction to Computers & MS office	2	2	2	40	60	100
Part V	BDSA2	Social Awareness Programme and Physical Education	-	1	-	-	-	100
Total			30	26				900
Field visit mandatory for the course BDPH21 – Optics								
Semester III								
Part I	BDGT31/ BDGH31/ BDGF31	சமயஇலக்கியமும்நாடகமும்/ Hindi Language Course –III / French Language Course – III	6	3	3	40	60	100
Part II	BDGE31A	English for Enrichment-I	6	3	3	40	60	100
Part III		Major Courses	5	5	3	40	60	100
	BDPH31	Electricity						
	BDPH32	Electromagnetism	4	4	3	40	60	100
	-	Electricity and Electronics lab	3	-	-	-	-	-
	BDMT3A1	Allied Courses Allied Mathematics – I	6	5	3	40	60	100

			Total	30	20				500
Field visit mandatory for the course BDPH32- Electromagnetism									
Semester IV									
Part I	BDGT41/ BDGH41/ BDGF41	கவிதைஇலக்கியமும்சிறுகதையும்/ Hindi Language Course -IV/ French Language Course – IV	6	3	3	40	60	100	
Part II	BDGE41A	English for Enrichment-II	6	3	3	40	60	100	
Part III	BDPH41	Major Courses Basic Electronics	5	5	3	40	60	100	
	BDPH4L	Electricity and Electronics lab	3	4	3	50	50	100	
	BDMT4A1	Allied Course Allied Mathematics – II	6	5	3	40	60	100	
Part IV	BD4N	Non Major Elective Course	2	2	2	40	60	100	
	BDPH4DSL	Skill Based Course Discipline Specific Course Lab - Scientific Skill Development	2	2	3	50	50	100	
Total			30	24				700	
Semester V									
Part III	BDPH51	Major Courses Classical Mechanics	6	5	3	40	60	100	
	BDPH5L	Physics Lab – I	6	5	3	50	50	100	
	-	Project	3	-	-	-	-	-	
	BDPH5V	Internship/ On –The - Job Training	-	1	-	-	100	100	
	BDPH5E1 / BDPH5E3	Major Elective Courses Digital Electronics / Fibre optics	5	5	3	40	60	100	
	BDPH5E2 / BDPH5E4	Atomic and Nuclear Physics / Energy physics	5	4	3	40	60	100	
Part IV	BD5N	Non Major Elective Course	2	2	2	40	60	100	
	BDCG51	Skill Based Course Career Guidance	2	2	2	40	60	100	
	-	Library and Information Science	1	-	-	-	-	-	
Total			30	24				700	
Study tour / Field visit mandatory for the course BDPH5L - Physics Lab – I									
Semester VI									
Part III	BDPH61	Major Courses Fundamentals of Solid State Physics	6	5	3	40	60	100	
	BDPH62	Quantum Physics and Relativity	5	5	3	40	60	100	
	BDPH6L	Physics Lab – II	6	5	3	50	50	100	
	BDPH6P	Project	3	3	3	50	50	100	
	BDPH6E1/ BDPH6E2	Major Elective Course Thermodynamics & Statistical Thermodynamics / Instrumentation Techniques	5	5	3	40	60	100	
Part IV	BDSE/ BDJO	Skill Based Courses (Open to all) Self Employment/ Job Oriented courses – Theory	2	2	2	40	60	100	
	BDSE/ BDJO	Self Employment/ Job Oriented courses – Practical	2	2	3	50	50	100	
	-	Library and Information Science	1	-	-	-	-	-	
Total			30	27				700	

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THE STANDARD FIREWORKS RAJARATNAM COLLEGE FOR WOMEN (AUTONOMOUS), SIVAKASI
DEPARTMENT OF PHYSICS
COURSES OFFERED FOR OTHER MAJOR STUDENTS

Component	Course Code	Course Title	Teaching Hours Per Week	Credits	Duration of Exam. (Hrs.)	Marks Allotted		
						Internal	External	Total
Semester I								
Part III	BDPH1A	Allied Courses for Chemistry and Maths Major Students Fundamental Physics	4	4	3	40	60	100
		Fundamental Physics Lab	2	-	-	-	-	-
Semester II								
Part III	BDPH2A1	Allied Courses for Maths Major Students Digital Electronics	4	4	3	40	60	100
		Allied Courses for Chemistry Major Students Solid State Physics and Digital Electronics	4	4	3	40	60	100
		Fundamental Physics Lab	2	2	3	50	50	100
Semester IV								
Part IV	BDPH4N	Non Major Elective Course Basics of Solar energy	2	2	2	40	60	100
Semester V								
Part IV	BDPH5N	Non Major Elective Course Physics for the new world	2	2	2	40	60	100
Semester VI								
Part IV	BDSE66	Skill Based Courses (Open to all) Self Employment Courses Domestic Electrical Appliances Servicing	2	2	2	40	60	100
		Domestic Electrical Appliances Servicing – Lab	2	2	3	50	50	100

Extra Credit Course (Open to All)

Semester	Course Code	Course Title	Total Contact Hours	Credits	Duration of Exam (Hours)	Marks Allotted		
						Internal	External	Total
Odd/Even	ADPHEC1	Nanotechnology	2	2	3	40	60	100
Odd/Even	ADPHEC2	Physics for Competitive examinations	2	2	3	40	60	100

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VALUE EDUCATION & GENDER STUDIES

LOVE
HOME
EDUCATION
HOPE
RESPECT
CHILD
WORK



CURRICULUM DESIGN AND DEVELOPMENT CELL

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UNIT**I****VALUE – ETHICS –
MORALITY**

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Education and literacy are very important for the wellbeing of the society. Education without values or edification will fall short of achieving its goal. Mere teaching, learning, improving knowledge and skills without building character and mind may not contribute to the holistic development of children, which is a must for the world to become a better place. The great aim of education is not knowledge but action. In short, it is the knowledge not of facts but of values. Education is necessarily a process of inculcating values to equip the learner to lead a life that is satisfying to the individual in accordance with the cherished values and ideals of the society. It should be about enhancing the horizons, about having a larger version of life. Intelligence plus character is the goal of true education. Education is preparing a person to face everyday life. Education is for improving the life of others. Education for Value has been considered as a strategy to make education operative, where the children must be thought not what to think but how to think. It aims at equipping students with the values and attitudes required for living in harmony with oneself and others as responsible citizens.

Value-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment and develops students' social and relationship skills that last throughout their lives. A good set of values will enable a person to raise his/her self-esteem, make others hold him/her in high respect and give him/her the confidence that he/she requires to lead a life based on principles and self-confidence. Values are generalized preferences to lead a kind of life or to attain an end state like compassion, integrity, rule of law etc. Values are an individual's accepted standards of right or wrong. Since values are learned through

socialization, education must help inculcate appropriate values like harmony, peace, compassion, humility, respect for human dignity, human rights and respect for the environment. The famous philosopher Socrates had viewed, “Not life, but good life is to be chiefly valued.” This means that, we should not just live but live a life based on values. In short, Value education implicates the individuals to be more responsible, sensible, to develop a strong relationship in the society, to respond and adjust with the social changes with desirable skills and values.

The purpose and aim of Value Education are to provide guiding principles and tools for the development of the whole person, recognizing that the individual who is totally comprised of physical, intellectual, emotional, and spiritual dimensions. Briefly explained, in collective of general opinion, the individuals must be educated, but they have also to be left to educate themselves.



- To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community, and the world at large.
- To deepen knowledge, understanding, motivation, and responsibility regarding positive, personal and social choices.
- To invite and inspire individuals to explore, experience, express and choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them.
- To encourage and support educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development,

and choices so that they may integrate themselves into the community with respect, confidence, and purpose.

Our action is the reflection of personal and social values. Obviously, the values are bounded within the contemporary period that we live in. The establishment of a value-based atmosphere is essential for optimal exploration and development. Such an environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

A man without values is a building without foundation. 'Value education' is a term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils. There are two main approaches to value education. Some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics. Others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaviour for themselves and their community. Value education also leads to success.



Explicit value education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions.

Implicit value education on the other hand covers those aspects of the educational experience resulting in value influence learning, which can be related to the concept of hidden curriculum. It helps them learn to live the right way of life. This discussion on implicit and explicit raises the philosophical problem of whether an unintentional action can be called education. As per the repeated researches in defining the term 'Value education', the objectives of value education are well portrayed here.

Objectives of Value Education:

- a. To improve the integral growth of human beings.
- b. To create attitudes and improvement towards sustainable lifestyle.
- c. To increase awareness about our national history, our cultural heritage, constitutional rights, national integration, community development and environment.
- d. To create and develop awareness about the values and their significance.
- e. To know about various living and non-living organisms and their interaction with environment.

Universal values are those when everybody finds that valuable and it strongly encompasses morality, aesthetic preference, human traits, human endeavour, and social order.

The Constitution of India in its Preamble lays down four universal values:

JUSTICE, social, economic and political

LIBERTY of thoughts, expression, belief, faith and worship

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY, assuring the dignity of the individual and the unity and integrity of the nation.

Ethics are a set of principles to lead a constructed well-mannered life. To be crisp, ethics are moral values in action. Ethics are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others' reactions in what we say and so on. 'Ethics and values' education have already been mentioned: to stimulate ethical reflection, awareness, responsibility, and compassion, to provide insight into important ethical principles and values, to equip an

individual with key cognitive and noncognitive (moral) intellectual capacities (critical thinking, reflection, understanding, decision-making, compassion) for responsible moral judgment, to reflectively situate individual into local and global environment, and to enable individuals to overcome prejudice, discrimination, and cultural and other stereotypes. 'Ethics and Values' encourages children to explore diverse dimensions of values and various possible justifications for moral status of action -to apply them in school, at home, or in professional life. It also enables them to gain confidence and self-esteem, foster cooperative behaviour, stimulate and deepen moral motivation, shape their character, and enable overall growth in terms of purposeful execution, morally excelling, and satisfying life.

The objectives for ethics

The objectives for ethics may be taken up followed a few references:

1. Inculcation of good manners and of responsible and cooperative citizenship.
2. Developing respect for the dignity of individual and society.
3. Inculcation of a spirit of patriotism and national integration.
4. Developing a democratic way of thinking and living.
5. Developing tolerance towards understanding of different religious faiths.
6. Developing sense of brotherhood at social, national and international levels.
7. Enabling pupils to make decisions on grounds of sound moral principles.

Morality

Development of values takes place during the process of socialisation. Socialisation always occurs in a context. Since socio-cultural milieu is different for different societies, differences in cultures are reflected in the values. Values regulate and guide human behaviour and action in everyday life. It is, therefore, important that during the process of socialisation at home and institution, deliberate attempts are made to promote awareness, understanding, sensitivity, appreciation, reflection, thinking about what is good or bad, right or wrong and why it is right or wrong. It is only then

responsible choice making or decision making, willingness and commitment to follow desirable values are likely to take place naturally. When rational approach is not there, shortcuts seem viable. The human mind then tends to make compromise with immoral behaviours and acts. From individual perspective the basic human values which are at the core of what it means to be human need to be developed. Truth, honesty, loyalty, love, peace, etc. are examples of basic values inherent in human nature. These values promote fundamental goodness of human beings and society at large. These are of 'unifying nature' and cut across individual's social, cultural, religious and sectarian interests. Such values are considered to be universal, timeless and eternal applying to all human beings. There is considerable evidence to suggest that these human values have stood the test of time and are essential for living in harmony with self, each other and nature. Morals are society's standards of right and wrong. Morality is willingness to do the right thing.

Morality describes the particular values of a specified group at a specific point in time. Moral values are relative values that protect life and are respectful of the dual life values of self and others. Morals are formed out of person's values. Morals are the principles that guide individual conduct within the society. Morality and values govern the individual's behaviour and having consciousness about his/her responsibility towards society.

The idea of what values and morality should be fostered through education and it has been best expressed in the Constitution of India. The Indian Constitution has explicitly laid down Fundamental Duties of its citizens in Article 51A, emphasising that every Indian citizen would:

- promote harmony and spirit of common brotherhood, transcending religious, linguistic and regional or sectoral diversities
- renounce practices derogatory to the dignity of women
- value and preserve the rich heritage of our composite culture
- protect and improve the natural environment
- develop the scientific temper
- abjure violence and

- strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

Conclusion

Values, ethics and morality are learnt as we learn habits in the process of growing up. As has been aptly pointed out, “Values are developed not by forcing people to memorise words by letting them to talk, ventilate the issues and search for their own values”. Therefore, it is important to heighten learner’s self-awareness to examine, to discern, to prioritise and imbibe values in one’s life. It is only well-reasoned acceptance of values which ultimately helps in moving from self-awareness to self-direction and acting on one’s values consciously and responsibly. Values are formed based on interests, choices, needs, desires and preferences. These comprise the nuclei of value formation. Values have a selective or directional quality. When preferences acquire certain definiteness, intensity and stability, these become the criteria for judgement, choices, action and grounds for decision-making in behaviour. Values are considered to be enduring beliefs upon which human beings act by preferences. Values include a deep-rooted system of beliefs. It is unbiased and reflects the possessive virtue of a person irrespective of ethical or unethical backgrounds. Ethics are moral codes that drive people to decide right or wrong. Morals are formed out of values. They’re the actual system of beliefs that emerge out of a person’s core values. Morals are specific and context-driven rules that govern a person’s behaviour. Ethics are the vehicle to our morals. They’re our morals in action. Ethics enact the system we’ve developed in our moral code. Values, ethics and morality are life protecting or life enhancing, and they also form positive bonds towards beneficial and fulfilling activities.

References

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SECTION A

Answer the following:

CO1 [K1]

1. What are values?

- a) **An individual's accepted standards of right or wrong**
- b) A society's accepted standards of right or wrong
- c) A community's accepted standards of right or wrong
- d) Others' accepted standards of right or wrong

2. What are Morals?

- a) An individual's accepted standards of right and wrong
- b) **A society's accepted standards of right and wrong**
- c) A community's accepted standards of right and wrong
- d) Others' accepted standards of right or wrong

CO2 [K2]

3. What are moral values in action?

- a) **Ethics**
- b) Values
- c) Compassion
- d) Brotherhood

4. What are Universal values?

- a) **When everybody finds that valuable**
- b) When an individual finds that valuable
- c) When somebody finds that valuable
- d) When nobody finds that valuable

CO3 [K2]

5. **What is Value education in terms of Socratic dialogue?**
 - a) **Realization of what is good behaviour for themselves and their community**
 - b) Realization of hard work and learning experiences
 - c) Realization of integral growth and sustainable lifestyle
 - d) Realization of confidence and self esteem

6. **What is the goal of true education?**
 - a) **Intelligence plus character**
 - b) Learning plus action
 - c) Responsible plus sensible
 - d) Knowledge plus action

CO4 [K4]

6. **The best instances for Universal values in the constitution are _____**
 - a) Justice
 - b) Liberty
 - c) Equality
 - d) **All the above**

7. **Morals are formed out of person's _____**
 - a) Ethics
 - b) **Values**
 - c) Opinions
 - d) Education

CO5 [K4]

8. **The concept of hidden curriculum is mentioned in _____**
- a) Explicit value education
 - b) **Implicit value education**
 - c) Moral value education
 - d) Reflective value education
9. **To lead a constructed, well-mannered life, we need**
- a) Understanding
 - b) Compassion
 - c) **Ethics**
 - d) Morals

SECTION B

Paragraphs:

1. CO1 [K1] : How are values, ethics and morality co-relate to each other?
2. CO2 [K2] : Explain the fundamental duties of a citizen as per our Indian Constitution?
3. CO3 [K2] : Summarize the objectives of Value based Education.
4. CO4 [K4] : Comment on the purpose and aim of Value Education.
5. CO5 [K4] : Examine the importance of Universal Values? Depict it with examples.

CATEgORIZATIOn Of VALUES

Dr.K.J.Sunmista,

Assistant Professor, Department of Commerce

Values have a great impact on our *inner* world. They define us. They form the foundation of our character. And since you have to live with yourself, your values should be one of the most important things in your life. Values can be categorized as Personal values/Core values/ Human values and Moral values. Human values define what they want personally, but morals define what the society around those people want for them.

I. Human values

Basic human values refer to those values which are at the core of being human. The values which are considered basic inherent values in humans., for example, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings.

It is with those human values that one becomes truly able to put into practice his/her ethical values, such as justice, integrity, refusal of violence and ban to kill – even in a crisis situation. Human values convey a positive and affective surge, which reinforces the rationale of moral values. They are the values that permit us to live together in harmony, and personally contribute to peace. Human values are a tool to manage human relations and a tool for peace

1. Respect

Respect is one of those very valuable things that you must earn from others. It's often said that you never get a second chance to make a good first impression. When we meet someone we make an assessment of what kind of person they are. That assessment might change over time as we get to know the person better. If they support us that respect is strengthened; if they deceive us then that respect is weakened and diminished.

2. Confidence

A major component of confidence is the value you place on yourself. Confidence is about the faith you have in your abilities, the person you are, and how you view your most important relationship — the one with yourself. Confidence tells the story of who we truly are in the most authentic way possible. It is our representation of the way we want to be seen and how we want to see ourselves. Be confident in everything you do and you will never be denied.

3. Authenticity

Be the same person at every occasion in life. Don't act differently in front of your parents, friends, co-workers, in-laws, and strangers. Stay your true self. And never be afraid of other people's judgments.

4. Truthfulness

Tell the truth. Always. Especially when it comes to your own life. Don't have money? Don't pretend that you're wealthy. Never went to college? Own it. Be honest about who you are and what you've done. You'll be able to look at yourself in the mirror with pride.

5. Joyfulness

Life is short. Do things that bring you joy. And NEVER do something you hate for longer than is necessary. Enjoy the small things. Music, other people, working out, walking, laying down, reading, and so forth.

6. Curiosity

Get to the bottom of everything that you do. Not because you must. But because it's *fun* to know things. Life is fascinating. Acknowledge it. And then, try to understand it. But leave it at trying. Some things can't be understood. But you can still admire it.

