SRI VENKATESWARA UNIVERSITY: TIRUPATI

SVU COLLEGE OF ARTS
CENTRE FOR WOMEN'S STUDIES

(Revised Scheme of Instruction and Examination, Syllabus etc., under CBCS Regulations -2016
is Amended as per NEP-2020)
(With effect from the batch admitted in the academic year 2021-22)

M.A. WOMEN'S STUDIES AND MANAGEMENT

SEMESTER-I

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	SVUWS 101	Introduction to Gender and Women's Studies	6	4	Core-Theory	20	80	100
2	SVUWS 102	Principles of Management with Gender Lens	6	4		20	80	100
3	SVUWS 103	Gender, Patriarchy and Society	6	4		20	80	100
4	SVUWS 104	Women's Movements: National and International Perspectives	6	4		20	80	100
5	SVUWS 105	A Environment: Gender and Livelihood Challenges B Social Process and Behavioral Issues: Gender Questions C Education: Gender Achievements and Gaps	6	4	CF	20	80	100
6	SVUWS 106	A Gender Sensitization and Training: Needs and Strategies B Communication, Soft Skills and Etiquette	6	4	EF	20	80	100
		Total	**36**	**24**		**120**	**480**	**600**
7	SVUWS 107	Human Values and Professional Ethics - I	**0**	**0**	Audit Course	**100**	**0**	**0**

- ❖ All CORE Papers are Mandatory
- ❖ Compulsory Foundation- Choose one paper
- ❖ Elective Foundation - Choose one paper
- ❖ Audit course-100 Marks (Internal) Zero credits under self-study
- ❖ Interested Students may Register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits

SEMESTER-II

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	SVUWS 201	Development – Gender Perspectives	6	4	Core-Theory	20	80	100
2	SVUWS 202	Health and Nutrition: Gender Analysis	6	4		20	80	100
3	SVUWS 203	NGO Management and Social Development	6	4		20	80	100
4	SVUWS 204	Policies and Programmes for Women's Development	6	4		20	80	100
5	SVUWS 205	A Media and Governance: Gender Concerns B Gender Identity and Leadership: Needs and Strategies C Gender Based Violence: Issues and Concerns	6	4	CF	20	80	100
6	SVUWS 206	A Human Rights with Gender Lens B Financial Literacy and Management	6	4	EF	20	80	100
		Total	**36**	**24**		**120**	**480**	**600**
7	SVUWS 207	Human Values and Professional Ethics - II	**0**	**0**	Audit Course	**100**	**0**	**0**

- ❖ All CORE Papers are Mandatory
- ❖ Compulsory Foundation - Choose one paper
- ❖ Elective Foundation - Choose one paper
- ❖ Audit course- 100 Marks (Internal) Zero credits under self-study
- ❖ Interested Students may Register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits

SEMESTER-III

S. No	Code	Title of the Course		Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	SVUWS 301	Feminist Theories		6	4	Core-Theory	20	80	100
2	SVUWS 302	Research Methods and Statistics: Feminist Concerns		6	4		20	80	100
3	SVUWS 303	A	Capacity Building and Leadership: Gender Questions	6	4	Generic Elective	20	80	100
		B	Guidance and Counseling with Gender Perspectives						
		C	Human Resource Management : Gender Analysis	6	4		20	80	100
		D	Women, Science and Technology: Gender Biases and Strategies						
4	SVUWS 304	Computer Applications and Software Packages for Data Analysis		6	4	Skill Oriented	20	80	100
6	SVUWS 305	A	Social Values and Ethics : Gender Concerns	6	4	Open Elective	20	80	100
		B	Governance: Gender Issues and Challenges.						
	Total			36	24		120	480	600

- ❖ All CORE Papers are Mandatory
- ❖ Generic Elective- choose two
- ❖ Skill oriented course (Mandatory)
- ❖ Open Elective for the Students of other Departments. Minimum One Paper should be opted.
- ❖ Extra credits may be earned by opting for more number of Open Electives depending on the Interest of the student through self-study.
- ❖ Interested students may register for MOOC with the approval of the concerned DDC

SEMESTER-IV

S. No	Code	Title of the Course		Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	SVUWS 401	Entrepreneurship Development: Gender Analysis		6	4	Core-Theory	20	80	100
2	SVUWS 402	Women's Legislations – Gender Concerns		6	4		20	80	100
3	SVUWS 403	A	Participatory Learning, Methods and Extension Education	6	4	Generic Elective	20	80	100
		B	Social Structure: Gender Biases and Questions						
		C	Women's Health: A Life Cycle Approach	6	4		20	80	100
		D	Globalization: Gender Implications						
4	SVUWS 404	Project Work		6	4	*PW	20	80	100
6	SVUWS 405	A	Media and Communication: Gender Concerns	6	4	Open Elective	20	80	100
		B	Women and Work: Gender Questions						
	Total			36	24		120	480	600

- ❖ All CORE Papers are Mandatory
- ❖ Generic Elective- choose two
- ❖ Multidisciplinary Course/ Project work is Mandatory
- ❖ Skill oriented course (Mandatory)
- ❖ Open Elective for the Students of other Departments. Minimum One Paper should be opted.
- ❖ Extra credits may be earned by opting for more number of Open Electives depending on the Interest of the student through self-study.
- ❖ Interested students may register for MOOC with the approval of the concerned DDC

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Course 101: INTRODUCTION TO GENDER AND WOMEN'S STUDIES
Code: SVUWS – 101 (Core)

Prerequisite or Knowledge requirement for the Course: Students should have basic knowledge on Women towards the current social issues confronting them

Objectives of the Course:
1. To sharpen students' critical awareness on how gender operates in institutional and cultural contexts and in their own lives;
2. To understand the institutions of family and marriage and their influence on the status of women;
3. To give students an opportunity to participate in social change.

Course Leaning Outcomes (CLOs)
After completion of this course successfully, the students will be able to

CLO-1: Define the concept of women studies and its evolution over a period time;
CLO-2: Understand the concept of status of women and factors influencing the status of women in India;
CLO-3: Analyse the institutions of Family and Marriage and their effect on women;
CLO-4: Apply the concepts of gender to evaluate the status of women in India;
CLO-5: To compare the problems of different sections of Women from womb to tomb;

UNIT–I: Introduction to Women and Gender Studies
Key Concepts in Gender Studies – Women's studies to Gender Studies – Need for Gender Sensitization – Definition – Meaning – Genesis – Growth – Objectives and scope of Women's Studies in India– Women's Studies – an international perspective.

UNIT–II: Status of Women
Status – Concept – Meaning – Definition – Types of Status – Achieved and Ascribed Status – Factors and Indicators on Status of Women. Status of Women in Indian Society – Pre and Post-Independence Periods.

UNIT–III: Women and Social Institutions
Family – Meaning – Definition– Joint– Nuclear – Patriarchal Family – Matriarchal Family. Marriage – Definition – Monogamy – Polygamy – Polyandry. Multiple roles of women – Role conflict – Role change.

UNIT – IV: Gender Concepts
Socialization: Meaning – definition – stages – agencies of socialization. Social Construction of Gender: Sex and Gender – Gender discrimination – Gender Stereotyping – Gender Roles – Gender needs – Practical and Strategic- Gender Justice & Equality

UNIT –V: Issues Related to Girl Child and Women
Female feticide – Female infanticide – Child Marriage – Dowry – Divorce – Widowhood – Prostitution – domestic violence – Problems of elderly women – Problems of single women – Marginalized and deprived groups (SC/ST, Mathammas, Devadasies, women prisoners), Sexual Harassment, Violence.