7. Responsibility

Own your actions, mistakes, and current life situation. Understand what's in your control, and fully own it. Don't like something? Change it. But don't take responsibility for things that are not on your plate. Focus on yourself. What other adults do is not your concern, nor your responsibility.

8. Love

Build intimate and deep relationships with a few people. Depth matters more than breadth. Spend more time with your family members than your co-workers. Get to know your family members on a deeper level. Have two or three friends that you spend your time with. Love your family. The people you see every day should get your highest priority.

9. Fearlessness

Don't fear the future. And don't be afraid of what people you don't care about think of you. Only care about what you and the people you love think about you. Everything else is noise. Have dignity. Do the right thing and don't fear the rest.

II. Moral values

Certain behaviors are considered to be desirable by a given society, while others are considered to be undesirable. People are not born understanding their society's morals. According to Kohlberg, infants have little or no moral sense, because they are not born with an understanding of the nature of human relationships. As children reach elementary school age, they enter into the first major stage of moral understanding, known as the "pre-conventional" stage. Pre-conventional children are essentially selfish in orientation. They do not think about what behaviors will serve the greater good, but rather think in terms of what will most benefit themselves. They respond

primarily to power, and think of morality as a matter of following rules so as to avoid punishment. As children grow into adulthood, they typically enter into the stage of “conventional” moral understanding. Some children will be developmentally delayed in this regard and become adults who have the moral understanding of children; we call them sociopaths, narcissists, and anti-social personalities. The majority of people that do make it to the conventional moral understanding start thinking in terms of duty; a duty to do what is necessary to promote the greater good. They orient towards behaviors that are most likely to gain other people’s respect and admiration.

1. Punctuality

Punctuality is a virtue that leads to great achievements in life. A punctual person will be respected by everyone. One who is punctual is reliable and people believe punctual people because they do not miss to perform a task. So, in any place, be it school, college or workplace, punctuality matters a lot.

2. Honesty

Honesty should be the bedrock of your foundation, as it will define who you are before you even allow others to know more about you. If you always deal in the truth, you’ll live a life with far less worry. You can use your analytical mind to think of new ideas, rather than lies and excuses. Honest intentions in speech and action gain the attention and respect of others. Honesty promotes openness, empowers us and enables us to develop consistency in how we present the facts. Honesty sharpens our perception and allows us to observe everything around us with clarity.

3. Keep Your Word

Your word is your bond. If you can’t keep your word or honor your commitments, then you’re going to have a tough time in life. We all need people in our lives that we can count on. Sometimes it’s family or it might be your best friend from school. We all need the comfort of knowing we can turn to someone if need be. You need to be one of those people.

4. Priorities

We all have our priorities. But, are they in the right order? My most important priority is my family. They will always come first. I can’t help anyone else if there’s a family member hurting and I have the resources to relieve that hurt.

5. Hard Work

Hard work is a value that is not instilled from birth. But that fathers and mothers have to teach to their children, as they need training, which consists of creating habits and responsibility through perseverance. Learning the value of hard work is essential. Working hard, with focus and desire is the key to getting ahead.

6. Loyalty

On a more personal level, loyalty stands for commitment and dedication to another allowing respect and trust to flourish. Loyalty is important in both business and our personal lives. Loyalty is valuable because it allows us to take the risk of predicting the actions and behavior of people we trust

7. Others

- *Right Conduct* – Contains values like self-help skills (modesty, self-reliance, hygiene etc.), social skills (good behavior, good manners, environment awareness etc.), ethical skills (courage, efficiency, initiative, punctuality etc.) and Ownership.
- *Peace* – Contains values like equality, focus, humility, optimism, patience, self-confidence, self-control, self-esteem etc.
- *Truth* – Contains values like accuracy, fairness, honesty, justice, quest for knowledge, determination etc.
- *Peaceful co-existence* – Contains values like psychological (benevolence, compassion, consideration, morality, forgiveness etc.) and social (brotherhood, equality, perseverance, respect for others, environmental awareness etc.)
- *Discipline* – Contains values like regulation, direction, order etc.

To conclude, your goal is to find the values that *already exist* inside of you and strengthen them. Pick your values. Stick to them. And watch as your character is formed. Once that happens, you'll never want to be anything else but yourself.

SECTION A

Answer the following:

CO1 [K1]

1.is one of those very valuable things that you must earn from others

- a) Money b) Luxuries c) **Respect** d)Wealth

2. is about the faith you have in your abilities

- a) Courage b) Character c) **Confidence** d)Charisma

CO2 [K2]

3. It is always important to..... yourself, others and the place where you work.

- a) Appearance (b) Cooperate
(c) Communicate (d) **Respect**

4. If you have, you will be a trusted person because they will see that you are committed to your company.

- a) **Loyalty** (b) Organizational Skills
(c) Productivity (d) respect

CO3 [K2]

5. One of the basic desires of every human being is to be always_____.

- a) **Happy** b) Jealousy c) careless d)honest

6. _____is the study of what is thought to be right in a society

- a) human values b) Self study c) **Morals** d) cores

CO4 [K4]

7. It is important to have a good_____to be successful in your career.

- a) Appearance b) Attendance c) **Attitude** d) Respect

8. **If you don't have, you can really get in trouble for lying, cheating or deceiving others.**
- a) Communication (b) Cooperation
(c) Honesty (d) confidence

CO5 [K4]

9. **Our understanding of right and wrong is shaped by our culture, hence ethics of persons from different culture may be in conflict**
- a) True b) False c) May be d) nevertheless
10. **All unethical practices are illegal.**
- a) True b) False c) May be d) nevertheless

SECTION B**Paragraphs:**

1. CO1 [K1] : Write short notes on Human values.
2. CO2 [K2] : Outline the core values which are important for an individual.
3. CO3 [K2] : Summarize the stages in development of moral values.
4. CO4 [K4] : Analyse the moral values needed for a woman, to stand erect in the society.
5. CO5 [K4] : *Human values are a tool to manage human relations and a tool for peace – Examine this statement.*

PERSONAL VALUES AND FAMILY VALUES

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Introduction

Women, half of the human population are considered to be subordinates to other half of the men. The world has always expected that the principles of women must be regarding to accepting this dominance. From the earlier days, it has been forcing the female community to build her values based on the guidance and significance of the male community. Women always play the role of producers and reproducers. Though their participation and contribution remain equal to men, still they are striving hard to retain their respect in our society. As individuals, women deserve to have their own personal values and family values to maintain their own dignity.

Personal Values

Values guide the individuals to behave matured and decent in the society. The situation of individuals in their childhood help them to develop their personal values. Actually, the strong beliefs of the people in and around the society we live in develop in to the values. Values may change over time according to the situations and needs. Values are the media that reflect one's thoughts, words and actions. Values help the individuals to create their own destiny and they are long lasting beliefs of persons.

Personal values of Women:

Women were considered dependent on men in the past days. This scenario is slowly changing nowadays. Women are misunderstood as the weak gender but they are psychologically strong and composed. Women have grown with times and have acquired their personal space now. Women must possess a positive attitude towards life and they should develop their own destiny.

Maintaining self-respect:

All individuals have the desire to prove themselves. This world has created everyone with their own individualism. Women are bestowed with capabilities of building relationships and making the place a lively one to exist. In this process, an Ideal woman is not a self-centred person. She doesn't need assurance from others. She takes life with cool head. She doesn't consider herself superior or inferior to others. She doesn't claim for advantages as a woman. She feels free to express her views at any place with right explanations. She respects herself as she respects the others.

Thirst for learning:

Learning starts right from the day of birth. Experience is the best teacher in the process of learning. Education is the significant and compulsory for everyone. Educationally sound women can tackle any kind of situation and face any struggle that they come across in their lives. An ideal woman always has thirst for learning new things and stand unique and independent. She trusts her instincts and reacts practically. Learning from every practical situation gifts her the ability to analyse any situation. She develops a sharp eye and keen sense of observation. She loves to experiment and enterprise the knowledge she has gained. The learning profile of a woman reflects her sound personality.

Exploring new challenges:

Women must be achievers and internally motivated. They should have self-set standards and goals. A bold woman accepts challenging job with ease and interest. They always look forward to prove themselves. When healthy comparisons arise at the workspaces, they accept it with smiles. They are open minded to accept feedback from their colleagues. A confident woman will be intelligent enough and have clear about her goals and about how to execute them. She builds good rapport with others easily and remains trust-worthy. She can execute any work with her planning skills. She will know the difference between rushing and prioritising things. Proper planning gives her ample time to execute her work in a committed manner. She will look relaxed as a calm confident person.

Free from phobias and anxieties:

As women are tender hearted in some issues, they are prone to phobias. But developing sound knowledge will free them from unnecessary fears. Mental and physical fitness will lead them to achieve greater heights. Anxieties and stress level must be in control with the help of physical exercises and meditation. A sound body and a sound mind are the greatest treasures to be acquired and maintained.

Confidence in expressions:

An ideal woman always exhibits a polite but firm attitude towards life. She holds a proper control over her own emotions. She is not inclined towards aggressive behaviour. She is always kind but don't allow others to take advantage of her kindness. A woman may be dreamy, soft-spoken and quiet person - but this introvert woman must be bold enough to use her soft attitude towards success. On the contrary, a woman may be an open book without secrets. She may enjoy the company of people. Those extrovert women are pure at heart and brave enough to express her views. Open, outgoing and friendly attitude is a boon. But these women are expected to take care that they are not hurting anyone. So being an introvert or extrovert person, a woman should never move from her diplomatic position. Remaining in other's memory as a smiling and confident woman shows her positive attitude. Well-adjusted woman is a confident and

self-assured person. She possesses hidden leadership qualities and can tackle any kind of situation.

Family Values:

Every family function under a set of principles called family values. These values are imparted by the family based upon how they act with each member and others outside the family. Everyone learns their family values from their parents and siblings. Values are much more important for the success of family setup.

Family values of women:

Women have to play the roles of a daughter, sister, wife and mother. They have to impart their best for maintaining the values of their own family. Family is the space where everyone starts learning how to behave with others. Their family values will reflect in their social behaviour. Women always remained as souls supporting their families.

Women as active Members:

A house is transformed into a home by woman. The commitment in relationships is the strong foundation of a home. Trust in God and love-bonds in relation bring heaven to earth as home.

Playing the role of a daughter is the greatest gift. Girl children are treated as Goddesses by parents. Earlier, there prevailed a situation when the girl children were considered as a burden. But situations are changing nowadays. A lovable daughter always obeys her parents and elders. She must be given proper education so that she can be independent in life. She must be taught that self-dependence and self-respect are the bricks to build a successful life. She must be smart in solving the family issues. She must learn to keenly watch what is happening in the family and choose her words wisely. A careful observer can solve any kind of issues in an active manner.

As a wife, woman is man's partner and comrade. She plays her role effectively as a helpmate of her husband and administrator of home. She takes responsibility of peace in the family. She is the source of encouragement to her husband for his endeavour and greatest achievements in life. Wife is the symbol of purity, faithfulness and love. She plans everything in the family. As a daughter-in-law, she embraces her husband's family as her own. She should be positive in handling the new relationships after her marriage. She has to treat the elders with respect. She has to be patient in building the bond with her in-laws. She has to be open-minded in vision and open-hearted in explaining her views.

Maternal bond (Mother-infant relationship) is the greatest bond a girl ever builds in her life. A woman is always playing the role of a care-taker from her birth. But that care-taking quality reaches its peak when she becomes a mother. She becomes the first teacher of her child. She teaches her child to face the challenges and struggles in life. She is the role-model to her child. She is the central personality of the home. She devotes her time and energy for the welfare of the family.

Mother-in-law is a role to be celebrated as this is equal to second parenting. As a mother of a boy or girl, she takes pride in finding a partner for her child. After finding daughter-in-law or son-in-law, she has to be equally good enough in treating them like her own kids. She has to be open enough to accept the new relation in the family. As a small girl, the daughter-in-law must be treated with concern. When daughters-in-law are treated as daughters and mothers-in-law as mothers, the Indian families will remain in peace and prosper forever.

Celebrator of family successes:

Woman stands as the foundation of the family. She treats her family members with compassion and respect. She uplifts the thoughts, views and talents of the members. She is happy in bringing out the talents of her husband and kids. When her kids shine in their education and career, she is there to encourage and applaud them. She is a selfless soul with a kind heart full of lots of love and care. She always inspires to achieve the good things in life by overcoming the hardships of life. She finds her success in the success of family members. She celebrates the happiness of family members with incomparable kindness.

Administrator and Supporter:

Woman is the best administrator of the family. As men are interested in external and social affairs, Woman tends to take responsibilities of the family's internal affairs. She decides the things to be executed in an effective manner. She plays the role of a finance minister in planning the budget of the house. Nowadays, its happy to notice that women take pride in supporting the families economically also. When women are economically independent, they are gaining much self-confidence and start leading a stress-free life. This helps the family with better nourishment. Actually, the traditional role of women nurturing and taking care of the emotional needs of the family and keeping it together make them holistic leaders with unique management styles. This traditional value is learnt by women from their homes. When they start shine in their home, they start gaining confidence in shining in the society too.

Conclusion

Woman lives life by cherished values. She is an embodiment of love. She plays various roles in the family with great responsibility. She handles everything in a dignified manner. The modern woman is aware of the society around her and believes in her strengths. She handles her weaknesses with grace and identifies the goodness in everything around her.

SECTION A

Answer the following:

CO1 [K1]

1. _____ **guide the individuals to behave matured and decent in the society**
a) Media b) **values** c) beliefs d) Talents
2. **Women are misunderstood as the _____ gender**
a) strong b) brave c) confident d) **weak**

CO2 [K2]

3. **Learning starts**
a) **from birth**
b) from the first day at school
c) from the age of three
d) from speech
4. **Every family function under a set of principles called**
a) **family values**
b) family trust
c) family issues
d) family ideas

CO3 [K2]

5. **The strong foundation of a home is not based on**
a) Compassion and respect
b) Commitment in relationships
c) selfless and kind heart
d) **doubts and hatred**

6. **Perfect women are supporting their families**

- a) economically
- b) emotionally
- c) **both economically and emotionally**
- d) neither economically nor emotionally

CO4 [K4]

7. **Which of the following statement stands correct regarding an ideal woman**

- a) self-centered person
- b) **self-assured person**
- c) over-anxious person
- d) over-ambitious person

8. **A woman who wants to prove herself**

- a) Need motivation from others
- b) Feel life as monotonous
- c) **is a self-confident person and sufficiently motivated**
- d) is confused with making decisions

CO5 [K4]

9. **A perfect woman helps people beyond her limits to**

- a) impress people
- b) get her work done
- c) **express her genuine concern**
- d) overstrain herself

10. **Which of the following statement is false about a perfect woman**

- a) lives life by cherished values
- b) maintains high self-esteem

- c) is free from phobias and anxieties
- d) **Fails to overcome insecurities and complexes**

SECTION B

Paragraphs:

1. CO1 [K1] : Define personal values.
2. CO2 [K2] : Explain the personal values of women.
3. CO3 [K2] : Explain the family values.
4. CO4 [K4] : Analyse the role of women in the family.
5. CO5 [K4] : Examine the personal and family values of women which contribute to her success.

SOCIETAL VALUES

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A brave, frank, clean-hearted, courageous and aspiring youth is the only foundation on which the future nation can be built.

-By Swami Vivekananda

Introduction

Values are general beliefs containing an individual's idea about what is right and what is wrong. Values are global beliefs that guide action and judgements across a variety of situations. Values are a concept of the desirable and an internalized evaluation a person possesses. Values are what we, as a profession, judge to be right. In short, values are the basic convictions that give us a sense of right and wrong, good and bad, acceptable and unacceptable. Values are learned and they change as individuals grow and mature.

What is a value ?

1. **A value must be chosen freely.** i.e It must be free from coercion.(Children who go to church/temples because their parents made them ; this is not choosing freely)

2. **A value is always chosen from among alternatives.** Obviously, there can be no choice if there are no alternatives from which to choose. (For example, to say one values eating. On the other hand, many of us value what we eat)

3. **A value results from a choice made after thoughtful consideration of choices.** Impulsive choices do not lead to values. For something to guide one's life meaningfully, it must come about by carefully weighing the consequences. Only then we can make intelligent choices. (One's view on abortion would be a good example here)

4. **When we value something, it has a positive quality for us.** We prize it, cherish it, esteem it, respect it and hold it .

5. **When we have a value, it shows up in every aspect of our living.** We spend money on things we value. We budget time and energy for our values. The person who talks about something but never does anything about it is not speaking of his values.

6. **Values tend to have a persistence and assume a pattern in our lives.** They are not one time occurrences.

Importance of values

Values are at the core of all decision making. Without teaching the simple value that hurting others is wrong, you cannot expect anything you do to make a long term difference. There is no way to ever stop someone from hurting other person if that is what he or she really wants.

This is true in the workplace, on the street, on public transportation, or in schools and colleges. The first and most significant step in ending violence is to stop people from wanting to hurt others, and values are the best way to achieve this. At their core, schools/colleges must honour and teach the idea that humans are precious and never should be hurt.

Values relating to self and others

1. Accepting our own worth as individuals
2. Accepting the importance of developing a personal belief and value system
3. Showing initiative and accepting responsibility for our own actions

4. Working cooperatively with others
5. Being honest and open in dealing with others
6. Promoting the positive welfare of others
7. Respecting different view points
8. Being punctual and fulfilling commitments

These values reflect the commitment of schools and colleges to personal and social development.

Values relating to civic responsibilities

- Being committed to democratic processes
- Developing pride in being an Indian and sharing in our rich and diverse heritage
- Actively contributing to the life of the wider community
- Conforming to the accepted rules and requirements of the schools.
- Showing respect for the rights and property of others
- Being committed to social justice and equal opportunity
- Rejecting racism, sexism and other forms of prejudice
- Accepting lawful and just authority
- Actively supporting economic development and the conservation of environment.
- Being committed to the importance and value of work
- Actively pursuing the peaceful resolution of conflict.
- These are the values which promote a cohesive, but dynamic and democratic society.

Similarities between values and attitude .

- Both are learnt
- Both are acquired from the same source
- Both affect behaviour of people
- Both are endurable
- Both are difficult to change
- Both influence each other

Differences between attitude and values.