References:

1. Maithreyi Rishna Raj: Contribution to Women's Studies, (Bombay, SNDT, 1991).
2. Maithreyi Krishna Raj: Women Studies in India – Some Perspectives (Bombay: Popular Prakasham 1986).
3. Govt. of India : Towards Equality, Report of the Committee on the Status of women, (Ministry of Education and Social Welfare, December, 1974).
4. Govt. of India: National Perspective Plan for women 1988-2000 A.D., (Ministry of Human Resources Development, Department of Women and Child Development, 1988).
5. Paul Chowdary: Women Welfare and Development, (New Delhi L Inter India Publications1992).
6. Rehna Ghadially (Ed.): Women in Indian Society, (New Delhi: Sage Publications, 1988).
7. Promilla Kapur: Empowering the Indian Women (Ministry of Information and Broadcasting). Govt. of India, 2001.
8. Sangeetha Purushothaman : The Empowerment of Women in India (Sage Publications, New Delhi, 1998).
9. Sakuntala Narasimhan : Empowering Women (Sage Publications, New Delhi, 1999)
10. Suzanne Williams: The Oxfam Gender training Manual Oxfam, U.K., 1994).

Course 102: PRINCIPLES OF MANAGEMENT WITH GENDER LENS
Code: SVUWS – 102(Core)

Prerequisite or Knowledge requirement for the Course: Students should have basic knowledge on management and administration.

Objectives of the Course:
1. To sharpen students' ability in acquiring the management skills required in their own lives, at home and in work place;
2. To understand the issues involved in the management of different organizations.
3. To enable the students to plan and handle difficult situations in their life and in work places

Course Leaning Outcomes (CLOs)
After completion of this course successfully, the students will be able to

CLO-1: Define the concept of management and understand the management as profession;
CLO-2: Understand the Evolution of Management and the contributions of different scientists to management science;
CLO-3: Analyse the different types of planning, powers and functions of managers in an organisation;
CLO-4: Apply the concepts of coordination and control at work places;
CLO-5: To implement the theories of motivation to improve the performance top management positions.

UNIT–I: Introduction to Management
Definition, Nature and scope of Management, Functions of Management/Manager, Principles of Scientific Management, Management as Profession, Management vs. Administration, Management with gender lens.

UNIT–II: Evolution of Management
Evolution of Management, Contribution of behavioral scientists, Taylor and Fayol towards Evolution of Management, Operational Approach, Decision Theory Approach.

UNIT–III: Planning and Organisation
Meaning, Nature of Planning, Process of Planning, Types of Planning, Advantages and limitations of Planning, SWOT Analysis.
Nature and significance of organization, Authority and Power, Span of control, Line and Staff Organization, Line and Staff conflict, Delegation, Elements of Delegation, Types and barriers of Delegation, Centralization and Decentralization.

Unit – IV: Staffing and Motivation:
Staffing and Motivation: Theories of Motivation: X- Theory, Y- Theory and Z- Theory, Maslow Hierarchy Theory of Needs.

UNIT – V: Coordination and Controlling
Techniques/Methods to ensure Effective Co-ordination; Nature of Controlling, Process of Controlling, Traditional techniques, Modern techniques, Process of Controlling & Behavioral Guidelines for effective control. Some case studies of women in Top Management positions in Government and Corporate sector.

References:

1. Gupta CB, 'Management Principles & Practice' Sultan Chand & Sons, 2016.
2. Dr. L.M. Prasad, 'Principles and Practice of Management', Sultan Chand & Sons, 2020.
3. Dr. S.C. Saksena, 'Principles of Business Management', Sahitya Bhawan Publications, 2019.
4. P.C. Tripathi, P N Reddy (et al.) 'Principles of Management', Mc Graw Hill Publication, 2021.
5. Edwin Flippo, 'Personnel Management', Mc Graw Hill1992.
6. R. Wayne Mondy, Arthur Sharplin (et al.) 'Management, Concepts and Practices', Allyn and Bacon, 1988.
7. J.S. Chandan, 'Principles of Management' Vikas Publishing House Pvt. Ltd.
8. P. C. Shejwalkar & A. Ghanekar, 'Principles & Practices of Management', Everest Publishing House.
9. T. Ramasamy, 'Principles of Management' Himalaya Publication.

Course103: GENDER, PATRIARCHY AND SOCIETY
Code: SVUWS – 103(Core)

Prerequisite or Knowledge requirement for the Course: Students should have basic knowledge on Women's and Gender Studies.

Objectives of the Course:

1. To impart knowledge to the students on gender roles.
2. To make the students to understand how gender roles are determined socially, culturally as well as in public and private domains.

Course Learning Outcomes (CLOs):
After completion of this course successfully, the students will be able to
CLO-1: Explain the biological and cultural determinants of gender roles;
CLO-2: Demonstrate the prevailing asymmetric division of labour between the two genders in the society;
CLO-3: Illustrate gender disparities in political, economic, and legal systems;
CLO-4: Critically evaluate Anglo centric nature of the education system in India which is biased towards women;

.**CLO-5:** Design policies to overcome the problems being faced by women in the patriarchal Indian society.

UNIT – I: Introduction
Gender roles: Biological vs. Cultural Determinism, Private vs. Public Dichotomy; Existential foundation of Gender-Power Relations; Human Development Indicators and Gender Disparity.

UNIT – II: Gender, Family and Economy
Gender and Family: Gender Division of Labour and Asymmetric Role Structure, Gender Role Socialization and Formation of Identity, Social Constructionist and Discursive Analysis of Gender.
Gender and Economy: Segmented labour market and labour force participation; Occupational segregation and wage discrimination; Gender Stereotyping in Work place.

UNIT – III: Gender Lens: Political and Legal Systems
Gender Representation in Indian Polity, Gender Dimensions in Electoral Politics, Gender Exclusion in Politics, Gender Perspective of Personal Law, Social Legislations and Women Empowerment.

UNIT – IV: Gender and Education
Gender Disparity in Education, Gender Bias in School Curriculum, Andro-centric Construction of Knowledge, Education Goals from Gender Perspective.

UNIT – V: Social Dynamics of Gender
Patriarchy and Gender Power; Capitalism and Gender; Caste, Class, Race and Gender

References

1. Connell R.W. Ashden, D., Kessler, S., Dowsett, G. (1982) Making the Difference: Schools, Families and Social Divisions, Sydney, Allen and Unwin.
2. Connell, R.W. (1995) Gender, Cambridge: Polity.
3. Einstein. (1984) Contemporary Feminist Thought. Sydney: Allen and Unwin.
4. Holmes. M (2007) what is gender? Sociological approaches. New Delhi: Sage Publications.
5. Jackson, S. And Scott, S. (2002) Gender: A Sociological Reader. New York: Rout ledge.
6. Lipman Blumen, J. (1984) Gender roles and power. New Jersey: Prentice-Hall.
7. Oakley, A. (1972) Sex, Gender and Society. London: Temple Smith.
8. UNDP: Human Development Report (2000) New Delhi: OUP.
9. Agrawal, B.(Ed.) (1988) Structures of Patriarchy: State, Community and Household in modern south Asia. New Delhi: Kali for Women.
10. Corea, G. (1985) the Mother Machine. London: Women's Press.
11. Cornick, J.C. and Meyers, M.K. (2009) Gender Equality: Transforming Family Divisions of Labour. New York: Verso.
12. De Beauvoir, S. (1988/1949) the Second Sex. London: Pan.
13. Delamont, (1978) 'The domestic ideology and women's education', in S. Delamont and L. Duffin (Eds), The Nineteenth Century Women. London: Croom Helm. Pp. 134-87.
14. Figes, E. (1978/1970) Patriarchal Attitudes. London: Virago Press.
15. Gatens, M. (1991) 'A critique of the sex/gender distinction', in S. Gunew (ed.), A Reader in Feminist Knowledge. London: Routledge.
16. Howson, A. (2005) Embodying Gender. London: Sage Publications.
17. Kessler, S.J. and McKenna, W. (1978) Gender: An Ethno methodological Approach. New York: Wiley,
18. McDowell, L. and Pringle, R. (1992) Defining women: social institutions and gender divisions. Cambridge, Black well Publishers Inc.
19. Moon, M & Pawar, U. (2008) we also made history. New Delhi: Zubaan.
20. Millet, K. (1972/1970). Sexual Politics. London: Abacus.
21. Oakley, A. (1974) the Sociology of Housework. London: Martin Robertson.
22. Oakley, A. (1980) Women Confined: Towards Sociology of Childbirth. Oxford: Martin Robertson.
23. Oakley, A. (1985) Sex, Gender and Society. Alders hot: Gower.
24. Oakley, A. (1997) 'A brief history of gender', in A. Oakley and J.Mitchell (Eds), who's Afraid of Feminism? Seeing Through the Backlash. London: Hamish Hamilton.