1. Attitude represent predisposition, values represent judgement.
2. Attitude refers to several believes, values refer to single belief.
3. Attitudes are ones personal experiences, values are derived from social and cultural aspects.

Inculcating social values in the youth:

Values can be either individual (personal) values or social (community) values. Individual values are absolutely necessary in the formation of the basic character of a person and social values hold the key in knitting persons together. In the present highly competetive environment, where there is more focus on academics and individual values, there is risk of individuals becoming more self centered and insensitive to the needs of the society. So more importance has to be given to societal values.

Universal love and compassion:

Universal love is the feeling of oneness with everyone and everything in the universe. Compassion is being sensitive to the pain and suffering of others and hence doing something about it.

Caring and sharing:

Caring is the warm feeling for others. Sharing is the willingness to share what one has with others and by doing so, feel the joy of it.

Politeness and courtesy:

Politeness is the expression of refined manners and behaviour in the society whereas courtesy is a gesture of civility, reverence or respect.

Gratitude and appreciation:

Gratitude is the warm and friendly feeling one has to a benefactor. Appreciation is the free and frank acknowledgement of a good thought, word, gesture or action.

Duty and responsibility towards society:

Duty is what one is bound or obliged to perform for the benefit of the society. Responsibility is being accountable to what one has to willingly do, or what one has not performed.

Tolerance and patience:

Tolerance is the capacity of endurance of offensive persons and adverse opinions and situations. Patience is the quality of being able to calmly endure.

Ready-to-serve attitude:

Being aware that the needs of others are as important as one's own and the readiness to do whatever one can to help others.

Team spirit and sportiveness:

Team spirit is doing things jointly for the common good and not for projecting one's own talents for acclamation. Sportiveness is the ability to rejoice over the success of others and remain humble when one becomes victorious.

Empathy and sensitivity:

Empathy is entering into another's personality and imaginatively feeling his/ her experiences. Sensitivity means empathising with others before responding to their needs.

Repentance:

Repentance is a sincere feeling of sorrow or regret for having done something wrong and the firm resolution not to repeat such mistakes or misdeeds in future. Repentance has a great purifying effect.

Forgive and forget:

Forgiving is the capacity of patiently bearing the insults, adverse comments or actions of others without the slightest thought of revenge or feeling of hatred. To forget is to ignore such incidents, be friendly with and love the person who has done wrong.

Patriotism and sacrifice:

The faith in the unity and prosperity of one's motherland and the readiness to give up anything and everything for her welfare.

Civic sense and love for nature:

Civic sense is the sense of citizenship resulting in actions being beneficial or not obtrusive to the society at large.

Peace and nonviolence:

Peace is freedom from disturbances, resulting in calmness and harmony in the society. Nonviolence is not to hurt anybody in thought, word or deed and do things beneficial to others.

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SECTION A

Answer the following:

CO1 [K1]

1. _____ values hold the key in knitting persons together.

- a) Personal
- b) **Social**
- c) Cultural
- d) Both b & c

2. **Values and attitudes**

- a) are endurable
- b) are difficult to change
- c) both influence each other
- d) **All the above**

CO2 [K2]

3. _____ is the feeling of oneness with everyone and everything in the universe.

- a) **Universal love**
- b) Compassion
- c) Caring
- d) appreciation

4. _____ is the expression of refined manners and behaviour in the society.

- a) **Politeness**
- b) Courtesy
- c) Patience
- d) Gratitude

5. _____ is a gesture of civility, reverence or respect.
- a) Politeness
 - b) **Courtesy**
 - c) Patience
 - d) Gratitude
6. _____ is the sense of citizenship resulting in actions being beneficial to the society.
- a) **Civic sense**
 - b) Patriotism
 - c) Repentance
 - d) Sympathy

CO3 [K2]

7. Sensitivity means _____ others before responding to their needs.
- a) **Empathizing with**
 - b) Listening to
 - c) Hurting
 - d) All of the above

CO4 [K4]

8. What are the values related to civic responsibilities?
- a) Being committed to democratic processes
 - b) Accepting lawful and just authority
 - c) Respecting different view points
 - d) **Both a & b**

9. **Which of the following are true about values?**
- a) They change as individuals grow and mature.
 - b) Values give us a sense of right and wrong.
 - c) Values influence our decision making.
 - d) **All the above.**

CO5 [K4]

10. **Which of the following behavior is required for both tolerance and patience?**
- a) **Endurance**
 - b) Gratitude
 - c) Civic sense
 - d) Patriotism

SECTION B

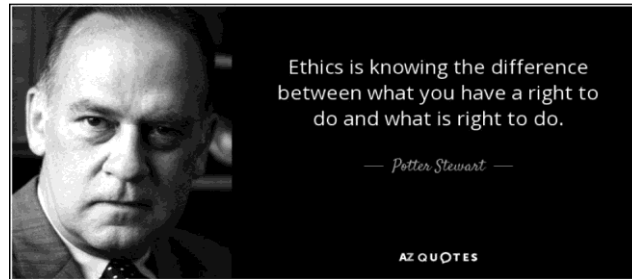
Paragraphs:

1. CO1 [K1] : List the values relating to self and others and give its significance
2. CO1 [K1] : Give the Similarities between values and attitude .
3. CO2 [K2] : Define: (i) Ready- to- serve attitude (ii) Repentance
4. CO5 [K4] : Explain any five civic responsibilities and give its significance
5. CO5 [K4] : What are values? Why more importance has to be given to societal values?

PROFESSIONAL ETHICS

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The word “ethics” is derived from the Greek word ethos, which means “character”. According to Potter Stewart, Associate Justice of the Supreme Court of the United States, ethics is knowing the difference between what you have a right to do and what is right to do. Ethics according to Swami Vivekananda was a code of conduct that helps a man to be a good citizen.

There are many kinds of ethics and among them **Personal Ethics** and **Professional Ethics** plays a vital role in our daily life.

I. Personal Ethics

Mrs. Sudha Murty, Chairperson of the Infosys Foundation in her book “**Wise, otherwise – a salute to life**” narrated a story for the proverb “Honesty is the best policy”.

As a Philanthropist, the author wanted to help an intelligent poor boy who struggled to study further due to his financial constraints. She came forward to help him and sent Rs.1800/- to cover his expenses for the first Six Months. He acknowledged it without delay and expressed his gratitude. Time passed and she sent a draft again for Rs.1800/- for the next six months. This time, the boy returned Rs.300/- along with a letter. The author was surprised to receive the money. In that letter, he wrote that he was not in the hostel for the last two months. One month, his college was closed for holidays and during the next month, there was a strike. So he stayed at home for those two months and his expenditure is less than Rs.300 per month. Therefore, he sent back the amount that was not used by him during the last two months.

She concluded the story with these amazing words: “**Honesty** is not the mark of any particular class nor is it related to education or wealth. It cannot be taught at any university. In most people, **it springs naturally from the heart.**”

Personal Ethics refers to a person’s personal morals and code of conduct. From the very beginning of a person’s understanding, these ethics are being instilled in the individual by their parents, family and friends. Without any personal ethics, the life of the human being is incomplete and shallow. A person’s personal ethics are revealed in an exceedingly professional situation through his/her behaviour.

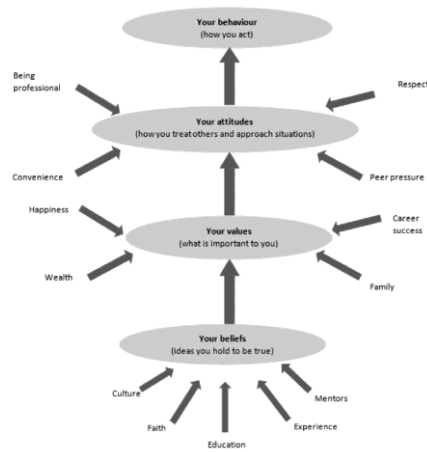
Examples:

- I will always speak the truth
- I will respect all those who are elder to me
- I will never hurt anyone purposely
- I will maintain a caring attitude towards everyone

Values are the unarticulated beliefs that form the foundation for ethical behaviour, i.e. practices that are viewed by our society as correct behaviour. The value system of the individual and his/her emotional intelligence plays an important role in his/her ethical behaviour.

Personal beliefs, values, attitudes and behaviour

The following diagram shows the sources of our beliefs and the relationship between the beliefs and values to our attitudes which finally leads to our resulting behaviour.



What is a belief?

A belief is an idea that a person holds as being true. It can come from different sources, including:

- a person's own experiences or experiments
- the acceptance of cultural and societal norms (e.g. religion)
- what other people say (e.g. education or mentoring)?

Once a person accepts a belief as a truth they are willing to defend, it can be said to form part of their belief system. A person's beliefs will guide them in their decision making and response to situations. Beliefs are usually formed in childhood or any other significant formative experience

What is a personal value?



Values are stable long-lasting beliefs about what is important to a person. They become standards by which people order their lives and make their choices. It is possible to categorise beliefs into different types of values – **examples** include values that relate to happiness, wealth, career success or family. A person must be able to articulate their values in order to make clear, rational, responsible and consistent decisions. Values are shaped by personal experience, may change over the span of a lifetime and may be influenced by lessons learned. Values may vary according to an individual’s cultural, ethnic and/or faith-based background. **“Never change your core values.”**

What is an attitude?

Attitudes are the mental dispositions people have towards others and the current circumstances before making decisions that result in behaviour. People primarily form their attitudes from underlying values and beliefs. Typical influences include the desire to please, political correctness, convenience, peer pressure, and psychological stressors.

Attitude is everything for a successful professional. The saying **“Ability is what one can do; Motivation decides what one will do; and Attitude decides how well one does it”** expresses the importance of attitude.

People’s values, beliefs and attitudes are formed and bonded over time through the influences of family, friends, society and life experiences. The combination of our personal values, beliefs and attitudes are our moral principles that guide us in life and affect our behaviour.

II. Professional Ethics

profess

“Profess”: a public declaration, vow on entering a religious order. a commitment (vows) to serve for a good end.

ethics

“Ethics”: the study of what is morally right and what is not. The word “ethics” is derived from the Greek word ethos, which means -“character”.

Profession is a type of job that requires special training or skill, especially one that needs a high level of education such as medical, legal or teaching.

Professional ethics are principles that govern the behaviour of a person or group in a business environment. Unlike values, professional ethics are often codified as a set of rules, which a particular group of people use. There are some universal ethical principles that apply across all professions, including:

- honesty
- openness
- trustworthiness
- loyalty
- respect for others
- adherence to the law
- doing good and avoiding harm to others

- accountability.

Branches of Ethics

Teaching ethics

- Ethics is a critical element in teaching and plays an important role in a teacher’s personal and professional life. A teacher’s ethical stance will govern how he or she instructs and assesses students.

- Ethics also will play a role in how a teacher interacts with students, with colleagues, with administrators and with the community at large. Dr. A.P.J Abdul Kalam has rightly said that teaching is a very noble profession that shapes the character, calibre, and future of an individual.
- The core of teaching consists of three basic values: dignity, truthfulness, and fairness.
 - **Dignity** means respect for humanity. Teachers must respect every person, regardless of gender, sexual orientation, gender diversity, appearance, age, religion, social standing, origin, opinions, abilities and achievements.
 - **Truthfulness** is one of the core values in teachers' basic task, which involves steering learners in navigating life and their environment. Honesty with oneself and others and mutual respect in all communication is a basic aspect of teachers' work.
 - **Fairness** is important both when encountering individual learners and groups but also in the work community. Fairness involves in particular promoting equality and non-discrimination and avoiding favouritism.
- *Example:*
 - Mrs. J. Rubi Catherine Theresa, an inspirational Maths Teacher with undying determination started devising noble and simple techniques for solving mathematical problems and creating educational videos for the government school students. She achieved the true purpose of education that is "training the mind to think". She received a number of awards and appreciations from Government and NGOs for her contribution in teaching Maths. She preserved all the core values of teaching. https://www.youtube.com/watch?v=b_4AYcIsn5s&ab_channel=bigshortfilms

Engineering ethics

- Engineering Ethics is the set of rules and guidelines that engineers adhere to as a moral obligation to their profession and to the world.
- When ethics is not followed, disaster often occurs; these disasters not only include huge monetary costs and environmental impacts, but also often result in the loss of human life.
- *Example:*
 - Mobile phone handsets generate electromagnetic fields which are basically absorbed by the human body. The amount of radio frequency absorbed by the human body while using a mobile phone is measured by Specific Absorption Rate (SAR). As per current standards, the SAR permissible for mobile phones imported and manufactured in India is set at 1.6 Watts per kilogram of the user's body mass. **Violation of this range is unethical.**

Bioethics

- Bioethics is the application of ethics to the field of medicine and healthcare. Bioethics entails the objective appraisal of how our values, desires, and actions affect others, including animals and the environment.
- Four commonly accepted principles of health care ethics are
 - Principle of respect for autonomy
 - Principle of non-maleficence
 - Principle of beneficence and
 - Principle of justice.

- *Example:*
 - Topic areas that have been the focus of bioethics for a long time are organ donation and transplantation, genetic research, death and dying, and environmental concerns.

Environmental ethics

- Environmental ethics is a branch of ethics that studies the relation of human beings and the environment.
- Environmental ethics believe that humans are a part of society as well as other living creatures, which includes plants and animals. Every time that a tree is cut down to make a home or other resources are used, we are using natural resources that are becoming more and more sparse to find. These items are a very important part of the world and are considered to be a functional part of human life. Therefore, it is essential that every human being respected and honour this and use morals and ethics when dealing with these items.
- *Example:*
- Global warming, deforestation, pollution, resource degradation, the threat of extinction are the issues from which our planet is suffering. With environmental ethics, you can ensure that you are doing your part to keep the environment safe and protected.

Media ethics

- Media ethics deals with specific ethical principles and standards of media, including broadcast media, film, theatre, the arts, print media and the internet. Media, being the fourth pillar of democracy has a major role in maintaining acceptable practices in society.
- Significance of responsible media during crisis

- Reduce panic
- During crisis there are high chances that people get tensed due to the situation and tend to overreact. In this period, the media must make efforts to spread the right information and ensure that public do not panic. They must try to arrest the unrest that may be created.
- Spreading information and instructions
- The government actions and policies reach maximum people if media is able to spread them widely across the country. Important issues must reach most of the citizens so that rumour mongering and hate do not spread among people and government's work becomes relatively easy.
- Address citizen's problems
- Media must also act as representative of citizens and relay problems to the government so that appropriate action is taken to address the issue. This will see to it that small problems of common citizens are not ignored during the national crisis.

Computer ethics

- Computer ethics are a set of moral standards that govern the use of computers. It is society's views about the use of computers, both hardware and software.
- Computer ethics is a concept in ethics that addresses the ethical issues and constraints that arise from the use of computers, and how they can be mitigated or prevented.
- Ethical Guidelines in academic institutions
- **Respect the privacy of others.** Do not in any way examine or change files or passwords belonging to others. Do not violate the privacy of individuals or organizations.

- **Respect the integrity of the computing systems.** Do not develop or use programs that invade, damage, or alter computing systems or software. Do not in any way harass other users.
- **Always identify the user accurately.** Never use someone else's account. Do not use fraudulent means to avoid accounting for the use of computing services.
- **Respect copyrights and licenses.** To copy a licensed computer program is illegal; it is indeed theft.
- **Respect the intellectual property of others.** Individual programming assignments are expected to be done by individual students; do not take another's work or ideas to call your own.
- Exhibit responsible, sensible use of computer hardware, software, and data.

Group Exercises

1. Discuss one of the following topics:

- a. Honesty is the best policy.
- b. The truth will set you free.
- c. You are allowed to tell a white lie once in a while to spare someone's feelings; that's not wrong!
- d. Is giving a bribe dishonest if I have to accomplish something?
- e. Who was your favourite teacher? Why? Identify the ethical dimensions inherent in the reasons you cite.

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SECTION A

Answer the following:

CO2 [K2]

1. _____ is a branch of philosophy dealing with right or wrong.
a) Ethics b) Values c) Attitude d) Moral
2. _____ are the unarticulated beliefs that form the foundation for ethical behaviour.
a) Moral b) Experience c) Values d) Faith
3. _____ is everything for a successful professional. [CO2:K2]
a) Experience b) Moral c) Wealth d) Attitude
4. The word "ethics" is derived from the Greek word ethos, which means _____.
a) beauty b) brilliance c) character d) truthfulness
5. What is the permissible Specific Absorption Rate (SAR) for mobile phones in India?
a) 1.6 Watts per kilogram b) 2.0 Watts per kilogram
a) 2.6 Watts per kilogram d) 3.6 Watts per kilogram

CO3 [K2]

6. _____ is an example of Environmental ethics
a) a) Hacking b) Spreading information
a) c) Transplantation d) Global Warming
7. _____ is one of the commonly accepted principles of health care ethics.
a) a) respect for others b) Intellectual Property Rights
a) c) respect for autonomy d) Resource degradation

8. _____are principles that govern the behaviour of a person or group in a business environment.

- a) Values b) Moral c) Attitude **d) Professional ethics**

9. A person's_____are revealed in an exceedingly professional situation through his/her behaviour.

- a) professional ethics **b) personal ethics**
a) values d) beliefs

10. _____means respect for humanity.

- a) Ethics b) Freedom c) Fairness **d) Dignity**

DESCRIPTIVE QUESTIONS

Paragraphs:

1. CO2 [K2] : Define Ethics. What are the types of professional ethics?
2. CO3 [K2] : Defi Professional Ethics. List down a few universal ethical principles.
3. CO3 [K2] : Explain the significance of Media ethics during crisis.
4. CO4 [K4] : Analyze the role of value system in ethics.
5. CO5 [K4] : Examine the need for ethics in Computer technology.

UNIT**II****gEnDER STUDIES**

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In a society we all are living together men, women and presently what we call as the third gender. Now when we are living together in society it is but natural that we understand that all are equal when it comes to the dignity and rights of individuals. We all have an integral role in the making of the society and to seeing that the society moves towards development.

“Gender” refers to the socio-cultural definition of man and woman; the way societies distinguish men and women and assign them social roles. “Gender” socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. Behavior that is compatible with cultural expectations is referred to as gender–normative; behaviors that are viewed as incompatible with these expectations constitute gender non-conformity.

There is a difference between sex and gender, sex describes the biological difference between men and women, which are universal and determined at birth. Unlike sex, the gender identities of men and women are determined at birth. Unlike sex, the gender identities of men and women are determined psychologically and socially, Gender roles and expectations are learned through the process of socialization.

The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviors of both women and men (Feminity and Masculinity).

It is used as an analytical tool to understand social realities with regard to women and men.

Ann Oakley, who was among the first few feminist scholars to use this concept opines, “ Gender is a matter of culture, it refers to the social classification of men and women into ‘masculine’ and ‘feminine’ . The constancy of sex must be admitted, but so also must the variability of gender. She concludes that gender has no biological origin, that the connections between sex and gender are not really ‘natural’ at all. Gender determines what is expected, allowed and valued in a woman or man in a given context. They can change over time and they vary within and between cultures.

Every society prescribes different norms for girls and boys, women and men, which determines almost every aspect of their lives, and their futures. Let us look at the more obvious ones: In most societies girls and boys dress differently. In some places this difference may be minimal, at others very stark. Boys are encouraged to be tough and outgoing, girls are encouraged to be demure and home – bound. Qualities such as gentleness, caring, nurturing, and obedience are expected to be in a girl while men are expected to be strong, confident, competitive and rational. Further men are considered to be head of households, bread winners and managers of property and active in politics, religion, business and professions. Women on the other hand are expected and trained to bear and look after children, to nurse the infirm and old, do all household works and so on. This determines their education or lack of it, preparation for employment, nature of employment, etc. However the degree of differentiation between male and female roles vary widely.

The concept of Gender reveals how women’s subordination or men’s domination is socially constructed. Like the inequalities between castes, classes and races, gender differences too are man – made; they are historical constructs and therefore they can be questioned, challenged and changed. A woman may well have children but that should be no reason for her inferiority and subordination; nor should it determine her education, training or job opportunities.

Gender is socially constructed

- It refers to the socially constructed roles and responsibilities of women and men in a given culture or location.
- It refers to the social differences between man and women.
- Nature produces male/female beings but society turns them into women and men.

Process of Socialization or Gendering:

Gendered Socialization is a process by which people learn to behave in a particular way as dictated by societal values, beliefs and attitudes. Agents whereby the values, norms, beliefs, of a specific culture is internalized by the members of that society. The specific process of socialization which teaches children their gender roles is termed as “gendering” or gender indoctrination. Different social mechanisms teach children masculinity and femininity of personality and make them internalize behavior, attitudes and roles.

Socialization takes place through four processes:

i. Manipulation:

This essentially means the way one handles a child. It has been noted that boys are treated as strong, autonomous beings right from the beginning. Girls are dressed in a feminine fashion and are fused over with their hair. These physical experiences of early childhood are very important in shaping the self-perception of girls and boys.

ii. Canalization:

This involves directing the attention of male and female children to objects or aspects of objects. Examples of this are giving girls dolls or pots and pans to play with, and encouraging boys to play with guns cars and aircraft. These differential treatments channelize different interests and they develop different capabilities, attitudes, aspirations and dreams. Familiarity with certain objects directs their choices. Now if you see a boy and a girl, and the toys that they play with or the toys which their parents

introduced them to one can very easily make the distinction there are ample toys in the market, but if I say a girl child then one would immediately pick a Barbie doll for that girl, so generally the understanding is that these dolls are for the girls because they would love to play with those dolls enact different womanly roles with those dolls they will have a house they will decorate the house they will decorate themselves.

So you have Barbie dolls in different attire and different dresses coming up from time to time which attracts a lot of attention a lot of interest but what is interesting here is at the very beginning of life there is somewhere an initiation into certain things which happen with the family itself, so the family tries to introduce the girls to certain ways of life and that encompasses in everything that they do it is even in terms of buying a toy for a child, even in that they reflect this gender differences, so if it is a boy one would go for maybe a toy machine-gun a toy pistols are you know a remote car etc...

Because very easy acceptance is that the boy would love something you know which is adventurous which would be exciting which would involve a lot of may be physical moving around would show the aggressive part of that boy, and therefore the parent would initiate the boy to certain kind of things initiate the girls into certain other kind of things. Now just as an example of toys etc similarly with regard to the behavior in the very beginning of life if a girl talks loudly or maybe a child talks loudly, in case it is a girl the family always insists that you must be soft.

In this process the family at every juncture tries to imbibe different values and beliefs whereby since the very beginning of life our difference automatically gets created in the process, apart from that education has a very big role to play in this process of socialization in the issue of education also the difference between the two genders is often well maintained, so if one sees nursery rhymes two maybe schoolbooks to even advanced levels of study one often comes across this type of our difference which is pervaded which pervades in the entire system of education which is given to children.

So maybe in schools you can have different types of games two separate categories of games for the boy child and one for the girl child, so if we one can see that maybe outdoor games such as cricket football is often encouraged for boys, but the same is not true in case of girls, so through the school through the colleges many times carriers as to what career one can pursue some careers are seen as being more manly than others, so therefore if one speaks off an engineer, a doctor, a lawyer the first

picture that comes to a mind is that of a man wearing one of those other uniforms which are of the profession.

iii. Verbal Appellations:

Verbal appellations are also different for boys and girls. For example, we often say, “how pretty you look” to girls and “you are looking big and strong” to boys. Research studies show that such remarks construct the self-identity of girls and boys, men and women. Family members constantly transmit aspects of gender role directly in the way they talk even to very young children, and they also convey the importance given to each child.

iv. Activity Exposure:

Both male and female children are exposed to traditional masculine and feminine activities from their very childhood. Girls are asked to help their mothers with the household chores, boys to accompany their father outside.

It is through these processes that children imbibe the meaning of masculine and feminine and internalize them almost unconsciously.

How do this self-identification happen?

- “men will be men” and “boys will be boys” - justifies certain kind of behavior?
- Based on ‘script’ written by society
- Society expects women & men to behave according to the expectations of their respective gender roles.
- It is learned through a process known as socialization teaching people to behave according to social norms.

Gender Stereotype

- Gender Stereotyping involves over generalization about the attitudes, traits or behavior patterns of women or men. societal stereotyping has led to a overgeneralization of the entire process where it is felt that it is this is a man's work and that is a feminine work, so if I speak of cooking if we speak of nurturing a child what immediately comes to our mind is it is a feminine duty it is a feminine attribute because that comes naturally to women. They are born homemakers, so naturally looking after children not taking care of all household activities cooking etc should come naturally to women and men are not really suited for the same, so if a man enters this into this work one is generally laughed upon and one is generally looked down upon for the simple fact that this is a subordinate activity or a secondary activity and women are only required to carry out that activity, so what you see is of sort of a sexism or a prejudicial belief which pervades every section of society starts from the family and it moves further and further and permits every section every level of the society.

Now therefore this prejudicial belief results in valuing one sex over the other in terms of valuing the men over the female because the gender stereotyping leads to of segregation of the roles the behaviors which are expected of these two out of these two, one is more valued by the society than the other and therefore there is a difference which happens between these two groups in society.

Now a very important concept which we often come across whenever there is a discussion on gender on gender stereotyping etcetera is the concept of patriarchy we often refer to the situation that the society is patriarchal, now when we refer to patriarchy it is basically a social and ideological construct which considers men as superior to women and it manifests itself in male dominance over women in family and in society.

- – eg. Riding a bike is a masculine activity; women are too weak

or timid to ride a bikes.

- – eg. Cooking is a feminine attribute; men are not suited for the same.
- This forms the basis of sexism - prejudiced beliefs that value one sex over another. It varies in level of severity across regions.

Patriarchy

A social and ideological construct which considers men as superior to women Manifests itself in male dominance over women in family and society Labour/productive Sexuality/ Reproductive Property/Economic resources Choices/Freedom Mobility. The concept of patriarchy we often refer to the situation that the society is patriarchal, now when we refer to patriarchy it is basically a social and ideological construct which considers men as superior to women and it manifests itself in male dominance over women in family and in society.

So the whole concept of patriarchy tries to value the patriarchy or the male member or the father and his dominance over the woman the basic object is to control the woman, so basically there is a sort of a superiority which is attributed to the males and this superior class is expected to dominate over the other class and this is a whole pervasive concept or a whole pervasive notion which is there in society and it goes a long way in controlling the positions and status of women in society.

Myths

Men

- Better at mechanical tasks
- By nature laborious, hard working
- Aggressive, dominating, and more rational

Women

- Better at nurturing tasks
- Have less stamina, ability to perform
- Submissive, emotional and soft by nature
- Mentally dependent on men for their well being

Indian Society

- Patriarchy is dominant.
- Women are socio - culturally conditioned to accept the role of a subordinate.
- It manifests itself in:
 - Child preference (Sex ratio)
 - Health
 - Education
 - Economic Opportunities

What is Gender Justice?

- Gender justice entails ending the **inequalities between women and men** that are produced and reproduced in the family, the community, the market and the state.
- It means that no one may be denied justice or discriminated only because of one's gender (sex).
- It also requires that mainstream institutions — from justice to economic policymaking — are accountable for tackling the injustice and discrimination that keep too many women poor and excluded.

- One of the MDGs (Millennium Development Goal) of United Nations.

Key to Achieving Gender Justice

- Expanding women-friendly public services: to meet women and girls' rights to education, health and food;
- Guaranteeing land and jobs for women: ensuring the right to a decent livelihood, through access to economic assets;
- Increasing women's voice in decision -making: full participation of women in society, starting from autonomy in the household, to voice in all political processes at community, national and International levels; and
- Ending violence against women and girls: a scourge that too many women and girls face in daily life, stunting their opportunities, curtailing their mobility and denying them right.

SECTION A

Answer the following:

CO1 [K1]

1. **The essential way one handles a child is _____**
 - a) Gendering
 - b) nurturing
 - c) **Manipulation**
 - d) nursing
2. **Gendered Socialization is a process by which people learn to behave in a particular way as dictated by**
 - a) **societal values**
 - b) family values
 - c) Professional values
 - d) personal values

CO2 [K2]

3. **The expectations held about the characteristics, aptitudes and likely behaviors of both women and men.**
 - a) Affection
 - b)sex
 - c) **Gender**
 - d) Love
4. **gender has no biological origin is the statement of**
 - a) **Ann Okaley**
 - b)Sacroties
 - c) Plato
 - d)Ranne

CO3 [K2]

5. **In most societies girls and boys differently**
 - a) pray
 - b) dress**
 - c)eat
 - d)talk
6. **Boys are encouraged to be**
 - a) **Tough and outgoing**
 - b) Soft and smiley
 - c) Polite and humble
 - d) Demure and home – bound

CO4 [K4]**7. Girls are encouraged not to be**

- a) **Tough and outgoing**
- b) Soft and smiley
- c) Polite and humble
- d) Demure and home – bound

8. Pick out the correct sentence

- a) Women are expected to be strong competitive and rational.
- b) **Women are expected to be gentle, caring, nurturing, and obedience.**
- c) Women are expected to be the bread winners.
- d) Women are considered as the head of family.

CO5 [K4]**9. “Gender” refers to**

- a) Socio – cultural definition of man
- b) Socio – cultural definition of women
- c) Socio – cultural definition of living being
- d) **Socio-cultural definition of man and woman**

10. “Sex” describes

- a) **Biological difference between men and women**
- b) Sociological difference between men and women
- c) Cultural difference between men and women
- d) Economic difference between men and women

SECTION B

Paragraphs:

1. CO1 [K1] : Define Gender.
2. CO2 [K2] : Explain the process of Canalization.
3. CO3 [K2] : Summarize briefly the Gender Stereo type.
4. CO4 [K4] : Patriarchy in Gendering – Analyze.
5. CO5 [K4] : Ctiricise Gender Justice on your view.

ADOLESCENCE

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Adolescence is the preparatory phase for a successful and future oriented way of life. Adolescence was defined as stage or transitional phase between childhood and adulthood. Adolescence starts from the age of 11 through 21 years of age. This is a critical period and during this period, the adolescents become more and more independent and self-responsible. Processing of the inner and outer reality happening in this transitional phase play a vital role for the further course of development. Adolescence also named as teenage, will see the greatest amount of growth in height and weight.

During these years, teen age girls increase their ability to think abstractly and eventually to make plans and set goals. Each child may progress at different rates and show different views of the world.

The following are some of the abilities that may be observed in the adolescent girls:

- developing the ability to think abstractly
- concerned with philosophy, politics and social issues
- thinking long term
- setting goals
- comparing herself with peers

As childhood fades and adulthood approaches, adolescent girls may go through many significant and sometimes dramatic changes in their psychology. Because of this, adolescent girls will face some of the following issues:

- she wants independence from parents
- peer influence and acceptance is very important
- sudden intense attraction towards opposite sex
- popularity becomes more important than intelligent career and self confidence

Three main stages of adolescence can be described as:

1. Early adolescence (9-13 years) – characterized by a spurt of growth and the development of secondary sexual characteristics.
2. Mid adolescence (14 – 15 years) – this stage is distinguished by the development of a separate identity from parents, new relationship with peer groups and of opposite sex and of experimentation.
3. Late adolescence (16 – 19 years) – at this stage, adolescents have fully developed physical characteristics (similar to adults) and have formed a distinct identity and have well – formed options and ideas.

Challenges of Adolescent girls:

Adolescent girls are facing lot of challenges due to failure in understanding the anatomical, morphological and psychological changes happening during this transition phase.

These challenges are mainly due to:

- misleading and misguiding friends, brothers / sisters
- half – informed or ill – informed friends, brothers / sisters
- wrongful messages depicted through TV serials, advertisement, films.
- Publications carrying partially or fully false information

To overcome all their challenges they are in need of help and guidance at every step of their walk.

The following challenges are the most significant during the adolescent stage:

a. Excess energy:

Adolescence is the stage of excess energy. In-take of food is increased and general health is also improved. The result is excessive energy. The adolescent girls need more activity for catharsis of excessive energy. Our traditional schools / colleges do not provide such physical activity. As a result the adolescent girls are restless. Parents can assign some household activities to the adolescent girls; which will help them to become more responsible. Adolescent girls can also be engaged in some social activities and they can take part in more co-curricular and extracurricular activities. Involvement in various activities act as a sublimation for adolescents and they feel relieved.

b. Parental Relationship:

When girls go through adolescent period, there is often a significant increase in conflict with parents and a decrease in cohesive family bonding. Arguments regarding new issues of control, acceptable clothing and the right to privacy will arise between Parents and Adolescent girls. Most of the conflictions with parents may be due to the Peer domination in Adolescent girls attitudes. If the conflict is too serious, she grows to be aggressive and her personality is arrested. With more patience, parents should deal the conflictions with their children and make them to become closure to the family. Adolescent girls should realize the role of their Parents for their growth.

c. Personal Identity:

Adolescence is a time of increased personal identity and individual characteristics. In recent years there has been a greater emphasis on adolescence as being a period of role transitions. For example, transmitting from college to work the adolescent learn different behaviours. Mostly they are in a situation to face two types of role changes:

1. in a position to follow some roles as a result of the expectations of others around them
2. to carry new roles entirely different from their current position.

Adolescent girls are in a position to balance out the different roles insisted on them presented by the different reference groups. Many of the adolescent girls are not able to balance their role of transition at this stage. The loss of self – esteem in girls during Adolescent stage, may lead to depression, aggressive behavior or even delinquency.

In order to understand the adolescent stage completely, their Parents and the Society should know the developments happening in the particular period. The transition from childhood into adulthood is characterized by

- i. Physical development
- ii. Cognitive development
- iii. Psychosocial development

i. Physical development

Proper physical development in Adolescent girls is very essential. They should be taught in a right way to manage their physical development.

a. Healthy Eating: Guide the Adolescents to eat nutritive and healthy foods, they should avoid salty, fat and sugar containing snacks. Many Adolescents need more of the following nutrients:

Calcium – to build strong bones and teeth.

Sources: low fat milk, yogurt, cheese.

Vitamin D – to keep bones healthy.

Sources: oranges, tuna, low – fat milk, sunlight

Potassium – to lower blood pressure.

Sources: banana, baked potatoes with the skin

Fiber – to help stay regular and feel full.

Sources: beans, celery

Protein – to give energy and help to grow strong

Sources: peanut butter, eggs, tofu, legumes and chicken, fish and low fat meals

Iron – to help to grow

Sources: red meat, spinach, beans, peas

b. Physical activity: Make adolescents to involve in various types of physical exercises, sports and games. Regular physical activity can help teenagers to manage their weight, have strong muscles and bones and be more flexible.

c. Sleep: Adolescents need enough sleep to carry out their regular work properly. Not getting enough sleep may lead to moodiness and irritability.

ii. Cognitive development

The Adolescent brain remains under development during this stage. Adolescents often engage in increased risk taking behaviours and experience heightened emotions; this may be due to the fact that the frontal lobes of their brains – which are responsible for judgement, impulse control and planning are still maturing until early adulthood. In Adolescence, changes in the brain interact with experience, knowledge and social demands and produce rapid cognitive growth.

Cognitive development allows an individual to think and reason out with a wider perspective and they are able to solve problems also. Development of cognitive skills enable the control and coordination of thoughts and behaviour. The thoughts, ideas and concepts developed at this period of life greatly influence one's future life and play a major role in character and personality formation.

iii. Psychosocial development:

Adolescents see themselves as distinct individuals. Adolescents want to grow up and to be free of Parental restraints. They may spend less time with family and more time with friends. They are very concerned about their appearance and Peer pressure may peak at this stage. Adolescent girls exhibit their desire for independence and autonomy and they are sensitive, express unpredictable emotions and prone to outbursts. In this Adolescent period their decision making skills get developed and wants a voice in their choices. Suddenly they show intense focus on a new interest but lack discipline to sustain it.

Parents support to navigate Adolescent Girls:

Children and their parents often struggle with changing dynamics of family relationship during adolescence. But Parents are still a critical support throughout this time.