Course 104: WOMEN'S MOVEMENTS: NATIONAL AND INTERNATIONAL PERSPECTIVES
Code: SVUWS – 104 (Core)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about Women's Movements

Objectives of the Course:
1. To expose the students to various women's movements at International, National and State levels;
2. To enable students to be aware of the contributions made by women to protect their rights;
3. To understand various International developments in feminist thinking.

Course Learning Outcomes (CLOs)
After fruitful completion of this course, the students will be able to
CLO-1: Recall and reproduce the first wave of feminist movements that rocked Europe and America.
CLO-2: Effectively describe Feminist movements in the Third world countries including those in China and South Africa;
CLO-3: Apply the lessons learned from the social reform movements in India to assess the status of women in India;
CLO-4: Analyse the impact of various women's movements in Andhra Pradesh on the empowerment of women;
CLO-5: Evaluate the outcomes of various international conferences in ameliorating the living conditions of Women.

UNIT – I: Feminist Movements in Europe and United State
First Wave of Feminism: Anti-slavery Movement, Suffrage and Political Inequality in 18th Century. Second Wave Feminism: Combating Social Inequality – 1960-1980. Third Wave Feminism: Renewed Campaign for Women and Politics.

UNIT – II: Feminist Movements in Third World Countries
China, South Africa, Sri Lanka, Afghanistan

UNIT – III: Women's Movements in India
Social Reform Movements and Emancipation of Women, National Movement and Women's Liberation, Women's Movements in the Post Independent India: Chipko, Narmada Bachao Andolan, Nirbhaya Agitation, Trade Union Movement.

UNIT – IV: Women's Movements in Andhra Pradesh
Anti-Arrack Movement, Telangana Movement and Srikakulam Movement, Dalit Women's Liberation Movement.

UNIT – V: International Conferences for the Advancement of Women
First World Conference on Women in Mexico 1975, Second World Conference on Women in Copenhagen 1980, Third World Conference on Women in Nairobi 1985, Fourth World Conference on Women in Beijing 1995, Millennium and Sustainable Development Goal, Fifth World Conference on Women in Beijing2005.

Class room Activities:

- Case Studies of Women Activists / Reformers in India and Andhra Pradesh.
- Case study of Malala.
- Discussion on newspaper clippings / Articles in Books and Journals on Women's Movements in Andhra Pradesh.

References:

1. Kullar, NI, (Ed) (2005) Writing the Women's Movement: A reader, New Delhi: Zuban.
2. **Mary Wollstonecraft, A.** Vindication of the Rights of Women: With Strictures on Political and Moral Subject. London: Johnson Publications
3. **Omvedt, G.** (2004) Dalit and Democratic revolution: DR. Ambedkar and Dalit Movement in Colonial India, New Delhi: Sage Publications.
4. **Basu(Ed.)** (1995) the Challenge of Local Feminism: Women's Movement in Global Perspectives. New York: West view Press
5. **Mitchell, J & Oakley A (Eds.)** (1997) Who's Afraid of Feminism: Seeing Through Backlash, London: Hamish Hamilton.
6. **Rao, &Parthasarathy,** G.(1997) Anti-arrack Movement of Women in Andhra Pradesh and Prohibition Policy, New Delhi : Har-AnandPublications
7. **Sarkar, S. &Sarkar, T. (Eds)** 2008) Women and Social Reform in Modern India: AReader, Ranikhet: Permanent Black.
8. **Shah, G.** (2004) Social Movements in India: A Review of Literature. New Delhi: Sage Publications
9. **Tharpar-Bejorkert, S,** (2006) Women in the Indian National Movement: Unseen faces and Unheard Voices, 1930-1942. C.A: Sage Publications
10. **Bystydzienski, J. M &Sekhon, J.** (1999) Democratization and Women's Grassroots Movements Indiana: Indiana University Press.
11. **Kumar, R. (1993)** the History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990: Verso Books.
12. **Gandhi, N. (** 1996) When the Rolling Pins Hit the Streets: A Case Study of the Anti Price Rise Movement in India, Ne Deli: Kali for Women
13. **McMillan, S.G** (200) Seneca Falls and the Origins of the Women's Rights Movement: Pivotal Movement in American History, USA: Oxford University Press.
14. **Henry, A.** (2004) Not my Mother's Sister: Generational Conflict and Third Wave Feminism, Indiana: Indiana University Press.

Course 105(a): ENVIRONMENT: GENDER AND LIVELIHOOD CHALLENGES
Code: SVUWS – 105(a) (Compulsory Foundation)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about global frameworks and the key gender & environment linkages.

Objectives of the Course:
1. To create awareness on the linkages between environment and livelihood of women;
2. To impart knowledge on livelihood management in rural and tribal societies.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to
CLO-1: Define the concepts of Gender, Environment, livelihood resources particularly those relevant for rural and tribal women;
CLO-2: Understand the impact of globalization on the loss of livelihood opportunities for rural women;
CLO-3: Analyse the causes and consequences of environmental degradation and climate change on the livelihood levels of Tribal Women;
CLO-4: Evaluate the role of women in ensuring sustainable development of the societies by having partnerships with government and NGOs;
CLO-5: Create awareness in the society on the consequences of climate change to ensure sustainable development.

Unit – 1: Gender and Environment
Nature and concept of livelihood and environment, Environment and Livelihood Resources, Gender Roles in Rural and Tribal Societies, Women's Access to Land and Natural Resources.
Unit- II: Environment and Livelihoods of Rural Women
Male and female farming systems: Differential roles, rural women livelihoods in subsistence economy, gender impact of globalization and loss of livelihoods, changing scenario of rural economy and livelihoods of women.

Unit –III: Environmental Degradation and Livelihoods of Tribal Women
Environmental degradation: deforestation, climate change, depletion of water resources, gender specific consequences of environmental degradation; development, displacement and loss of livelihood, livelihood resources, rights and entitlements, exploitation of middle men and money lenders.

Unit- IV: Role of Women in Sustainable Environment and Livelihood Management
Women in Natural Resources Management, Women- Public-Private Partnership and Natural Resource Management, Women's Participatory Management and Natural Resources Management, Role of Women in Sustainable Development.
Role of Government, role of NGOs, Grass Root Initiatives: Role of SHGs, Micro Credit and Micro Enterprises for livelihoods of women.

Unit –V: Climate change – Causes and consequences
Meaning of Global Warming and Greenhouse Effect- Contributing Factors- Response to Green House Effect-Ozone-depletion and Its Effect on Climate Change-Result of Global Warming; Climate Change Convention of India towards Global Warming - Measures Taken; Consequences of Climate Change.

References

1. Baumgartner R & Hogger R (eds.), in search of sustainable livelihood system, managing resource and change (2004) New Delhi, Sage publications.
2. Burra N, Randive J & Murthy R (eds.), Micro – Credit Poverty and Empowerment, Linking the Traid (2005) New Delhi, Sage publications.
3. Chandra Pradan K Rural, women, issues and options (2008), New Delhi, Sonali Publication.
4. Datta S & Sharma V (eds.), State of India's Livelihood Report 2010, the 4p Report (2010), New Delhi, sage publication.
5. Harcourt W (ed.), Feminist perspective on sustainable Development (1994) London, Zed Books.
6. Karmakar K G (ed.), Livelihood and Gender, Equity in Community resource Management (2004), New Delhi, sage publication
7. Srinivasan N. (2009), Micro finance in India; State of the sector 2008 New Delhi. Sage Publication.
8. Krishna S (ed.), Women's Livelihood Rights, recasting citizenship for development in the Third World (1991London, Earthscan Publication.)

Course 105(b): SOCIAL PROCESS AND BEHAVIORAL ISSUES: GENDER QUESTIONS
Code: SVUWS – 105(b) (Compulsory Foundation)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about social and behavioral principles, Power dynamics and decision making regarding the content and structure of jobs.

Objective of the Course:
1. To impart the social and behavioral principles in the work place and in the civil society;
2. To inculcate the leadership skills among the youth.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to

CLO-1: Enumerate the knowledge on social process, social issues and organizational values and ethics needed for workers;

CLO-2: Understand the basic human behaviour in terms of such useful concepts as perception and motivation;

CLO-3: Demonstrate effective communication skills needed to develop social and organizational culture particularly among women;

CLO-4: Mobilize people to create groups and to build rapport among members within the group and between the groups;

CLO-4: Evaluate the values and work ethics, personalities through Motivation

CLO-5: Assess the power dynamics between males and females to create gender sensitized world.

Unit – I: Social Process and Issues
Indian Environment - the changing scenario – Social Issues and Organizational Relevance – Organizational values and work ethics.

Unit – II: Intra Personal Process
Understanding Human Behaviour - **Perception** –Definition, Mechanisms of perception, factors influencing perception, perception and its implications on organizations. **Motivation** –Motivational Process–Maslow hierarchical theory.

Unit – III: Inter Personal Process
Communication–Concept, types, Communication Models, Barriers to Effective Communication–Effective communication techniques for women.

Unit – IV: Group and Inter Group Process
Building of rapport and mobilization of rural people – interaction with people – Group formation – Group process – Group dynamics.

Unit – V: Organizational Process
Power dynamics – Male, female – Organizational Culture with particular reference to women

Practicals:
- Practical regarding Motivation
- Practicals regarding Communication
- Practicals regarding leadership
- Practicals regarding Conflict
- Practicals regarding Personality

Reference*:*
1. Mullins, Laurie J; 1989 – Management and organizational Behaviour, Pitman: Gnat Britain.
2. Stephen. P Robbins, 1988; Organizational Behaviour: Concepts, Controversies and Applications. Prentice – Hall.

Course105(c): EDUCATION: GENDER ACHIEVEMENTS AND GAPS
Code: SVUWS – 105(c) (Compulsory Foundation)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about gender and: Education.

Objectives of the Course:
1. To create an awareness on the status of women's education
2. To appreciate the dimensions of gender education

Course Learning Outcomes (CLOs)
After completion of this Course Successfully, the students will be able to

CLO-1: Describe the different types of gender disparities in education;
CLO-2: Demonstrate the role of gender education in building family, culture and gender identities;
CLO-3: Analyse the need for educating the women belonging to the marginalized groups of the society;
CLO-4: Evaluate the recommendations of different committees on education to promote women's education in the country;
CLO-5: Design programmes having suitable vocational skills to women for their empowerment.

Unit – I: Women's Education
Women's Education- Gender diversities and disparities in enrolment, curriculum Gender diversities and disparities in enrolment, curriculum content Drop outs, profession and Gender, Role of Education in the Empowerment of Women in India, Global Advantages of Female Education

Unit – II: Gendered Education
Gender Education- Family, Culture, Gender roles Gender identities. Gender education and Equality, Gender Inequality in Education-Factors Causing Gender Inequality in Education, the gender gap Education- A Global Review of Recent Achievement.

Unit – III: Education and Marginalized Women
Education for the Marginalized Women – ST, ST, BC and Minority Women, Need For Education Of Marginalized Women, Causes and Categories of Marginalized women, Role of Education for the empowerment of the Marginalized.

Unit – IV: Commissions on Women's Education
Women Education in India & its Importance, Recent Trends in Women's education – Committees & Commissions on Education - National committee on women's education in India - New Education Policy - 2020.

Unit – V: Women and Vocational Education
Vocational education and skill development for Women. Vocational Training Needs of Women- Empowering women through Vocational Training, Vocational Training Programmes for Women.

References

1. Abu-Ghaida, D., and S. Klasen. 2004. "The Costs of Missing the Millennium Development Goal on Gender Equity." World Development 32 (7): 1075-1107.
2. Bloch, M., J. Beoku-Betts, and R. Tabachnik, (eds.) 1998. Women and Education in Sub-Saharan Africa: Power, Opportunities, and Constraints. London, England: Lynn Reiner Publishers.
3. Department for International Development (DFID). 2005. Girls' Education: Towards a Better Future for All. London, England: DFID.
4. Millennium Project Task Force on Education and Gender Equality. 2003. Interim Report on Achieving the Millennium Development Goal of Universal Primary Education.
5. National Skill Development Policy, March 2009 and December, 2010

Semester I

Course 106(a): GENDER SENSITIZATION AND TRAINING: NEEDS AND STRATEGIES
Code: SVUWS – 106(a) (Elective Foundation)

Prerequisite or Knowledge requirement for the Course: Students are expected to have knowledge on Gender and Gender Equal Society.

Objectives of the Course:

1. To create Gender sensitivity among the students in every part of life of a human being;

2. To impart knowledge on different methods of training to inculcate gender sensitivity among the students;

3. To assess the relative roles of government, NGOs and Self-help groups in evolving a Gender Sensitive Society.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to

CLO-1: Have conceptual clarity on Education, Training and Teaching and will be able to design a good training programme for gender sensitization;

CLO-2: Assess relative merits of different methods of training and select one or combination of different types of training methods;

CLO-3: Analyse basic methodologies for planning gender sensitive programs and projects to the target groups;

CLO-4: Identify the areas where Gender sensitivity is required and impart the same to the target groups.

CLO-5: Evaluate the role of Government, NGOs, SHGs and Microfinance institutions in the management of livelihood resources for women and in evolving a Gender sensitive Society.

UNIT – I: Conceptual Frame Work of Training

Basic concepts: Training, Education, Teaching; Concept and Scope of Training; Key Facets and levels of Training; Steps in Training Design: Origin, Need, Programme Objectives, Preparation of Action Plan, and Consideration in Designing a Programme.

UNIT – II: Training Methods and Techniques

Determinants of the choice of Training Methods, Lecture Methods, Case Study, Role Play Management Games, Assignments, Panel Discussion and Brain Storming, Demonstrations and Field-Trips.

UNIT – III: Gender Components of Training Strategy

Objectives of different Training Approaches; Training in Sensitization or Awareness Raising, Skill Transfer in Gender Analysis and Diagnosis, Translation of Skill into Planning Practice, Training in Motivational Factors; Defining the Target Group, Operationalization Training within an institution, Concept of Training Evaluation Procedures.

UNIT- IV: Practicum – Areas of Gender Sensitization

Social Construction of Gender, Gender Roles, Socialization, identity formation, Gender Identity: Femininity and Masculinity.

UNIT – V: Livelihood Management

Role of Government, Role of NGOs, Grass root Initiatives, Role of SHGs, Micro Credit and Micro Enterprises; Patriarchy and Oppression, Social Institution; A Gender lens, violence against women, Gender Equality.

Class Room Activity

Developing training Unit for gender sensitization training programmes on varied themes.