- Help the children to anticipate changes in her body – Reassure them that physical and emotional changes are part of normal, healthy development.
- Keep conversation with your child positive – Point out strength, Celebrate success.
- Be supportive and set clear limits with high expectations.
- Discuss about risk behaviours and their consequences.
- Honor independence and individuality.

Always remind your child that you are there to help when needed. The Adolescents can feel like riding a roller coaster. By maintaining positive and respectful – child relationships during that period, a family can enjoy the ride.

Conclusion::

In every Girl child Adolescence is the important stage and it cannot be avoided. The way a girl tackle the transition period will lead her as a successful Woman in the society. An Adolescent girl is able to fall in a wrong path due to many conceptions. And it's the duty of the Parents, Teachers and Elders to correct them and provide them with a healthy life. Youth is the best asset to our nation and by making use of that wonderful power. INDIA can reach to SUPER POWER position.

SECTION A

Answer the following:

CO3 [K2]

1. **Adolescence age starts from _____ years.**
a) 10 to 15 b) 11 to 18 c) 11 to 20 d) **11 to 21**
2. **The ability / abilities that may be observed in the adolescent girls _____**
a) thinking long term b) setting goals
c). comparing herself with peers d) **all the above**
3. **To build bones and teeth as a stronger one _____ nutrient is essential for the adolescent girls.**
a) Iron b) calcium c) **vitamin D** d) protein
4. **Among the following, which is the source of iron?**
a) **red meat** b) orange c) sun light d) low-fat milk
5. **Tofu is main source of _____ nutrient.**
a) calcium b) iron c) fiber d) **protein**
6. **Frontal lobes of the brain are responsible for _____.**
a) growth b) thinking c) **judgement** d) all the above

CO4 [K4]

7. **Confliction between Parent and Adolescent girls is mainly due to the _____**
a) education gap b). **Peer domination**
c) self – esteem d) none of the above
8. **Thinking and reasoning of adolescence is developed during _____ development.**
a) Physical b) **cognitive** c) psychosocial d) all

9. Spurt growth takes place in adolescence during the _____ years.
- a) 9 -14 b) 10 - 13 c) 11 – 14 d. d) 14 - 16
10. During childhood to adulthood transition stage _____ change/s is/are happening.
- a) Anatomical b) morphological c) psychological d). **all the above**

SECTION B

Paragraphs:

1. CO1 [K1] : What are the three main stages of Adolescence?
2. CO3 [K2] : Explain the challenges experienced by the girls during their adolescence period.
3. CO3 [K2] : How the cognitive skills support the thinking and reasoning out behavior of Adolescent girls?
4. CO3 [K2] : How Parents can navigate Adolescent Girls?
5. CO4 [K4] : Analyze the different factors which will enhance the physical development of Adolescent Girls.

SEX AnD gEnDER

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We live, study and work in a diverse gender society. Today's children and youth are growing up in a new gender world. It is important to acknowledge and create an environment that respects and celebrates our differences in gender identities and sexual orientation and expression. Creating an inclusive culture prevents children and youth from experiencing distress, discrimination, bullying and ultimately negative health outcomes. Creating a respectful environment helps children lead happy, healthy and confident lives.

The core objective of this Sex and Gender learning is:

- Students will uncover common societal and cultural misconceptions about sex and gender.
- They will be able to distinguish between sex and gender, and apply each term appropriately.
- Sex and gender are important determinants of health and well-being.



Sex refers to a set of biological attributes in humans and animals that are associated with physical and physiological features including chromosomes, gene expression, hormone function and reproductive/sexual anatomy. Sex is usually categorized as female or male, although there is variation in the biological attributes that constitute sex and how those attributes are expressed. Briefly saying, Sex is the cluster of biological, chromosomal and anatomical features associated with the human body. Gender refers to the socially constructed roles, behaviours and identities of female, male and gender-diverse people. It influences how people perceive themselves and each other, how they behave and interact and the distribution of power and resources in society. Gender is usually incorrectly conceptualized as a binary (female/ male) factor. Briefly speaking, Gender is the social, cultural and psychological traits linked to males and females that define them as masculine or feminine. In reality, there is a spectrum of gender identities and expressions defining how individuals identify themselves and express their gender.

There are several differences between sex and gender. In general terms, “sex” refers to biological characteristics and “gender” refers to the individual’s and society’s perceptions of sexuality and the malleable concepts of masculinity and femininity. Sex and gender are terms that are often used interchangeably but they are in fact two different concepts, even though for many people their sex and gender are the same.

In terms of definition, Sex is what we are assigned at birth- male, female or intersex while Gender refers to how society tells us to behave as a woman or a man- feminine or masculine.

Sex and Gender play substantial roles in shaping our identity. In 'gender studies' there are several such concepts that provide the framework in the study of behaviour. For example, the concept of gender was first developed by Lill Matthews in 1984 in her study of the construction of femininity. According to Mathews, the concept of gender gives recognition to the fact that every known society distinguishes between women and men. Therefore, the term concept of gender is a systematic way of understanding men and women socially and the patterning of relationships between them. The concept of patriarchy helps in the study of the male dominance in the society. The concept of gender helps to study the differences in behaviour between men and women and to analyse the basis of these differences as basically biological or as social constructions by the society. The concepts masculinity and femininity define certain traits as typically male as so masculine in nature or as typically female and so feminine in nature.

The concept of gender and its stereotypical terms:

- Sexual orientation
- Gender roles
- Gender identity
- Gender expression
- Gender awareness
- Gender balance
- Gender equity
- Gender equality

Sexual orientation refers to the spectrum of emotional, romantic, and sexual attraction.

Gender roles are the sets of behaviour, roles and responsibilities attributed to women and men respectively by society which are reinforced at the various levels of the society through its political and educational institutions and systems, employment patterns, norms and values, and through the family.

Gender identity refers to a person's internal, deeply felt sense of being a man or woman, or something other or in between, which may or may not correspond with the sex assigned at birth.

Gender expression is how an individual presents their gender outwardly to others through mannerisms and appearance.

Gender awareness is the recognition of the fact that life experience, expectations, and needs of women and men are different, that they often involve inequality and are subject to change.

Gender balance is having the same (or a sufficient) number of women and men at all levels within the organization to ensure equal representation and participation in all areas of activity and interest.

Gender equity refers to the justice and fairness in the treatment of women and men in order to eventually achieve gender equality, often requesting differential treatment of women and men (or specific measures) in order to compensate for the historical and social disadvantages that prevent women and men from sharing a level playing field.

Gender equality is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources, allowing both sexes the same opportunities and potential to contribute to, and benefit from, all spheres of society (economic, political, social, and cultural).

Equity leads to equality. Probably, the gender equity here insists that there is a need to continue taking differential actions to address historical inequality among men and women and achieve gender equality.

Sex and gender are both important and mutually reinforcing concepts. Concepts such as sex and gender, masculinity, femininity and patriarchy are important terms in gender studies. The term 'sex' refers to the biological and physiological differences

between male and female. Theorists accept the basic biological differences but argue that the traits and characteristics of the biological male and biological female are socially constructed. The term 'gender' refers to the social construction of the differences between men and women in a patriarchal society.

SEX vs. GENDER

SEX	GENDER
Biological characteristics (including genetics, anatomy and physiology) that generally define humans as female or male. Note that these biological characteristics are not mutually exclusive; however, there are individuals who possess both male and female characteristics.	Socially constructed; set of roles and responsibilities associated with being a girl or a boy, a woman or a man, and in some cultures a third or other gender.
Natural.	Learned.
Universal, A-historical No variation from culture to culture or time to time	Not only varies in societies, cultures and historical periods but also depends on socio-economic factors, age, education, ethnicity and religion.
Cannot be changed, except with the medical treatment.	Although deeply rooted, it can be changed over time, since social values and norms are not static.

A well noted key point is clearly described here. At birth, the humans differ by their sex; as they grow up, the society gives them different roles, attributes, opportunities, privileges and rights that in the end create the social differences.

In personal terms, gender refers to the specific roles, personality traits, attitudes, behaviours and the personal gender identity. It is important to stress that gender relations are dynamic. They are shaped through social relations and interactions. They may also be impacted by factors such as race, class, ethnicity and disability.

Sex, gender and gender identity are not fixed into the two categories of female or male, feminine or masculine. Rather, they are continuums of biological and cultural make up. For many people who identify as transgender, the destination is what is vitally important to them. A gender stereotype is a set of social beliefs about what it means to be a man or a woman. It may include appearance, behaviour, role (social, sexual and employment) and emotional and attitudinal attributes. It provides a shorthand for classifying people socially by sex.

A gender identity is an inner state of awareness of one's own identity as a man or a woman in society. It is usually congruent with one's sex. Trans people have a gender identity that is not congruent with their sex, the goal is the destination of living in a specific gender or living in a certain gendered way. gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth. In 1964, Robert Stoller coined the term gender identity, which refers to an individual's personal concept about their gender and how they feel inside. It is a deeply held internal sense of self and is typically self-identified. Gender identity differs from sexual identity and is not related to an individual's sexual orientation. Gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth.

Transgender or trans is an umbrella term for people whose gender identity is different from the sex assigned at birth. The Equality Act 2010 contains the protected characteristic of gender reassignment, which is defined as follows:

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process)

for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

This definition covers a wide range of people at varying stages of transition. A person does not need to have legally changed their gender to be included within the definition of the protected characteristic, nor do they need to have had any kind of surgery. Many trans people go through a process called transitioning: changing how people see them and the way they look to align with their gender identity. It can involve changing characteristics, appearance, names and pronouns, and may include medical treatment, such as hormone therapy or surgery. Some people may not go on to have surgical procedures, but just have the “lived experience” in the gender they identify as. Definitions and terms are very personal; people who have transitioned do not necessarily identify their gender as trans. They may see their gender identity as a man or woman, or have different preferences and words to describe themselves. Understanding the differences between these concepts is important in order to better serve the transgender community.

The way we approach our own journey into understanding the terms ‘Sex and Gender’ to uncover the misconceptions and also to use them appropriately are discoursed clearly for a healthy outcome.

SECTION A

Answer the following:

CO1 [K1]

1. The concept of _____ helps in the study of male dominance in the society.

- a) Gender
- b) Feminism
- c) **Patriarchy**
- d) Sex

2. Who first developed the concept of gender?

- a) Robert Stoller
- b) Sigmund Freud
- c) **Lill Mathews**
- d) John Mathews

CO2 [K2]

3. What is socially constructed?

- a) Sex
- b) **Gender**
- c) Equality
- d) Identity

4. Sex and Gender play substantial roles in shaping our _____.

- a) Sex
- b) **Gender**
- c) Equality
- d) Identity

CO3 [K2]

5. **What is biologically attributed?**

- a) **Sex**
- b) Gender
- c) Equality
- d) Identity

6. **What classified people socially by sex?**

- a) Biological identity
- b) Chromosomal identity
- c) Social equality
- d) **Gender stereotypes**

CO4 [K4]

7. **Who coined the term 'gender identity'?**

- a) **Robert Stoller**
- b) Sigmund Freud
- c) Lill Mathews
- d) John Mathews

8. **What is natural and what is learned?**

- a) Gender and sex
- b) **Sex and gender**
- c) Sex and identity
- d) Identity and equality

CO5 [K4]

9. _____ is having the same (or a sufficient) number of women and men at all levels within the organization to ensure equal representation and participation in all areas of activity and interest.

- a) **Gender balance**
- b) Gender expression
- c) Gender equality
- d) Gender awareness

10. _____ is how an individual presents their gender outwardly to others through mannerisms and appearance.

- a) Gender balance
- b) **Gender expression**
- c) Gender equality
- d) Gender awareness

SECTION B**Paragraphs:**

1. CO1 [K1] : Define the core objective of Sex and Gender learning.
2. CO2 [K2] : Explain gender identity.
3. CO3 [K2] : Elaborate the essential concept of gender and its stereotypical terms.
4. CO4 [K4] : Mention the difference between Sex and Gender.
5. CO5 [K4] : Comment on the importance of learning about 'Transgender'.

gEnDER EQUALITY

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The human freedom can never be complete without freedom for women -

Betty Ford

Introduction

The world is made up of two sexes, male and female. Together, the world is divided into human beings who run in a good way when running equality. If the gender inequality is removed and if the gender balance is maintained, our country tops in the world. There is no doubt that progress will be made, in accordance with the law of all before the law. All the rights, privileges and freedoms given to men in the world should also be provided for women. Let us discuss about the gender equality in detail.

Gender

Gender means category, it is when a baby is born based on genitals and chromosomes is determined by whether the male is female or the third gender.

The term gender refers to the economic, Social and cultural characteristics and opportunities associated with a man or woman. Gender is also defined in terms of one's characteristic. These gender characteristic elements are legally structured.

Gender equality

Gender equality refers to humans basic rights. Opportunities and careers do not mean that women are becoming the same but giving balance to things like access to change, personal life, decision making etc., Here, is what it means for women to be greedy not to usurp the freedom of men.

According to UNICEF, gender equality means that all men, women and children enjoy the same resources, opportunities and security in the country or are treated equally.

Gender equality refers to equality at all levels of society in relation to education, work etc and equality at other levels of life. This is to say, both men and women are given equal status in social development and self-sufficiency.

Codes that measure gender equality:

Some codes are used to measure resource gender equality. That is they measure equality by taking into account gender- based gaps in four key areas: Women's opportunity and participation in the country's economy, women's literacy, women's health and longevity and women's political empowerment.

Based on that, looking at the recent World Economic Forum's Global Gender Inequality Index- 2020 report, India which was ranked 108th in 2018 has dropped four points to 112th. (Hindu Tamil Direction, Jan.07, 2020). This report shows a lack of progress on gender equality. It is questionable whether gender equality will occur in another hundred years later if this situation continues in the country.

Laws for Gender Equality

We know that there are some laws that are common to all genders in the country. The constitution elements from 14 to 18 emphasize the rights of women. The 14th component emphasizes that the government should not show any differences between human beings on the basis of their social value, gender or hierarchy. This right is common to both sexes.

The 15th component prohibits discrimination on the basis of race, gender, religion, or place of birth. The 4th subdivision of this section is declaring the reservations in educational institutions, job opportunities and training in order to improve the lives of women who are backward and tribal women in the economic and social education status of the country. The 16th component says that women should be given equality in public works. 17th element prohibits the observance of untouchability. The 18th element insists on not barring the granting of special privileges and reservations to achievers.

Gender Equality over time:

Although women have been under the control of one man in all seasons, from the time of the Vedic period to till today, they have been activated with equal qualifications in education and socio-economics on an equal shine in all fields with men.

Vedic period:

In Vedic period, scripture learning is common to both men and women. Although there are no academies for women, those days they learnt from their parents, husband and from their guru. They are in no way inferior in knowledge to men. For example, in the Rig Veda many songs are sung by women like Vishwavara Kosha, Abala, Lopa Muthra, Saraswathi. Vedic women like Vishpala and Mukthakalani, who excelled in martial arts. In ancient times some tragedies such as companion climbing, child marriage, widow abuse and female infanticide were found to be declining. Girl child birth are not liked but at the same time does not get hatred. The condition of women

was somewhat weakened in the post-vedic and epic periods. Although the women featured in the Ramayana and the Mahabharata are Sita, Agalya, Thirapathi, Tara and Mandodari were considered worthy.

Sangam Period:

In sangam period, the status of women and their contribution were suggested in the text of Sangam literatures. Sanskrit womens were given permission and granted to go out. They also excelled in Education and heroism. The persons who are excellent in education like Avvaiyar, Aadhimandhiyar, Kaakai paadiniyar, Kaavarpendu, Paari magalir, perungopentu, Vennikuyathiyar, Vellivedhiyar have become poets.

Kings period:

During the intervening kings (from the 9th century AD to the 18th century AD) the later Cholas, the later Pandyas and the Delhi Sultans reigned. During these times queens also sat down equally with kings and made donations (Thirumazhappadi Temple Inscriptions). Temples have also been built. Some women have been appointed as officers (Thirupugalur Temple Inscriptions) and reciters of Thirumurai's mantras (Paranthaka Solzha's Inscriptions).

Although some women of royal dynasty have ascended the throne and reigned. However, the inscriptions and literature show that the status of women has deteriorated somewhat during these times.

British period:

The British government brought about many changes in the social, political and economic structure of India. The policy of the Reformers was to reform the religious system in society, women's equality, widow remarriage, child marriage, and female infanticide. The pioneers of the State Council, Margaret Cousins, Sarojini Naidu, Begum shah Nawaz worked tirelessly until women were given the same voting right as men. When women participated in the freedom struggles, they felt that they had a sense of parallel with men.

Today's period:

Today the women progresses in all fields from forest to sky. Women's Self-employment groups are growing in many parts of the world. Many amendments to the law such as dowry and sexual harassment have been made by governments. Many movements for women have also emerged.

At the beginning medicine, economics, industry, management, were remained as a own property of men, but today women were also achieving in all these fields. Apart from these, women works in all fields like Department of Engineering, Department of Science, Department of Electricity, in writing fields, sports, Aviation, media and we are proud of them. In February 2020, the Supreme Court granted permission to recruit women just like men and also granted promotion to them in Indian army is highly welcome.

Shalija Tami is India's first female Air Force and Avani Sathavedi also became the first Woman war pilot in India. In Navy women were sailed on ship named Thaarani and they are acclaimed to great heights. Some women also work as judges. There are Four Women ministers in the cabinet committee on Defense.

Thus there are some ups and downs when looking at the paths that gender equality has traversed Histories show us what has been. But there is a progress on gender equality now than ever before.

World level survey report:

In the World Economic Forum conducted by the Federation, in the study of Asian gender Philippines tops the list of countries pursuing equality. The ranking list is based on education, health, economic contribution, and political empowerment. The Gender gap between male and female in Philippines had been reduced up to 79%. Women has also been shown to be an achiever in education. The country has also made an economic progress.

Canada tops the list with 46.4% of women following gender equality in the civil service. It is noteworthy that Jasrin Rudd, who was the Prime Minister in 2015 and

Kamala Harris, who was elected Vice President of the United States in 2020, said she wants to bring gender equality into her cabinet (Malai malar, January 01, 2019).