References

1. Gender Analysis Framework: http//socialtransitions.kdid.org/sites/social transitions /files/resource/files/ bk-gender-analysis-frameworks-010199- en.pdf
2. Murthy Ranjani K. 2001. Building Women`s Capacities. New Delhi: Sage Publications.
3. *Grambs Jean.1976.Teaching About Women in the Social Studies : Concepts, Methods and Materials. Virginia: National Council for the Social Studies.*
4. Participatory Planning for change:http://www.dfggmoi.gov.kh/documents/Learning-Theme-01/1-Handout/Unit 4-SA-Tools/Unit 4-8-SA-Tool-En/M4-1-Participatory-Planning-6-Handout-En.pdf
5. http://hcfp.gov.in/downloads/manuals/Training_Manual_on_Gender_Sensitization. pdf
6. http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf
7. http://timesfoundation.indiatimes.com/articleshow/1254836.cms

Course106 (b) : COMMUNICATION, SOFT SKILLS AND ETIQUETTE
Code: SVUWS – 106(b) (Elective Foundation)

Prerequisite or Knowledge requirement for the Course: Student should have basic knowledge on soft skills.

Objectives of the Course:
1. To impart soft skills among the students so as to develop attributes that could enhance individuals interactions, earning power and job performance;
2. To inculcate potential skills in the students to communicate effectively, take initiative, solve problems, and demonstrate a positive work ethics so as to create good impression and positive impact.
3. To face the interviews with confidence, to secure a productive job and to sustain in it with confidence and enhanced productivity.

Course Learning Outcomes (CLOs):
After completion of this course successfully, the students will be able to
CLO-1: Understand the meaning of soft skills, types and significance of soft skills;
CLO-2: exhibit attitude and effective communication skills with logical reasoning and ability to maximize efficiency in work;
CLO-3: Demonstrate improved performance in written skills in English and vernacular language;
CLO-4: Augment employability skills during the era of Liberalization, Privatization and Globalization;
CLO-5: Apply enhanced performance in group behaviour with other colleagues in the work place or in the society.

Unit – 1: Meaning and Types of Soft Skills: Definition of soft skills – Types of Soft skills – Lower order and higher order Soft skills – Importance of soft skills in inter-personal communication and in employment

Unit- II: Oral Communication Skills: Better usage of English language/Vernacular - Presentation skills - Jam, Role Plays, Group Discussions, Debate, Extempore, Public Speaking skills - GD participation/facing techniques - Ability for planning, organizing and coordinating - Creative thinking, problem solving and decision-making - Leadership skills.

Unit – III: Written Communication Skills: Basic grammar, Paragraph writing, Essay writing, Situation Reaction Test, Report Writing, Memos.

Unit – IV: General and Employability Skills: Non-verbal communication, types of communication, E-mail etiquette, Telephone etiquette, Dining etiquette, Grooming, Resume writing, Group Discussion, Interview Skills, Preparation of CV, Active listening skills, Time Management, Stress Management, SWOC.

Unit- V: Interpersonal Soft Skills: Self-awareness, Self-confidence, SWOC, Flexibility & Adaptability, Resilience, Attitude, Assertiveness, and Interpersonal Skills viz., Group Discussion - Goal setting, Problem-solving skills, Negotiation, persuasion, Time Management, Stress Management.

References:

1. Hewing, Martin. 1999. Advanced English Grammar: A Self-study Reference and practice Book for South Asian Students. Reprint 2003. Cambridge University Press. New Delhi.
2. Minippally, Methukutty. M. 2001. Business Communication Strategies. 11th Reprint. Tata McGraw – Hill. New Delhi.
3. Sasi Kumar. V and P.V. Dharmija. 1993. Spoken English: A Self-Learning Guide Conversation Practice. 34th reprint. Tata McGraw – Hill. New Delhi.
4. John, Seely the Oxford guide to writing and speaking. Oxford U P, 1998, Delhi. The Process of Writing: Planning and Research, Writing, Drafting and Revising
5. Peter, Francis. Soft Skills and Professional Communication. New Delhi: Tata McGraw Hill. 2012.
6. Print. Singh, Prakash and Raman, Meenakshi. Business Communication. New Delhi: Oxford UP. 2006. Print.
7. Meenakshi Raman and Sangeeta Sharma, Technical communication, OUP.
8. Rizvi, Effective Technical Communication, Tata McGraw Hill.

Course 107: HUMAN VALUES AND PROFESSIONAL ETHICS – I
Audit Course

Note: This is Audit course with Zero credits under self-study.

UNIT –I

Definition and Nature of Ethics- Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics - Goals - Ethical Values in various Professions.

UNIT –II

Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom, Good behavior and respect for elders.

UNIT –III

Ahimsa (Non-Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non possession) and Aparigraha (Non- stealing). Purusharthas (Cardinal virtues)-Dharma (Righteousness), Artha (Wealth), Kama (Fulfillment Bodily Desires), Moksha (Liberation).

UNIT –IV

Bhagavad Gita- Nish Kama karma. (b) Buddhism- The Four Noble Truths - Aryaastangamarga, (c) Jainism- mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

UNIT –V

Crime and Theories of punishment- (a) Reformative, Retributive and Deterrent. (b) Views on Manu and Yajnavalkya.

Books for study:

1. "Management Ethics - integrity at work' by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi.
2. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
3. Harold H. Titus: Ethics for Today
4. Maitra, S.K: Hindu Ethics
5. William Lilly: Introduction to Ethics
6. Sinha: A Manual of Ethics
7. Manu: Manu Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C. Haughton.
8. Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I, II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77 only.
9. Charka Samhita: Tr. Dr. Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkambha Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
10. Ethics, Theory and Contemporary Issues, Barbara Mackinnon, Wadsworth/Thomson Learning, 2001.
11. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
12. An Introduction to Applied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
13. Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education &Telugu Academic Hyderabad
14. I.C Sharma Ethical Philosophy of India. Nagin& co Julundhar.

Course 201: DEVELOPMENT - GENDER PERSPECTIVES
Code: SVUWS – 201(Core)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about different aspects of developmental with gender perspectives.

Objective of the Course:
1. To familiarize the students with Women Development from the Gender perspective;
2. To emphasize the need for collecting, incorporating and analyzing data on women development from gender perspective;
3. To educate the students on the need for gender planning and gender budgeting

Course Learning Outcomes (CLOs)
 After successful completion of this course, the students will be able to,
CLO-1: Get familiar with the concepts of Gender Roles, Gender equality, practical and strategic needs of women;
CLO-2: Explain different frameworks for Gender Analysis and Gender Mainstreaming which act as tools for women development;
CLO-3. Interpret various indices developed to unearth the gender inequalities at global and national levels;
CLO-4: Apply the processes and the tools to the issues related to women development with equality and social justice.
CLO-4: Design the plans and policies to engendering the process of women development.

UNIT – I: Concepts and Nature of Gender
Concept of Gender: Gender vs. Sex, Gender Equity and Equality, Gender Roles and Gender Needs, Triple Roles of Women, Practical and Strategic Needs.

UNIT – II: Framework of Gender Analysis
Definition, Meaning and Objectives of Gender Analysis; Gender Analysis as a tool for Development, Harward Analytical Framework; Caroline Moser's Gender Planning Frame Work; Rani Parker's Gender Analysis, Matric and Sara Longwe: Women Empowerment Frame Work; Naila Kabeer's Social Relations Frame Work.

UNIT – III: Paradigm Shift in Development
Definition and Concepts of Development: Approaches for WID, WAD, and GAD, Human Development Index (HDI), Gender Development Index (GDI), Gender Empowerment Measure (GEM), Gender Inequality Index (GII) and Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs).

UNIT – IV: Gender Analysis: Process and Tools
Gender Statistics, Need and Importance of Gender, Segregated Data, Gender Mapping, Gender Activity Schedule, Gender Component Scale. Collecting Disaggregated Data, Assessing Gender Division of Labour and Decisions Making Process, Access to and Control over Resources, Assets and Benefits.

UNIT – V: Engendering Policy and Planning
Definition, Nature and Strategies of Gender Mainstreaming; Gender Auditing and Gender Budgeting; Gender Mainstreaming in Implementation of Women Development Project, Gender Equality Action Planning and Project Design; Implementation, Monitoring and Evaluation.

Class room Activities: Mapping the countries with High, Medium and Low Gender Disparity.

1. Workshop
- Gender analysis of development policies and programmes
- Engendering a specific policy and programme

2. Field visit and Group Project
- Visit to implementing agencies to understand the implementation process-Rural and Urban sectors, Departments of Women and Child Development
- Impact assessment of specific programmes on Women development to understand the ground level realities: Awareness, Access, Drivers and Barriers.
- Development interventions by NGOs
- Submission of field visit reports and group project reports by the students

3. Case Study Analysis: Best practices in women development initiatives in each sector (education, livelihood management, and Governance and Health promotion.

References

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12. Moser Caroline and Annalise Moser (2005), Gender Mainstreaming Since Beijing: A Review of Success And Limitations In International Institutions. New York: Gender and Development Vol.13, No.2, July 2005.
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14. Regan C. (ed.) (2006) Development in an Unequal World. Orelan: Educating and Acting for a Better World.
15. UNDP, (2006), Human Development Report, New York: Palgrave.
16. Yadav K.P. (ed.) (2010), Gender Equity and Economic Development, New Delhi: Swarup and Sons.
17. Sanjua Dasgupata, Dipankar Sinha and Sudeshna Chakravarthi (2011), Media, Gender and Popular Culture in India, Sage Publications, New Delhi.
18. Elaine Enaroson and Dhar Chakrabartt P.G. (2010), Women, Gender and Disaster — Global Issues and Initiatives, Sage Publications, New Delhi.

Course 202: HEALTH AND NUTRITION: GENDER ANALYSIS
Code: SVUWS – 202 (Core)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about Health and Nutrition.

Objectives of the Course:
1. To create awareness on the importance of Health and Nutrition for women;
2. To enlighten the students about the need to improve the quality of life of women;
3. To understand the role of women in the control of population.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to
CLO-1: Understand the interrelationship between the nutrition and health and the health status of women and children in India;
CLO-2: Analyse the impact of various nutritional programmes being implemented in India to improve the health status of women
CLO-3: Get awareness on the Gender bias in nutrition intake, benefits of breastfeeding, colostrum and health care services available in India;
CLO-4: Plan balanced diet needed at different stages of the life cycle of women;
CLO-5: Illustrate the ill effects of food poison and the food safety measures to be taken in different seasons for preserving food.

UNIT – I: Nutrition and Health
Concept – Definition – Nutrition and Health – Interrelationship between Health and Nutrition; Nutrition and health status of women and children in India. Common Nutritional disorders among women and children in India.

UNIT – II: Nutritional and Health Programmes
National Nutritional programmes – Applied Nutrition Programme, Supplementary Feeding Programme – National Health Programmes – Anemia Censure Programme, Goiter Control Programme and Vitamin 'A' - Immunization Programme.

UNIT – III: Nutrition and Health Education
Nutrition Education – Definition – Concept – Channels – Advantages of Breast feeding and colostrum – Gender Bias in Nutrition intake - Health Education – Concept – Definition – Objectives, IEC (Information Education and Communication) Health Care services – Sub-center Level, PHC, CHC.

UNIT- IV: Nutrition during different stages
Nutrition and Diet during Infancy, Child hood, Adulthood, Young women, Middle age, and Elderly. Food groups and balanced diets.

UNIT- V: Food security and food protection, food safety and hygiene
Introduction to concepts of food security, food protection and food safety, food quality management, importance and functions of quality control, current challenges to food safety.

PRACTICALS:

1. Visit to PHC, CHC, UHC, Sub centers.
2. Assessment of Nutritional and Health status of Women.
3. Visit to STD Clinic and VCTC, PPTCC.
4. Health, Hygiene of Sanitation – Wash Programmes.

REFERENCES:

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2. NIN Publication – "Nutritive Value of Indian Foods" (Hyderabad: NIN, 1989).
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8. Mahadevan (ed.) – "Health Education for Better Quality of Life" (New Delhi: B.R. Publications, 1990).
9. Giane Rechardson – "Women and AIDS Crisis" New Edition (London: UNWIN, HYMAN, 1998).
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11. WHO – HIV SERO "Positivity and AIDS Prevention & Control," (New Delhi: B. R. Publishing Corporation, 1989).
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13. United Nationals – "IPCD Report – Cairo" (New York: UN 1994).
14. Mahadevan, et al. (Eds.) – Reproductive health of Human Kind" (New Delhi: BR Publishing Corporation, 2000).
15. I.C.S.S.R. – "Health for all – an Alternative Strategy" (Pune, Indian Institute of Education, 1981).
16. Das Gupta Monica & Krishnan T.N. – "Women and Health" (New Delhi: Oxford 1998).
17. Krishna Raj Maithrey (Ed.) – "Gender, Population and Development" New Delhi: Oxford 1999).

Course 203: NGO MANAGEMENT AND SOCIAL DEVELOPMENT
Code: SVUWS- 203 (Core)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about NGOs.

Objectives of the course:
1. To emphasise the limitations in the roles of government and individuals in areas where the need for NGOs is felt;
2. To describe the evolution and the role of the NGO sector;
3. To develop appropriate skills among the students to prepare proposals to seek funding from funding agencies, monitoring and for evaluation.

Course learning Outcomes (CLOs)
After completion of this Course Successfully, the students will be able to
CLO-1: define the basic ideas of NGOs, their evolution, role and functions at national and international levels;
CLO-2: Explain the processes and procedures in the formation and Registrations of NGOs
CLO-3: Design project proposals by themselves for securing funds for the NGOs from national and international organizations and governments;
CLO -4: List out different Funding Agencies for NGOs and identify a suitable agency for funding projects for women development and empowerment;
CLO -5: Develop appropriate skills and techniques for monitoring and evaluating the projects.

UNIT – I: Voluntarism and Social Action
Voluntarism vs. Activism – Voluntary Agencies – Definition – Objectives, Ideology of NGOs. – Evolution and functions of NGOs – Complementary role of contract between NGOs with Government, Role of NGOs in Development at National and International Levels.

UNIT – II: Formation & Registration of NGO
Factors influence the formation of NGOs – Preparation of Memorandum of Association and Bye-laws – Registration of NGOs under Societies Registration Act., Trust Act – Enrolment of members and sustenance growth of NGOs, capacity building.

UNIT -III: Project Formulation & Funding Agencies
Problem identification & Assessment- Formulation of Projects- Steps & Methods-Sources of funds and methods of mobilization – donor agencies – Problems in raising funds – important provisions of Foreign Contribution Regulation Act – Financial management and accountability in NGOs – NGOs for Women Empowerment.

UNIT -IV: Management of Project & Funding Agencies:
CAPART- Central Social Welfare Board- State Social Welfare Board- Other Central and State Government Departments. International Donor agencies: DFID-NOVIB-Action Aid-OXFARM, UNIFEM. Programme on Women's Responsibility- Case Study of one or Two Organizations Activities in Women Development

UNIT – V: Monitoring and Evaluation
Concept, Objectives and need for monitoring and evaluation – monitoring and evaluation of specific NGO – Steps in monitoring and evaluation, role of donor agencies and other stakeholders – problems in monitoring and evaluation.

PRACTICAL:

Visit to NGOs. (RASS, PASS etc.).
1. Visit to Voluntary Organizations (RISE-NGO, Mahatmas in Srikalahasti.
2. Building up rapport and Mobilization of rural people Interaction with people, Government and NGOs.
3. Report on Community Development Programme.