Thus, the past the position that they should work only in the field reserved for women has today changed and today's women are setting their path in all fields in the world. Whatever the field, women have proven that it is not based on gender, but on ability. When we look at all of this, it looks like a journey towards men and women need to achieve balance.

Women's Day – whether it attain Equality?

The United Nations has declared 1975 year the International Year of Women. The Ten years from 1975 -1985 should be the New year for Women. During that time, men and women have equal rights, equal opportunities in the family and community, and equal pay for equal work. The right to be fully involved in socio-economic cultural organizations passed resolutions such as the abolition of men's rights against women. Following that March 8, were announced as World's Women's Day. The motto of the first Women's Day was think of equality, build intellectually and think innovatively for the change. Like this every year, slogan is released.

World Women's Day is something that should be celebrated to make women realize that they must stand together against social oppression. Many who do not know this celebrate Women's Day like any other festival.

For Women in rural areas, March 8 is just like any other day. Just because we celebrate Women's day does not mean that equality exists in urban areas and that there is a monopoly on women's rights and women's freedom here. With the celebration over, the women will be ready to face or deal with all the attacks of the community unarmed. So, Women's day, which is celebrated every year with every slogan cannot be said to be an equal right for women. Everyone should feel that the dignity of Women's day celebration lies in respecting women.

Gender Inequality:

Though women achieving in all the fields, on the other side, the status of women is questionable. Our culture makes it clear that in patriarchal society men are given high status and women are given inferior status.

We can see that discrimination exists in the lives of women from the womb to the grave. Even the first stage of life, birth, is denied to the baby girl in some countries. Women are discriminated against in the family and in the workplace. Apart from these, women are discriminated against in all areas related to child care, chance to receive education, political, social and religious activities.

Even today men sometimes exert power over women and oppress them. Examples include brutal beatings, rapes, murders, forced abortions, and the destruction of women's reproductive organs without their consent. All of this is just going on happening every day in some corner of the world. If we look deep at all women's life, we can able to feel's that the gender inequality is prevailing in our country.

Mechanisms for Gender Equality

If gender equality is to prevail in the country, the transformation must begin with the individual and the home in which we live.

1. Focus on the code that measures gender equality.
2. The cruelty of destroying females in their womb due to male lust should get changed.
3. Parents should treat their son and daughter equally only then we can able to bring changes in Women and girl children in our society. All genders in everyday life can bring about change in future with the good qualities such as respect and delusion can create generation.
4. Parents (husband, wife) in families should live in equanimity and live as a role model to their children's.
5. Gender equality thoughts should be given to students through their syllabus and so that it can be get developed.

6. The idea of gender equality can be discussed with their children at certain age. Parents and teachers can openly discuss gender equality and through this, understanding and clarity are likely to be available.
7. The level at which women criticize women must change. Women take courage if the result is right then it should be encouraged.

In order to make our life better there are two types of jobs to do that is inside their home and outside their home. Depending on the work you do outside one will get progress. Of these two types of jobs, men will often choose to do their work outside and get progressed. This state can be changed when both genders divide their work equally. Then in all fields the number will be evenly distributed.

Conclusion

Men and Women differs in their body and in their thoughts. But both are equivalent. Men is not superior than women and women is not superior than men. No one in God's creation is superior to anyone else. The fact that it is not, the creation of god is considered to be the coolness of women. Siddhar songs and anatomical texts make it clear to us that Thanmai (cold) Naadi runs on the left and Vemmai (hot) Naadi on the right. Therefore, let us follow the nature created by god and don't underestimate women in their practical life. What women need is not privileges and sanctity; instead we will act with a sense of equality and freedom.

CO4 [K4]

7. Trace out who is elected as Prime Minister of Canada in the year 2015.

- a) Jasrin Rudd
- b) Adam Helan
- c) Gate Millet
- d) Hamala Haaris

8. Inspect the Vedic period women who excelled in war arts.

- a) Abala
- b) **Muktakalani**
- c) Lopa Mudra
- d). Akalya

CO5 [K4]

9. How many points did India score in gender equality for last year?.

- a) **4 Points**
- b) 5 Points
- c) 7 Points
- d) 8 Points

10. Which country rank tops in gender equality?

- a) **Philippines**
- b). Canada
- c) China
- c). India

SECTION B**Paragraphs:**

1. CO1 [K1] : Define gender and gender equality.
2. CO2 [K2] : Explain the gender inequality prevailing in the country.
3. CO3 [K2] : Describe about Women's Day - whether is it an equal right?
4. CO4 [K4] : Explore the multifaceted dimensions of women today.
5. CO5 [K4] : Analyse the ways to achieve gender equality.

UNIT

III

WOMEN AND HEALTH

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1. Introduction

World Health Organization defines health as **“a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”**. The proverb “Health is Wealth” symbolizes the necessity of good health. Health of women plays a pivotal role in the society because women’s health determine the health of a population. Physical and emotional well-being determines the health of a woman. Physical health of a woman depends upon the type of nutritious food incorporated in her diet and the mental health depends upon various factors.

2. Nutritional requirements

The substances that are needed by our body for energy, good health and proper growth are called nutrients. Carbohydrates, proteins, fats, vitamins and minerals are the main nutrients required by our body and are supplied by the food. Among these, carbohydrates and fats are energy-giving foods, proteins are body-building foods and vitamins and minerals are protective foods.

The nutritional requirement of different developmental stages of woman such as childhood, early teens, adulthood and old age varies. During menstruation, pregnancy,

breast-feeding and menopause the demand for nutrition increases to maintain a good health. Calcium and Iron are the two important minerals that play a vital role in the life span of woman.

2.1. Nutritional requirement from childhood to early teens

Growing girls get the nutrition they need, by including abundant of fruits, vegetables, whole grains, low-fat dairy products and protein in their diet.

Calcium

Calcium is an essential mineral that involve in the growth and maintenance of strong bones and teeth. An average of 1,300 mg of calcium is required between the age 09 and 19. Therefore, intake of calcium rich food is necessary from childhood to adulthood. Milk is the richest source of calcium. Apart from milk, considerable amount of calcium is present in yogurt, cheese, nuts, vegetables such as broccoli, cabbage, ladies finger, tomato *etc.*, Intake of vitamin D and protein are required for the absorption of calcium.

Iron

Iron is a mineral that require for the formation of Haemoglobin, which carries oxygen in the blood. Normally a girl child need 08 mg of iron per day. After puberty, the requirement of iron increases up to 15 mg between 14 and 18 years. Women need more iron when compared to men, this is because, for each period, a woman loses small amount of iron. Around 01 mg of iron is lost for every day of bleeding. The best source of iron are liver, sardines, egg, green leafy vegetables, legumes, nuts, wholegrain breads, cereals *etc.*, Fruits such as figs, raisins, dates, watermelon, pineapple, banana and grapes are also rich in iron. Eating foods rich in vitamin C along with iron-rich foods can improve iron absorption.

2.2. Nutritional requirement for adulthood

Intake of food items rich in carbohydrate, protein, fat, vitamins and minerals keeps a woman healthier. Several nutrients are particularly important for women during adulthood, especially if they are capable of becoming pregnant. Women should include the following nutrients for proper growth and development of a child.

1. **Folic acid** – It is a form of vitamin B. It helps to prevent neural tube defects, which can be devastating and fatal to the foetus. A pregnant woman should take leafy greens, a rich source of folic acid to meet its requirement.
2. **Vitamin B12** - B12 is also essential for the development and function of healthy nervous system. It is present in animal protein and to a lesser extent in dairy.
3. **Choline** - Proper choline level during pregnancy prevent the neural tube defects. Eggs are an excellent source of choline. Other choline-rich food sources include milks, liver, and peanuts.
4. **Omega-3 fatty acids** – These fatty acids are essential fatty acids. The two long chain omega-3 fatty acids EPA (Eicosa Pentaenoic Acid) and DHA (Docosa Hexaenoic Acid) play many roles in the body, including building healthy brain and nerve cells. They also reduce the risk of heart disease. EPA and DHA are plentiful in fishes and shellfish.
5. **Calcium** - Getting enough calcium continues to be important for women through their adult years. Adult women in their childbearing years should aim for between 1,000 mg and 1,300 mg of calcium a day.
6. **Iron** - A woman need up to 18 mg (or 27 mg if pregnant) of iron per day. After delivery, lactating women requires only about 09 mg of iron because they are no longer menstruating. However, as soon as women stop breast-feeding, they should return to 18 mg a day.

2.3. Nutritional requirement for old age

Aging is a normal process. Heredity and good nutrition may slow the processes. Body protein level and energy requirement decreases gradually when the age increases. The requirement of iron also drops after menopause. However, the requirement of some other nutrients increase because the body loses its ability to absorb or metabolize them.

- **Calcium:** Loss of density in bone is unavoidable with age. However, it can be slow down by taking enough calcium and vitamin D. Women after 50 years need 1200 mg of calcium.
- **Vitamins:** The requirement of Vitamin D also increases with age, since the skin loss its ability to convert sunlight to vitamin D. Supplement of vitamin D during old age is necessary. Vitamin B12 absorption also declines with age. Taking fish, meat and foods fortified with B12 helps to overcome its deficiency.

Intake of more amount of fluid during old age is also essential for proper functioning of kidney. This helps to excrete toxin by the kidney. Engaging with physical activity by doing regular household activities may increase the longevity of life.

3. General physical problems faced by women

Biologically men and women differ in several aspects. Women were prone to certain unique health issues such as periods, breast cancer, cervical cancer, menopause and pregnancy. Apart from this, anaemia, depression, anxiety and urinary tract infections were more common among females.

3.1. Anaemia

Anaemia is a most common illness among teens and adult women now a day. Anaemia is a **decrease in the total amount of haemoglobin in the blood**. Haemoglobin is an oxygen carrying pigment present in red blood cells (RBCs). The major cause of anaemia is poor intake of iron rich food and vitamins. Apart from this,

blood loss during surgery, bone marrow disease, heavy menstrual periods and the use of oral contraceptive devices may also cause anaemia.

Common symptoms of anaemia include tiredness and breathlessness. Diagnosis of anaemia is done by measuring the level of haemoglobin in the blood. Normal haemoglobin (Hb) level for **men is 13 to 14 g/dL and for women, it is 12 to 13 g/dL**. Maintenance of haemoglobin level is necessary because the life span of RBC is 120 days approximately.

3.2. Cancer

Cancer is the **division of abnormal cells without control** and can invade nearby tissues. **Breast, ovarian and cervical cancers** are the most common cancers affecting women. Early diagnosis of these cancers helps to save the life of women.

Breast Cancer

Breast cancer typically originates in the lining of the milk ducts and can spread to other organs. It is the most aggressive cancer that affects most of the women. Breast cancer initially develop as a breast lump or tumour. Other signs of breast cancer are a change in breast size or shape, a swelling in the armpit or upper arm, nipple retraction and lump on the nipple. Early detection of breast lumps are nonthreatening. A breast self-examination (BSE) is a technique which allows an individual to examine the breast tissue for any physical or visual changes. Women should perform a BSE at least once in a month beginning at age 18.

3.3. Irregular periods

Before knowing about the irregular periods, one should have a clear picture about the normal periods and its symptoms. A period or menstruation is the part of the menstrual cycle. During mensuration, the lining of the uterus called endometrium is shed as bleeding through the vagina. A menstrual cycle lasts around **28** days, but it can vary from **24 days to 35 days**, depending on the individual. Number of days of bleeding usually lasts around **05 days**. But this can vary from **02 to 07 days**. The standard time to change a sanitary pad is once in every **six hours**.

Normal symptoms of menstruation includes

- Tender breasts
- Bloating, fluid retention
- Muscle aches
- Joint pain
- Headaches
- Abdominal cramps
- Diarrhoea or constipation
- Lower back pain

All these discomforts are manageable. However, for some women, symptoms are so severe that it becomes difficult to carry out the normal tasks of daily life.

Irregular periods is the change in the time between periods and the amount of blood shed. Imbalance between two hormones estrogen and progesterone that regulate menstruation is the major cause for irregular menstruation. A thyroid disorder can also results in irregular periods.

Symptoms of irregular menstruation

- Length of a cycle longer than 35 days
- Increased blood flow
- Blood clots more than 2.5 cm in diameter

Doing exercise regularly and following a healthy diet helps to reduce the risk of some of the causes of irregular periods. Treatment for irregular periods during puberty and around the menopause is not usually necessary. However, if irregular periods occur during the reproductive years, medical advice may be necessary.

3.4. Menopause

Menopause is the time that marks the end of menstrual cycle. Ceasing of menstrual period for 12 months indicate that the women reached postmenopausal stage. It usually begins between the ages of 45 and 55, but can develop before or after this age range. During the months or years, leading up to menopause (perimenopause) also women might experience the signs and symptoms of menopause.

Problems associated with menopause

- Irregular periods.
- Vaginal dryness.
- Hot flashes.
- Chills.
- Night sweats.
- Sleep problems.
- Mood changes.
- Weight gain and slowed metabolism.

3.5. Vaginal discharge

Discharge through vagina is a natural process. Vaginal secretions comes from the glands to the vagina and cervix. The old cells lining the vagina comes as a fluid flow every day or less frequently. It is a cleansing process, which makes the vagina healthy and clean. Vaginal discharge can be abnormal or normal. In many cases, it does not signify a problem.

Normal vaginal discharge is clear, may be thick or thin, and is usually odorless. The amount produced and the consistency may change at different times during a woman's monthly menstrual cycle. Abnormal discharge indicate an imbalance of healthy bacteria in the vagina.

Apart from the above, women also have gynecological problems like Polycystic ovarian syndrome, Endometriosis, Pelvic inflammatory diseases caused due to sexually transmitted infections *etc.*,

4. Mental health

Mental health is a person's condition with regard to their psychological and emotional well-being. Mental health is not mere absence of mental illness, but is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community (WHO). Women should be mentally fit enough to face the challenges throughout their life and train the next generation.

4.1. Depression

Sadness, feeling down and having loss of interest or pleasure in daily activities are familiar feelings for all of us. But if they persist and affect our lives substantially, the issue may be depression. Depression is the main cause of disability. It is twice as common among women as men. Symptoms of depression include weepiness, irritability, anxiety, mood swings, fatigue, sleep disturbances, loss of appetite and head ache. **God blessed us with a beautiful life. Let's make it colourful and joyful. Don't end it for silly reasons. USE YOUR INTELLIGENCE TO SOLVE YOUR PROBLEMS.**

Tips to improve your mental health

1. Tell yourself something positive
2. Write down something you are grateful for
3. Focus on one thing (in the moment)
4. Exercise to release stress
5. Eat a good meal
6. Open up to someone you trust
7. Do something for someone else
8. Take a break
9. Go to bed on time

This can boost your mood, build flexibility and add to your overall enjoyment of life.

BE HEALTHY AND BE HAPPY

SECTION A

Answer the following:

CO1 [K1]

- _____ and _____ are the two important minerals for a woman.
 - Sodium and Iron
 - Calcium and Sodium
 - Calcium and Iron**
 - Sodium and Potassium
- The standard time to change a sanitary pad is once in every _____ hours.
 - a. seven
 - six**
 - five
 - four

CO2 [K2]

- Pick out the protective foods.
 - Carbohydrates and proteins
 - Proteins and Fats
 - Carbohydrates and Vitamins
 - Vitamins and mineral**
- Calcium is an essential mineral because it involve in the growth and maintenance of _____.
 - bones and teeth**
 - nerves
 - hair
 - blood cells

CO3 [K2]

- Normal haemoglobin (Hb) level for men and women are _____ and _____.
 - 13 to 14 g/dL and 12 to 13 g/dL**
 - 12 to 13 g/dL and 13 to 14 g/dL
 - 13 to 14 mg/dL and 12 to 13 mg/dL
 - 12 to 13 mg/dL and 13 to 14 mg/dL

6. **These two hormones regulate menstruation and prevent heart disease in women.**

- a) Thyroid and progesterone
- b) Estrogen and thyroid
- c) **Estrogen and progesterone**
- d) Testosterone and follicle stimulating hormone

CO4 [K4]

7. **The health of a population depends on_____.**

- a) women's physical health b) men's physical health
- c) women's mental health d) **women's physical and mental health**

8. **_____cancer is highly prevalent among the women now-a-days.**

- a) **Breast** b) Lung
- c) Oral d) Blood

CO5 [K4]

9. **Mental health means_____.**

- a) absence of mental illness **b) psychological and emotional well-being**
- c) brilliant brain d) free from diseases

10. **Presence of this oxygen carrying pigment in the blood is essential for a healthy life.**

- a) **Haemoglobin** b) Melanin
- c) Bilirubin d) Chlorophyll

SECTION B

Paragraphs:

1. CO1 (K1) : Give an account on anaemia and cancer.
2. CO2 (K2) : Summarize the nutritional requirement for childhood to early teens and old age.
3. CO3 (K2) : Explain about the gynecological problems faced by women.
4. CO4 (K4) : Women's health determines the health of a population - Correlate.
5. CO5 (K4) : Comment on mental health.

WOMEN AND LAW

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“The fight is not for woman’s status but for human worth. The claim is not to end inequality of woman but to restore universal justice. The bid is not for loaves and fishes for the forsaken gender but for cosmic harmony, which never comes till woman comes”.

According to a research study, 50% of population is constituted by woman. But in our country, there is decreasing ratio of woman, on the basis of sex selection abortion. The situation of decreasing sex ratio of male to female is the reason for unequal social status of woman with men. On the other hand, in western countries women in reality are equal with men. But in India the situation is not so. It is evident from our culture that on one side, we treat woman as Goddess in the form of Lakshmi, Saraswati, Durga and on the other side, all heinous and illegal offences are being committed against them like rape, sexual exploitation, kidnapping and nowadays with ‘Female Foeticide’. She is treated like a slave, who work without any wages.

Today as per our Constitution, we provide equal status to woman on the basis of equality principle. But to achieve this equality, Indian woman have to struggle for a long time. By the 20th century, Mahatma Gandhi started national movement for liberalization of woman. During that time Rajaram Mohan Roy, Ishwarchandra Vidyasagar and many other social workers started a movement for education of woman, prevention of sati system, restrain of polygamy marriages etc. The result of this was that, Parliament enacted laws for Sati prevention, Restrain of child marriages, Dowry prohibition, Equal rights of woman in property and remarriages of widow etc.