REFERENCES:

1. B.K. Prasad- 2004, NGOS & Development, Anmol Publications Private Limited-New Delhi, 2004

2. ICSSR, Foreign funding, NGOs in India

3. John Farmington, et al., NGO and the State in Asia, London: Routledge, 1993

4. Lawani, B.T. NGOs in Development, Jaipur; Rawat Publication, 1999

5. Katar Singh, Rural Development: Principles, Policies and Management, sage Publications, New Delhi, 1999

6. Vijay Padaki Ed. Development Intervention & Programme Evaluation, New Delhi: Sage Publications, New Delhi, 1999

7. Machael Norton and Murray Culshaw, Getting Started in fundraising, sage Publications, New Delhi, 2000

8. John G. Sommer, Empowering the Oppressed: Grassroots Advocacy Movements in India, Sage Publications, New Delhi, 2001.

9. M.L. Dantwala, Harsh Sethi, Pravin Visaria (Eds.), Social Change through Voluntary Action, Sage Publications, New Delhi, 1998.

10. Voluntary Action Network India, Non-Governmental Organization Guidelines for Good Policy and Practice, New Delhi: Vani, 1995.

11. Reider Date 2003, organizations & Development-Strategies Structures & Process, Sage Publications, New Delhi

Semester II
Course 204: POLICIES AND PROGRAMMES FOR WOMEN'S DEVELOPMENT
Code: SVUWS – 204 (Core)

Prerequisite or Knowledge requirement for the Course: Student should have k*nowledge* on the basic concept of *Women empowerment.*

Objective of the Course:
1. To analyse the theoretical basis of Development of Women and Women Empowerment;
2. To appraise the recommendations of various Committees and Commissions appointed for development of women;
3. To evaluate the contribution of plethora of women specific development programmes on the development of women and women empowerment in the country.

Course Learning Outcomes (CLOs):
After completion of this course successfully, the students will be able to
CLO-1: Explain the theoretical contributions made by such great economists like Garry Becker, Amartya Kumar Sen and Mohammad Yunus towards women development and women empowerment;
CLO-2: Critically analyze changing perspectives of women development from welfare to Inclusive development of women through the Five Year Plans;
CLO-3: Compare the socio-economic determinants of women development and women empowerment;
CLO-4: Apply the National Policy on Women and the New LPG policies to assess the development of women in India;
CLO-5: Evaluate the efficacy of general and women specific development programmes being implemented in India by the Central and State governments.

UNIT – I: Women's Development
Definition, Meaning and Scope of Women's Development, Socio-economic determinants of Women's Development, Theoretical Perspectives: Gary Becker - Rights Based Approaches of Amartya Sen and Muhammad Yunus.

UNIT – II: Development of Women through Five Year Plans
Welfare Perspective (I to V Plan), Development Perspective (VI –VII plan), Empowerment Perspective (VII plan), Inclusive Group Perspective (XII plan to till now).

UNIT – III: Socio – Economic Determinants of Women's Development
Education, Employment, Health and Nutrition, Housing, Political Participation, Media and ICT.

UNIT – IV: Policies of Government of India for the Development of Women
New Economic Policy -1991and its impact on Women's Development; National Policy for the Empowerment of Women – 2001.

UNIT – V Programmes for Women's Development
Central/State Programmes: ICDS, MSY, TRYSEM, SJRY, IAY, KBP, Sabala or (RGSEAG) Rajiv Gandhi Scheme for Empowerment of Adolescent Girls 2010, Swayamsiddha 2001, Nutrition Programme for Adolescent Girls (NPAG) 2002-03, Mother and Child Tracking System (MCTS) 2009, Indira Gandhi Matritva Sahyog Yojana (IGMSY) 2010, Kasturba Gandhi Balika Vidyalaya (KGBV) 2004, Janani Suraksha Yojana 2005, Panchayat Mahila Evamyuva Shakthi Abhiyan (PMESY) 2007, Ujjawala 2007, National Rural Livelihood Mission (NRLM) 2011, National Mission for Empowerment of Women 2011, MGNREGS 2005, Beti Bachao Beti Padhao Scheme 2015, Girl Child Protection Scheme (GCPS) 2005, Maaenti Mahalakshmi 2013, N.T.R Arogya Seva, Swarna Jayanti Gram Swarozgar Yojana, 1999, DWCRA – 1984, Anna Amrutha Hastham-2013.
National Organizations: National Commission for Women (NCW), National Institute of Public Cooperation and Child Development (NIPCCD), Rashtriya Mahila Kosh (RMK), Central Social Welfare Board (CSWB), Central Adoption Resource Agency (CARA), National Commission for Protection of Child Rights (NCPCR).

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5. Govt. of India: Sixth Five year plan (1980-85), Women and Development, Chap.27) (New Delhi: Planning Commission).

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Course 205(a): MEDIA AND GOVERNANCE: GENDER CONCERNS
Code: SVUWS – 205(a) (Compulsory Foundation)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about media and governance.

Objectives of the Course:

To enable the students to understand the issues relating to women's participation in politics and governance;

1) To sensitize the students on gender issues in governance and media;
2) To make the students to realize the need for having responsible media to protect the self-esteem of women.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to,
CLO-1: understand the abysmally low levels of women's participation in politics;
CLO-2: Explain the causes of low levels of women's participation in governance and the stalemate in passing the Women's Reservation bill in Parliament;
CLO-3: Convince the need for Gender Auditing and Capacity Building in the areas of Women's participation in politics and Governance;
CLO-4: Evaluate the indecent representation of women in different media;
CLO-5: Create alternate media with` gender perception.

Unit – I: Political Participation of Women
Concept, Nature and Scope of Political Participation of women in Pre –independent India and Post- independent India, Gender Imbalance in political participation in Parliament and Legislative Assembly; Gender perspectives of Voters Behaviour and Election Process; Gender Discrimination in Indian Polity: Opportunities and Constraints.

Unit – II: Women and Governance
Gender Issues in Governance; Women in Local Governance; Politics of Women's Reservation Bill; Role of Women for Good Governance.

Unit – III: Gender and Political Empowerment
Challenging Gender Stereotypes and Political Conscientization of Women; Gender Auditing and Building in Governance; Leadership Development and Capacity Building.

Unit – IV: Gender and Media
Portrayal of women and men in Media; Women as Media subjects and as change Agents; Equality, Equity and Justice in Portrayal of Gender Issues in Media.

Unit – V: Gender and Alternative Media
Gender Stereotyping in Media – Print, Radio and Electronic Media - Censor Board and Film appreciation; Gender and Alternative Media vs. Commercial Media; Gender Perception in Programmes, Policies and Planning in Media; Media and Social Responsibility; Media Activism.

Class Room and Field Activities

- **Debate:** Women's role in political participation, factors responsible for gender leadership and capacity building, gender perception in programmes, policies and planning in media.
- **Field Visit and Exposure:** Visit to different places to analyse the opinions of the voters on the manifestoes of the political parties, candidature of the leaders and the elections.
- Visit to different media agencies to analyse gender perceptions in the depiction of news items.
- **Group Discussion:** Focus Group Discussions at the grass root level to know about the political scenario and coverage of media.

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Semester II
Course 205(b): GENDER IDENTITY AND LEADERSHIP: NEEDS AND STRATEGIES
Code: SVUWS – 205(b) (Compulsory Foundation)

Prerequisite or Knowledge requirement for the Course: Students will be expected to have knowledge on social process and cultural understanding.

Objectives of the Course:
1. To develop a clear and precise understanding of Gender identity;
2. To analyze different perspectives of Gender and Gender Identity;
3. To suggest measures to unearth the Gender Identity and to promote leadership qualities among women.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to
CLO-1: Define the concept of 'Gender Identity' and distinguish clearly between 'Freedom and Empowerment';
CLO-2: Explain the Interaction between the Gender and Work in the new Millennium;
CLO-3: Relate Gender Identity with Caste, Class and Ethnicity in a society;
CLO-4: Compare different categories of leadership like Team Leadership, Strategic leadership;
CLO-5: Evaluate the effectiveness of Psychodynamic Approach in building women leadership.

UNIT – I
Meaning and Definition of Gender Identity, Freedom and Empowerment; Some theoretical reflections; analyzing structures of Patriarchy in relation to gender, family and social change.