The Constitution of India protects the equality of woman under article 14, 23, 15(3), 25, 42, 26, 51 (A) (E). In this way the Government on their level makes sufficient efforts to remove inequality of woman with men, by providing equal status. Despite of the efforts taken by the Government of India, Indian woman have to struggle a lot to achieve this equality for a long time.

In this way the status of woman has been changed from ancient time to modern age through many reforms, which is discussed below.

I. Position of women in ancient period

a. Women in Pre-Vedic Period:

Historical studies and the scriptures indicate that Indian woman enjoyed a comparatively high status during the early Vedic period (2000 B.C. to 1000 B.C.), surpassing contemporary civilizations in ancient Greece and Rome. The Aryans, who were mostly busy fighting wars, regarded woman as useful and productive members of society. The condition of Vedic Woman was good. Woman also enjoyed religious status like that of men, especially in Vedic initiation and studies. The Rig Veda provides ample evidence to prove the concept of equality of woman with men, as regards access and capacity to acquire the highest knowledge, even the absolute knowledge. The Rig Veda had rendered the highest social status to qualified woman of those days.

But status of woman fell in the later Vedic and Epic period. Changes into the status of women were introduced in 15th century. They were not enjoying equal rights and privileges as compared to men. Though the woman participated in each family ceremony with men, they only played a role as a silent observer and not as an active participant. As per Manu, men always enjoy unchallenged authority over their wives. Child marriages, Polygamy and Sati were prevalent at that time. During these period men were polygamous and widow burning was an accepted norm. Arthashastra imposed more stigmas on woman, as Kautilya dismissed woman's liberation. They were not free even to go anywhere without husband's permission.

But in Vedic period, position of woman was not worse as that of today. Our history shows that women in Vedic period had a strong footing, when compared to men and they were not subjected to 'Female Foeticide' and Infanticide and people never

thought about that. Though the overall position of women was lower than men, yet on the whole the position of woman was good.

In the **post Vedic period**, woman started being discriminated on the ground of education and other rights. The 'Child Marriage', emphasis on physical chastity of woman and their unquestioned obedience to husband lead to progressive deterioration of their position. In the *Smriti Sastras* as well, as in *Manu*, it has been mentioned in strongest terms, that woman should be honored. But then again Manu has given absolute rights to men, to inflict physical punishment on her and discard her, if she said anything disgraceful to him. Thus, a contradiction in the rules of treatment to woman was there. Manu's system continued for long, after the Mauryan period in the Indian society. However, the upper class woman enjoyed freedom and were respected in society. Besides these women, a vast majority worked in the fields and homes. Their condition worsened in the 20th century.

b. Position of Woman in Vedic Age:

The position of woman in Pre-Rig Vedic period was very high. In the work called *Amarkosh* written in the Gupta era, women were leading as teachers and professors. They were the authors of "*Vedic scripts* and *mantras*".

In later Vedic period, the position of woman deteriorated. In Vedic society participation of wives was required in many rituals. Woman could select their husband in an assembly called 'Swamvar'. But in most cases the woman had to lead an unhappy married life. Because their husbands were allowed to have more than one wife and this was quite common among the upper classes of the ancient Indian society. A widow was expected burn herself on the funeral pyre of her husband. This would make her 'Sati'. *Manu* assigns to the women of Vedic age, a position of dependence, not of subordination.

II. Status of Woman in Medieval Period

By passage of time, the position of woman became worse in medieval period. The system of *Purdah* and *Janbar* were being introduced by Muslim and Rajput community

against woman. Firstly 'Purdah' means, woman in Muslim community is fully covered with clothes, so as to cover their body from male. Secondly 'Jauhar' means, woman with their own consent, immolate themselves so as to save their body and property from detention of enemy, if they are from defeated Warriors family. In both the systems, liberty of woman was curtailed by their own community.

In spite of all these restrictions, woman at that time actively participated in social, political educational and religious field. In this period, bhakti movement had played a very important role for improvement and impoverishment of the status of woman. During this period, 'Guru Nanak' preached the equality of men and woman in religious, political, educational and cultural sectors.

a. Position of woman during East India Company:

During the period of East India Company, many social reformers such as Raja Ram Mohan Roy, Ishwarchandara Vidyasagar and Jyotiba Phule had struggled for the improvement of status of woman in Indian society. School for girls was first started in India in 1847 at Calcutta by Peary Charan Sarkar. During this period, with the help of Governor Bentinck, Raja Ram Mohan Roy succeeded to abolish Sati system from India. Due to the efforts of Raja Ram Mohan Roy the concept of widow remarriage was introduced. Many women social reformers such as Pandita Ramabai, Rani Lakshmi Bai, Kasturba Gandhi, Anni Besant, Aruna Asaf Ali, Sarojini Naidu and others started movement of freedom against British and society, for the protection of India and women. Many ladies were expertise in Marshal Art also.

In spite of all these examples, status of women during the East India Company period was under privileged. They were not having any right to claim succession in the property of their own family members.

Before the rise of 20th century, Mahatma Gandhi and many other persons tried to remove the disabilities against woman in society. And therefore many legislative enactment has been enforced by legislator for protection and promotion of woman like *Act of Sati (abolish) 1829, The Hindu Widow Remarriage Act, 1856, The Child Restriction Act, 1929, The Woman Property Right Act, 1937, The Hindu Marriage Act, 1955, The Hindu Adoptions and Maintenance Act, 1956, The Dowry Prohibition Act of 1961 etc.*

Though on one side, many legislative enactments were being implemented for protection and promotion of woman, on the other side, in some states of India, the social evil of 'Female Foeticide' and Infanticide were embedding its roots, in the society at large.

III. Status of Woman in Modern Period

In ancient and medieval period status of woman is practically lower than the male, but in scripture, theoretically it has given higher status to woman. They are awarded with degree of perfect home maker by the society, because Indian woman have dedicated their whole life for welfare and wellbeing of their families. They are treated inferior as it is. As we all know that, it's a human nature - if they want some powerful things, they always pray to goddess in the form of '*Devi*' but, if the women who exist in their life as mother, sister and wife, they do not treat her like as a living goddess. They treat her like a slave in their family, who works 24 hours for them without expecting anything. This position become worse, when she gave birth to girl child, in educated or uneducated family, after devoting her all possible efforts to her family.

But the position and status of today's woman in India has considerably changed in modern Indian Society. The population of woman is almost half of the total population of India. A country or a community cannot be considered civilized, where woman is not honored. Indian Laws are being made without discrimination for woman. As a result Indian woman are enjoying high position in our society. Woman today occupy high ranking posts like I.A.S., I.P.S., also in Defense Services. The modern Indian women participate in various sports and games like football, hockey, cricket, table tennis, lawn tennis and also in athletics. The Contemporary Indian women serve as M.P., M.L.A, Governors and Ministers. Woman like Mother Teresa, Soniya Gandhi, Vijay Lakshmi Pandit, M.S.Subhalakshmi, Lata Mangeskar, our ex-president of India Pratibhatai Patil and many have achieved International fame. Women have also achieved high fame in the areas of literature, music, acting and more..

Moreover, women are joining the field of science and technology. In fact, there is no sphere of activity in which women are unsuitable or incompetent. In modern period of India, our legislator made various legislative enactments to save and protect woman

from crime and offences like Dowry death, 'Female Foeticide', Infanticide, cruelty etc. and it gives the concept of Empowerment of Women.

In spite of these developments, crimes against women occur every minute in India. Women are not safe, whether it is in their houses, public places or at the workplace. Given the number of crimes that are committed against women, it is important that women should be aware about the laws that protect them. One should remember that "knowledge is power". As a parent, wife, daughter, employee and a woman, women should know the law that helps her.

1. The Prohibition of Child Marriage Act, 2006

The Prohibition of Child Marriage Act was made effective in 2007. This act defines child marriage as a marriage where the groom or the bride are underage, that is, the bride is under 18 years of age or the boy is younger than 21 years. Parents trying to marry underage girls are subject to action under this law. The law makes these marriages illegal.

2. Special Marriage Act, 1954

In a country like India and with the diverse religions and caste, when people from different faiths and caste chose to get married, they do it under the Special Marriage Act. It is not applicable to the state of Jammu and Kashmir and also extends to intending spouses, who are Indian nationals and living abroad.

3. Dowry Prohibition Act, 1961

According to this Act, taking or giving of dowry at the time of the marriage to the bride or the bridegroom and their family, is to be penalised. Dowry system, giving and taking of dowry, is a norm in India. Dowry is often given by the bride family to the groom and his family. The Indian Divorce Act, 1969 allows the dissolution of marriage, mutual consent, nullity of marriage, judicial separation and restitution of conjugal rights. Family Courts are established to file, hear, and dispose of such cases.

4. Maternity Benefit Act, 1961

This Act regulates the employment of women and maternity benefit mandated

by law. It states that a woman employee who has worked in an organisation for a period of at least 80 days, during the 12 months preceding the date of her expected delivery is entitled to receive maternity benefits, which includes maternity leave, nursing breaks, medical allowance, etc.

5. Medical Termination of Pregnancy Act, 1971

The Act came into effect in 1972, was amended in 1975 and 2002. The aim of the Act is to reduce the occurrence of illegal abortion and consequent maternal mortality and morbidity. It clearly states the conditions under which a pregnancy can be ended or aborted and specifies the persons qualified to conduct the same.

6. Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

To ensure women's safety at workplace, this Act seeks to protect them from sexual harassment at their place of work. Sexual harassment at workplace also includes – the use of language with sexual overtones, invasion of private space with a male colleague, hovering too close for comfort, subtle touches and innuendoes.

7. Indecent Representation of Women (Prevention) Act,1986

This Act prohibits indecent representation of women through advertisement or in publications, writings, paintings, figures or in any other manner.

8. National Commission for Women Act, 1990

The National Commission for Women (NCW) is a statutory body of the Government of India, established in January 1992. The NCW represents the rights of women in India and provides a voice for their issues and concerns. The National Commission for Women Act aims to improve the status of women and worked for their economic empowerment.

9. Equal Remuneration Act, 1976

This Act prevents discrimination in terms of remuneration. It provides for payment of equal compensation to men and women workers.

10. Pre-Conception, Pre-Natal Diagnostic Techniques (Prohibition and Misuse) Act, 1994

In Vedic period or mediaeval period, baby girls had been killed after their birth. In modern period they are killed in mother's womb by using modern technique after doing 'Sex Determination Test'. Due to this Sex Determination Test, the sex ratio between male and female is decreasing day by day and it is a subject matter of serious concern. Therefore, the Government enacted 'Pre-Conception, Pre-Natal Diagnostic Techniques (Prohibition and Misuse) Act, 1994 and Rule 1996 to control this 'Sex Determination and Female Foeticide'.

Conclusion

Though the Indian laws do not discriminate between men and woman, the status of woman of our country today is practically far below the status of men. The overall picture of woman's position in India is not satisfactory.

Hence 'Woman's Empowerment' in modern India should take place. Unless women come together and decide to self-empower themselves, by persistent efforts, nothing is going to change. Self-Empowerment should be all round in nature. Once this happens then we can think about galvanizing the system towards the direction of better security, good health facilities, ample nutrition and educational facilities for women at a very large scale.

SECTION A

Answer the following:

CO1 [K1]

1. Our Indian Constitution provides equal status to woman on the basis of principle of_____.
 - a) equality
 - b). equal rights
 - c). equal status
 - d). equilibrium
2. The_____had rendered the highest social status to qualifi woman during Vedic period.
 - a) Rig Veda
 - b). Yajur Veda
 - c). Sama Veda
 - d).AtharvaVeda
3. The_____considered women as useful and productive members of society in the early Vedic period.
 - a) Mauriyans
 - b). Mugals
 - c). Gurukuls
 - d). Aryans**

CO2 [K2]

4. Woman actively participated in social, political educational and religious fi in the_____period.
 - a) Vedic
 - b). Pre - Vedic
 - c). Medieval**
 - d). Modern
5. The_____is a statutory body of the Government of India, which aims to improve the status of women and worked for their economic empowerment.
 - a) Decent Representation of Women
 - b) Pre-Conception, Pre-Natal Diagnostic Techniques
 - c) Self-Empowerment movement
 - d) National Commission for Women**

CO3 [K2]

6. The Government enacted 'Pre-Conception, Pre-Natal Diagnostic Techniques Act, 1994 and Rule 1996 to control this sex determination and Female_____.

- a) **Foeticide** b. Infanticide c. exploitation d. kidnapping

CO4 [K4]

7. Choose the correct sentence

- a) **School for girls was first started in India in 1847 at Calcutta by Peary Charan Sarkar**
- b) School for girls was first started in India in 1847 at Calcutta by Governor Bentinck
- c) School for girls was first started in India in 1847 at Calcutta by Raja Ram Mohan Roy
- d) School for girls was first started in India in 1847 at Calcutta by Jyotiba Phule

8. Pick out the correct sentence

- a) In the Post - Vedic period, the position of woman was very good
- b) In the Post - Vedic period, the position of woman was good
- c) In the Post - Vedic period, the position of woman was bad
- d) **In the Post - Vedic period, the position of woman was contradictory**

CO5 [K4]

9. Pick out the correct sentence

- a) **Today Indian woman are experiencing high position and status in the economy**
- b) Today Indian woman are experiencing poor position and status in the economy
- c) Today Indian woman are experiencing low position and status in the economy
- d) Today Indian woman are experiencing very high position and status in the economy.

10. Find the odd man out.

- | | |
|------------------|--------------------------|
| a) Mother Teresa | (b) Soniya Gandhi |
| c) Osman | (d) Vijay Lakshmi Pandit |

SECTION B

Paragraphs:

1. CO1 [K1] : Recall the status of woman in post vedic period.
2. CO2 [K2] :Outline the position of woman in medieval period.
3. CO3 [K2] : Summarize the status of modern woman in India.
4. CO4 [K4] : Categorize the laws protecting woman in married life.
5. CO5 [K4] : Comment on the laws protecting working woman.

WOMEN AND EMPLOYMENT

Dr. T. Palaneeswari, *The Principal*
Mrs. M. Uma Rani, *Rtd. Professor*

"You are a woman; by serving you must worship, and by serving you must rule"
-- Rabindranath Tagore

I. Introduction

Work is worship- the striving force at the back of every woman. The ability behind everyone is their empowerment. To view the empowerment of human resource, men and women are twin eyes. The society can march towards development only when it accepts the women participation, grants responsibility and utilize her ability. The prosperity of a society lies on the employability of women.

II. Objectives of the study

The aim of this article is

- To limelight the life style of women workforce in India.
- To grant view on emerging careers for educated women.
- To bring to light the problems of working women
- To inform that the progress of the society lies in the empowerment of women.

III. Life style of women workforce in India

In India working women lead a life of dual responsibilities, if they are married and have a family. They still have traditional roles to fulfill and prefer a career to avoid domestic drudgery.

With the majority of working women the family takes precedence over their job. They prefer to stay in joint families where their children can be taken care of while they are at work. When they come back in the evening from relatively modern surroundings of their work spots, their personalities undergo a change to accommodate the demands of their time and attention by different family members whose predominant feelings are of having been neglected.

These women often do their shopping on the way from office. They reserve their weekends for heavy house –work which will help them to cope with the rest of the week with relatively less tension. Weekends are also reserved for spending time with their spouses and children, for entertainment, family duties, visits, etc.. Actually speaking they hardly have time for personal needs.

Despite the freedom and confidence of their jobs and pay packets, working women still prefer to leave the financial decision making and budgeting to their husbands. They are unwilling to compromise on their dual burdens and prefer job with flexible timings. They are not unduly fashion conscious, but take pride in graceful clothing. Indian working women are managing their double role admirably.

IV. Women employment in India

There are four categories of working women in India. Some work while they are waiting for matrimony. A majority work because they are qualified, wants a second income and a different kind of life for part of the day. A small section consists of career women. A sizable of women is bread winners.

A casual traveller to any part of the country can see women working hard, but they are working in the informal sector. An estimation of national commission on self employed women states that 94% of workforce is in the informal sector.

Within the organised sector where women are in decision making capacities (Indian Administrative Services, Indian Foreign Services and Indian Police Services) were 311 in 1985, the figure crawled up to 430 in 1992,501 in 1996 and reached 645 in 2000.

Economic liberalisation and new freedom mantra have thrown open a new world of market opportunities for women .There is virtually no field of enterprise that women cannot enter.

V. Emerging careers for educated women

Education bears an important relationship to the occupation of women. The education grants her not only higher occupational prestige and earnings but also aids her in entering areas of male domain.

1. **Journalism:** Suits the women with a flair for writing, an ability to express ideas concisely and curiosity about people and events around them.
2. **Public relations:** Attracts imaginative and ambitious young women to do the task of image building on the products and services.
3. **Advertising:** Offers exciting and challenging career to hard working women, where there are technical and ground duty branches.
4. **Civil airlines:** Becoming pilot is an expensive exercise for professional training, yet once employed, they are paid handsomely.
5. **Building and construction:** Organised sector attracts architects and provides more job options at all levels.
6. **Engineering and technology:** Discipline options for women are computers information technology, environmental engineering, leather technology, food instrumentation engineering, rubber and plastics and so on.
7. **Dairy technology and food processing:** Provides ample opportunities to women with an academic background in chemistry, biotechnology and dairy technology.

8. **Cost accountant:** Fascinates women who have love for numbers, logical approach, innovative, mind persistence, determination and an ability to get along with people.
9. **Chartered accountant:** Enterprising chartered accountants with initiative have the challenging option for setting up highly productive private practice.
10. **I.T. enabled services:** Includes employment in call centres, technical support centres, medical transcription, data processing in banks, accounting and fi services, companies, stock exchanges, mutual funds, etc. and graphic information systems, content publishing, creation of web pages, multimedia and multimedia data bases.
11. **Managerial consultants:** Qualified MBA's with some years of experience are successfully setting up their own consultancy services in a range of management areas such as finance ,marketing ,market research, personal service.
12. **Entrepreneurship:** Women with impressive qualifications and entrepreneurial spirit setup efficiently run home based business, create and market innovative products and services.
 - **Creative art and craft:** Talented and more inclined towards art and crafts making use of their skills to create various gift items.
 - **Fashion designing:** Aptitude for designing and tailoring clothes can turn their spare room into an exclusive boutique.
 - **Gardening and animal care:** Operating plant nursery to sell ornamental plants, bouquets and animal care unit for breeding pet animals and food for those pets.
 - **Teaching:** Running tuition centres, coaching to appear for competitive examinations, operating play schools and crèches
 - **Catering service:** Aptitude in culinary skills can setup catering services for variety of food items, from pickles and sauce to specialized items like chocolates and cakes and even complete meals.
 - **Creative writing and assistance in publishing:** Women with

language skills can write articles for journals and magazines. They can edit manuscripts or proof read for grammatical and typographical errors for book and magazines publishers.

VI. Problems of working women

Though women are marching forward day by day, they have many problems due to gender bias, sexual discrimination, their double role at home and due to their delicate physical status.

The problem experienced by working women are as follows:

1. **In farm sector, development in technology:** The machines used in farms and in unorganised sector are designed to be operated by men and are not fit for the convenient operation by women workers.
2. **Male bias in government programmes:** The government programmes are male oriented but not women centric (eg) rescue measures undertaken in Tsunami hit areas deny employment opportunities to women.
3. **Discrimination against women:** Women are predominantly employed in the labour intensive, unskilled jobs in the unorganised sector.
4. **Threat to job security:** Contract, casual, temporary, part time piece rated jobs and home based works are increasingly replacing permanent jobs.
5. **Sexual harassment:** A large number of working women face sexual harassment and threat of violence at work place and it is high when they work in night shift.
6. **Unhealthy environment:** Unhealthy environment cause a lot of physical discomfort and mental stress resulting in :

Reproductive hazards (pregnancy outcomes such as abortion)

- a. Physical exertion (physical fatigue)
- b. Effects of noise on birth weight of children, menstrual disturbances and infertility

- c. Effects of chemicals such as exposure to pesticides (in agriculture) and causing spontaneous abortion.
1. *Other Problems:* Working women also face some additional problems at home and society as they play multiple roles. They are:
 - a. Reduced entertainment and social activities
 - b. Lack of attention to house hold and family members
 - c. Posting of husband and wife at different places
 - d. Inconvenient working hour(night duty)
 - e. Family members' misunderstanding results in psychological torture
 - f. Inadequate child care facilities in work place and at home cause great anxiety and emotional strain.
 - g. Looking down by the society, is still to be faced by working women.

VII. Employment empowers women

After independence before 1990, women remains a commodity well decorated individually well placed in the showcase of the social showroom, a figure to be embraced, and an article to satisfy the passions of men. Male chauvinism has not allowed to her to come out of the shell and have her individual status.

The nineties are undoubtedly the decade of the women. There is no avenue she has not trodden on, no obstacle she has not overcome and no job still taboo for her. Today's woman has scaled very peak, both literally and figuratively. Most women pursue a career not only for financial reason but also for the challenge and satisfaction a job provides. Transformation in the social scene has enable the women to rightly take their place as contributing partners in the work place, pouring into the economy an immense flow of brain power and energy.

- As women receive greater education and training, they will be better employed and earn more money.
- As women earn more money, as has been repeatedly shown, they spend it in further the education and health of their children.
- As women raise economic status, they will gain greater social standing in the household and village, and will have greater voice.
- As women gain influence and consciousness, they will make stronger claims to their entitlements –gaining further training, better access to credit and higher incomes-and command attention of police and courts when attacked.
- As womens' economic power grows, it will be easier to overcome the tradition of
- “son preference” and thus put an end to the evil of dowry.
- As son preference declines and acceptance of violence declines, families will be more likely to educate their daughters and age of marriage will rise.
- For every year beyond fourth grade that girls go to school, family size shrinks 20 %, child deaths drop 10% and wages rise 20 %.
- As women are better nourished and marry later, they will be healthier, more productive and will give birth to healthier babies.

Employment of women is essential to the development of good family and good society and ultimately a good nation. Women employment assures stability of the society. Acceptance of the commitment, dedication and achievements of women will pave way to the progress and development of our nation.

SECTION A

Answer the following:

CO1 [K1]

1. To view the empowerment of _____ men and women are twin eyes.
a) Natural Resource b) Social Resource
c) **Human Resource** d) Chemical Resource
2. Women prefer a _____ to avoid domestic drudgery.
a) **career** b) cooking c) sleeping d) eating

CO2 [K2]

3. Education bears an important relationship to the _____ of women.
a) cooking b) sleeping c) eating **d) occupation**
4. Organised sector attracts _____ and provides more job options at all levels.
a) canvassing **b) architects**
c) marketing d) owners

CO3 [K2]

5. _____ provides ample opportunities to women with an academic background in chemistry, biotechnology.
a) Family duties b) shopping **c) Food processing** d) marketing
6. Working women hardly have time for
a) shopping b) family duties
a) **personal needs** d) visits

CO4 [K4]

7. An estimation of national commission on self employed women states that

94% of workforce is in the_____.

- a) **informal sector** b) farm sector
- c) organised sector d) technical sector

8. Aptitude in_____ can setup catering services

- a) language skills b) **culinary skills**
- c) aptitude for image building d) academic background in engineering.

CO5 [K4]

9. Women who have love for numbers may choose their career as_____.

- a) managerial consultant b) public relations
- c) entrepreneurship d) **cost accountants.**

10. Unhealthy environment cause a lot of_____.

- a) a. sexual harassment b. threat to job security
- c) **physical discomfort and mental stress** d. reduced social activities.

SECTION B

Paragraphs:

1. CO1[K1] : What are the emerging carriers for educated women?
2. CO2 [K2] : Describe about the life style of women workforce in India.
3. CO3 [K2] : Explain the Women employability of women in India.
4. CO4 [K4] : Narrate the problems of working women.
5. CO5 [K4] : Employment Empowers Women – Justify.

DISCOVERING PEACE AND HAPPINESS

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Women have achieved a very important position in the present society. All this is possible because of a long fight happening somewhere. Women have walked down the path which is full of obstacles. Even after many bad treatments, women are considered very important in everybody's life. Apart from doing household chores and looking after the family, women have started taking part in many activities related to finance, investment etc. The modern society and workforce are filled with powerful women who play their leadership roles everywhere in a very effective and efficient manner. With the changing circumstances and thinking of society, women are moving forward as compared to ancient times. Women are playing a great role in the development of society. But even now, in countries like Bangladesh, women are looked as child bearers only. Female foeticide, dowry deaths, early child marriage, domestic abuse, child labour and sexual harassment are still going on in some corner of the country. Women and girls are often viewed as bearers of cultural identity and thus becomes a prime target. Peace of mind and happiness is essential for every human being.

In the words of *John F. Kennedy, Former U.S. President,*

Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures”.

Peace is a word, which has multiple meanings. It is a word with several dimensions used in varying contexts. In a macro context usage, Global peace includes peace treaties between countries and the harmonious relationship between societies. In a micro context usage, Personal peace includes interpersonal peace and inner peace. The

meaning of “peace” in Western civilization is the absence of violence. In Sanskrit, “Shanti” and “Chaina” are the equivalent words for peace, which refer to an individual’s spiritual or inner peace and mental calmness. In general, peace of mind or inner peace refers to a deliberate state of either psychological or spiritual calmness despite the potential presence of stressors.

Regardless of religion, gender, social or financial status, every one of us wants to be happy and it is this common need that binds us together. All our endeavors are geared towards finding happiness and alleviating pain. Although finding happiness is one of the prime aim of our lives, spiritual research has shown that on an average, we are happy only 30% of the time, while the rest 40% of the time we are unhappy. The remaining 30% experience a neutral state, devoid of happiness or unhappiness. But most of us who seek happiness outwardly, fail to realize that true and everlasting happiness lies within us.

Peace and happiness are related concepts. They are described as a positive human experience. Peace is associated with terms such as serenity, harmony, happiness, and well-being. Happiness is typically associated with the concepts of life satisfaction and subjective wellbeing. From dawn till dusk, from childhood till death, all the living beings strive for happiness, that is the true everlasting peace and happiness. But it remains unfulfilled. During childhood, the child thinks that she will be happy when she grows up. During school days, the student thinks that she will be happy when she goes to college. During college, the student thinks that she will be happy after getting a good job. After getting a job, the young man or woman thinks that he or she will be happy after getting a companion. After getting a companion, the couple thinks that they will be happy only after building a family and settling down with a lot of wealth. Suddenly the mid-life crisis begins. The same people begin to look at the past and think that they were happier during the childhood or youth. Now, the fear of mediocre, mundane life and old age grips the mid aged being. Slowly the senility begins to show the signs. And then one day, the poor being end up in unfulfilled state of mind.

Throughout life, people continue to be happy either by relying on the future or on the past. They will be happy with other people around them, on objects and wealth of the world, on the social status, and on million other things around them. But they never search where it is lost. The contemporary man keeps on running here and there

in search of happiness just like the musk deer, which continue to chase for the pleasing scent throughout the life in the forest. But the poor deer doesn't know that the source of the charming scent lies within the center of its own stomach. Similarly, supreme peace and inner happiness can be ultimately found within.

Relationship between peace and happiness:

Peace and happiness are inter-related. Peace requires complete acceptance of how things are without any desire for anything. This is one reason why peace of mind is different from happiness. Happiness is often the pursuit of worthwhile desires and ambitions, whereas peace of mind is the ability to let go of those ambitions and desires. The achievement of peace is the ability to simply accept things as they are. When someone is at peace they are better able to experience happiness. Happiness is a feeling that comes largely from a person's satisfaction with their current circumstances. If people is leading a life with satisfaction and they are reasonably happy with the progress they are making, then they will generally feel a sense of happiness. They feel that their life is peaceful. But when someone is failing to have that kind of life that they want, then they will have a sense of unhappiness. So here, there will be mental unrest and loss of peace.

A story is narrated in order to show the relationship between peace and happiness. The title of the story is "The Power of Silence". Once there lived a very old farmer in a village. He lost his precious watch while working in his field. The watch was an ordinary one but it means a lot to him. He had an emotional attachment towards it. After searching for the watch in every nook and corner of the field for a long time, the old farmer became very tired. He was completely exhausted. But he decided not to give up his search for the watch. He saw some children playing under a tree. He called them and requested them to help him. He assured the children that he would reward them if they helped him in finding the lost watch. After hearing the reward, the children rushed to the field to search for the watch. Few children were very tired and they gave up. As time passed by, the number of children looking for the watch slowly decreased and only two or three children were left in the field. The farmer lost

his hope in finding his lost watch. Just when the farmer was closing the door, a little boy came up to him and requested the farmer to give him another chance. The farmer did not want to miss this chance. By any means he wanted to get his watch back. The boy started to search. After a while, the boy came out with the farmer's watch. The farmer was so happy. He thanked God and the boy. He was much surprised too. He asked the boy the way in which he succeeded in finding out the watch while everyone including him had failed. The boy replied that he just sat on a stone silently in order to listen to the ticking of the watch. Since the entire atmosphere is silent, it was easy for him to listen to the ticking sound and started his search in the direction of the sound. The farmer was much delighted to listen to the boy's words and presented him a gift as he assured. The boy was so happy and he left the place by thanking the farmer. The farmer was also extremely happy. From the story, it is understood that a peaceful mind can think better than a disturbed mind. Success and happiness can be relished when a work is done in a peaceful atmosphere. Therefore peace and happiness are entirely dependent on one another.

Sources of Unhappiness:

Human beings erroneously seek their happiness primarily through these means:

Physical Possessions: People believe that acquiring physical possessions is a source of happiness. They attempt to control the external world and their physical possessions. But both are only a source of unhappiness. For example, increase in number of automobiles and air conditioning have led to higher pollution, affecting human health and finally contributing to unhappiness.

Food: Accumulation and preparation of delicious food only increases toxins in the body. Food can never be a source of happiness. America, one of the developed countries in the world suffers high levels of cholesterol and obesity.

Money: Money increases one's buying capacity but cannot give happiness. It cannot bring happiness in relationships. In fact, improper handling of money is the sole reason for evil in society.

The only source of real happiness is Peace of Mind. When the mind is not at peace, external factors can never bring happiness. But when a person is at peace within,

no external factor has the power to disturb him. When it is realized that the only source of happiness is within, not outside, a peaceful and a happy life can be led every day. **Gautama Buddha has said**, “Peace comes from within. Do not seek it without”. Inner peace is possible only when a person realizes that everything that has or will happen to him/her is totally under his/her control. Nobody has the power to hurt or harm anyone. They are only the source through which a person goes through unhappy experiences, but never the cause. The cause is his/her own Karma. The word “Karma” means the sum of a person’s good and bad actions in this and previous states of existence, viewed as affecting his/ her future fate. Realizing this, the person will blame no one and instead takes all the effort to fix his/her own Karma through meditation.

Ways to enhance Inner Peace and Happiness:

There are several ways of enhancing one’s inner peace and happiness. Here are some simple suggestions to improve the level of happiness:

- We should make happiness a habit. We should be with people who spread positive vibes around us.
- We should follow moral values and lead a disciplined life.
- We should accept life as it is. When both good and bad things happen, even the very little ones, let them in. We should not take them to our mind, but should learn lessons from them.
- We should be an optimist and should always believe and hope that good things will happen.
- We should be grateful for all that we have in our life.
- We should accept change in life as change is the need of the hour. Though we make contingency plans, it may change in course of time.
- We should appreciate and praise the people and things around us instead of blaming them.

- We should concentrate only on our work and should not indulge in backbiting.
- We should do physical exercise or aerobics daily. We can listen to a melody that soothes and comforts our soul. We should follow a balanced healthy diet.
- We should meditate daily. Meditation enhances an individual's attention regulation, emotion regulation, and change in one's self-perception that leads to experiencing more positive emotions associated with happiness and inner peace.
- These are the few steps to incorporate choosing to be peaceful and happy from within into daily lives.

Women, Peace and Happiness:

Women have been subjected to injustice through decades. They have faced subjugation and systematic oppression throughout history, and the situations call for improvement in their condition in society. They were not allowed to have an individual opinion or an independent identity. Domestic violence is extremely common in countries like India. Empowerment of women is the need of the hour. Empowering women involves encouraging them to be financially, culturally and socially independent. A woman must be entitled to pursue what she loves and develop into a fully functioning human.

To lead a peaceful and happy life, women should be given education. Education of women is the most powerful tool that can bring change of position of women in society bringing reduction in inequalities and functions as a means of improving their status within the family. It enables them to respond to the challenges, to confront their traditional role and change their lives. Education gives them self-confidence and enable them to find better jobs. Education empowers women to make choices that can improve their welfare including marriage beyond childhood and having fewer children. It can increase women's awareness of their rights, boost their self-esteem, and provide them opportunity to assert their rights. India can become a developed nation only if women contribute to the best of their ability in all the societal sphere. This is possible if and only women are educated. Women entrepreneurs are to be motivated which really boost

the nation's economic growth. Educated women contribute towards nation building. So education should be compulsorily provided to women so that they can lead an organized, peaceful, happy and a successful life.

Conclusion

Each one of us has the power to begin our personal journey toward living life to the fullest level. If a woman realizes that she has the power to create her own future, then she will prepare herself to live in peace. In this state, whatever happens to her is an experience and expression of happiness. No external power has the power to disturb her happiness. There is no greater wealth in this world than peace of mind. The ultimate aim of every human is to lead life with happiness. People who choose the paths of virtue will lead a happy life. But a person who tries to attain happiness through vices are condemned at the end. In simple words, the way to achieve true happiness is to grab virtues. Therefore, experiencing positive emotions can lead to increment in one's inner peace as well as happiness levels. The achievement of peace and happiness is the ability to simply accept things as they are. To conclude, **Mahatma Gandhi has said, "Happiness is when what you think, what you say, and what you do are in harmony"**.

SECTION A

Answer the following:

[CO1 K1]

1. _____ includes peace treaties between countries and the harmonious relationship between societies.

- a) Personal peace **b) Global peace** c) Positive peace d) Negative peace

2. In Sanskrit, "Shanti" and "Chaina" are the equivalent words for _____.

- a) happiness b) calmness **c) peace** d) violence

[CO2 K2]

3. Peace and happiness are described as a _____ human experience.

- a) **positive** b) negative c) constructive d) fatalistic

4. _____ enhances an individual's attention regulation, emotion regulation, and change in one's self-perception that leads to experiencing more positive emotions associated with happiness and inner peace.

- a) Physical exercise **b) Meditation** c) Yoga d) Aerobics

CO3 [K2]

5. The word _____ means the sum of a person's good and bad actions in this and previous states of existence, viewed as affecting his/ her future fate.

- a) Atma **b) Karma** c) Dharma d) Siddhi

6. "Peace comes from within. Do not seek it without". Whose words are these?

- a) **Buddha** b) Mahavira c) Swami Vivekananda d) King Ashoka

CO4 [K4]

7. According to research, on an average, _____ of people experience a neutral state, devoid of happiness or unhappiness.

- a) 20% b) 40% c) 10% **d) 30%**

8. Success and happiness can be relished when a work is done in a _____ atmosphere.

- a) peaceful b. tensed c. stressful d. messy

CO4 [K4]

9. People who choose the path of _____ will lead a happy life.

- a) vice b. virtue c. evil d. immorality

10. "Happiness is when what you think, what you say, and what you do are in harmony". Whose words are these?

- a) Swami Vivekananda b. Dr. A.P.J. Abdul Kalam
c) Mahatma Gandhi d. Sri Ramakrishna Paramahamsar

SECTION B

Paragraphs:

1. CO1 [K1] : List down the sources of unhappiness.
2. CO2 [K2] : Explain the ways to enhance inner peace and happiness.
3. CO3 [K2] : Explain the relationship between peace and happiness.
4. CO4 [K4] : Analyse the role of women in the present society.
5. CO5 [K4] : Comment on the importance of education in women's life.

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