UNIT – II
Different Perspectives on Gender; Masculinities and Femininities and Work; Examining the intersection of Gender and Work; Sex and Gender in the New Millennium.

UNIT – III
Caste, Class, Gender and Ethnicity as distinct Categories and their interconnections.

UNIT – IV
Emergence of Women Leadership; Styles of Leadership; Cases in Leadership Team Leadership; Strategic Leadership; Culture and Leadership.

UNIT – V
Psychodynamic Approach and Leadership Ethics and Network.

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10. Tapan Biswal (2006) Human Rights, Gender and Environment, New Delhi, Viva Books Private Limited.
11. W. Glenn Rowe (2007) Case in Leadership, Sage Publications, New Delhi.

Course 205(c): GENDER BASED VIOLENCE: ISSUES AND CONCERNS
Code: SVUWS - 205(c) (Compulsory Foundation)

Prerequisite or Knowledge requirement for the Course`: Students are expected to have basic knowledge about gender-based violence-Issues to concern.

Objectives of the Course:
1. To enumerate various types and forms of violence against women;
2. To make the students to understand the hard realities of the society;
3. To sensitize students on inhuman practices in the name of culture.

Course Learning Outcomes (CLOs)
After completion of this Course Successfully, the students will be able to
CLO-1: Define the concept of Violence and its various manifestations with particular reference to violence against women;
CLO-2: Gain awareness on different forms of domestic violence against women and children;
CLO-3: Explain the different forms of violence against women in the society and those by the law enforcing authorities;
CLO-4: analyze various types of violence meted against women on the pretext of culture and traditions of the society;
CLO-5: Evaluate the effectiveness of the reparation mechanisms to undo the violence committed against women in the home, in the society and by the law enforcing authorities.

UNIT - I: Conceptual Framework of Violence against Women
Definition of Violence and Gender Based Violence, Classification of Gender Based Violence, Private and Public, Physical, structural and cultural, Family, Community and the State, Patriarchal Ideology and Violence against Women, Violence as Human Right Violation, Violence, Feminist Perspective of Violence.

UNIT - II: Gender Based Violence in Family
Feminist Theories on Domestic Violence, Domestic Violence: Physical, Sexual, Psychological and Verbal; Forms of Violence Against Women in Family, Denial of Reproductive Rights, Female Genital Mutilation (FGM), Female Feticide and Infanticide, Dowry Harassment and Death, Wife Battering, Denial of Access to Resources, Child Abuse, Neglect, Torture, Humiliation.

UNIT - III: Gender Based Violence in Community and State
Community Violence: Rape during armed and Communal Conflicts, Sexual abuse and Harassment, Immoral Trafficking, Cyber Crimes, State Violence: Custodial Violence, Violence by Law Enforcing Agency.

UNIT – IV: Cultural Practices Violating Women's Right
Forced Polyandry and Widowhood, Devadasi System and Mathamma Culture, Honor Killing, Witch Hunting, Genital Mutilation

UNIT - V: Response to Violence State
National Human Rights Commission, National Commission for Women; Law Enforcing Agencies: All Women's Police Stations, Vigilance Cells, Legal Aid Cells. Judiciary: Family Courts/Mahila Courts; Service Providers: Help lines, Women and Children Help lines Non-State Actors: INGOs and NGOs, Collective protests, Restorative justice in the context of Gender Violence.

Class room Activities:

- Case Studies: Restorative justice in the context of gender violence
- Documentation Report: To map the magnitude and patterns of violence against women in India from secondary sources (Source: Indian National Crime Bureau Statistics- 2015)
- Debate: Masculinity and types of violence against women in India.
- Field Visit: Short stay homes, vigilance homes, family courts.

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Course 206 (a): HUMAN RIGHTS WITH GENDER LENS
Code: SVUWS -206(a) (Elective Foundation)

Prerequisite or Knowledge requirement for the Course: Students should have basic knowledge on Human Rights.

Objectives of the Course:
1. To impart the knowledge to the students on the inalienable aspects of human life viz,, Human Rights and their evolution over the period of time;
2. To enhance the awareness on the international initiatives in ensuring the Human Rights of the people across the globe;
3. To make the students to understand the Constitutional Guarantees and protective measures on Human Rights and their enforcement agencies in India.

Course Learning Outcomes (CLOs):
After completion of this course successfully, the students will be able to

CLO-1: Understand the concept of Human Rights and their evolution across the globe;

CLO-2: Describe the outcomes of various international declarations, covenants on Human Rights, Women and Child Rights;

CLO-3: Analyse the Constitutional, legal and judicial provisions and the role of Human Rights Commissions in the enforcement and protection of Human Rights;

CLO-4: Critically analyze various types of violations of Human Rights in the country focusing on women and children;

CLO-5: Evaluate the functioning of different government and non-governmental agencies in the enforcement of human rights of women and children.

UNIT I: Introduction
Definition and Evolution of the Concept of Human Rights; Characteristics of Human Rights: Inherent, Inalienable, Universal, Indivisible, United Nations and Human Rights; Universalization of Human Rights - Cultural Relativism.

UNIT II: International Declarations, Covenants and Conventions
Universal Declaration of Human Rights (UDFIR) (1984), International Covenant on Civil and Political Rights (ICCPR) (1966), International Covenant on Elimination of All forms of Discrimination Against Women (CEDAW) 1979, Convention on the Right of Child (1989), Vienna Conference on Human Rights, 1993.

UNIT III: Human Right in India
State of Human Right in India, Constitutional Guarantees and Provisions, Fundamental Rights, Directive Principles of State Policy, Protection and Enforcement; Judiciary: National and State Human Rights Commissions: (a) Structure, (b) Functions and (c) Role.

UNIT IV: Human Rights Violations
Genocide, Torture War Crimes, Custodial Violence, War Crimes, Crimes Against Humanity, Sexual Abuse, Human Rights Violations by State & Non — state Agencies, Discrimination/ Political Oppression, Cyber Crime, Gender Perspectives on Human Rights Violations, Cyber-crimes.

UNIT V: Promotion of Human Rights
Role of Inter- Governmental Organizations, Human Rights Non-Governmental Organizations in promoting Human Rights, Role of HRNGO's, Types of HRNGO's, Consultative Status of HRNGO's General, Special, Roster; Important HRNGOs- International and National; Amnesty International, Human Rights Watch, Red Cross, International Commission of Jurists.

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2. Evams, T.(1998) Human Rights Fifty Years on: A Reappraisal. Manchester: Manchester University Press.

3. Ishay, M.R. (1997) The human Rights Reader: Major Political Writings, Essays, Speeches and Documents from the Bible; to the Present. London: Routledge.

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Semester II
Course: 206(b): FINANCIAL LITERACY AND MANAGEMENT
Code: SVUWS -206 (b) (Elective Foundation)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about Financial literacy with Gender concern.

Objectives of the Course:

1. To present the underlying framework and concepts of Financial Management and Analyses in the context of changing Financial Management and overall business environment in the contemporary society.
2. To make the students to learn how Financial Management supports economic decision-making and provides value to entities and society.
3. To train the students in the basic areas of Financial Analyses with gender concern.

Course Learning Outcomes (CLOs)

After completion of this Course Successfully, the students will be able to

CLO-1: Equip with the knowledge of different aspects of Financial Management;

CLO-2: Acquaint with techniques of Financial Management;

CLO-3: understand and develop the computation of Breakeven Point;

CLO-4: Familiarize with the treatment of Ratio Analyses and their importance to the SHG Women;

CLO-5: Evaluate the role of Gender in Financial management and Analysis.

UNIT-I: Financial Management

Definition, meaning, objectives, scope and functions of Financial Management – Significance of financial management to SHG women.

UNIT-II: Importance and Types of Capital

Capital- Meaning and importance of capital; Types of capital- fixed capital, working Capital; Capital Structure for small scale Industries; Role of Women in Capital Investment for Economic Empowerment with case studies.

UNIT –III: Break Even Analysis

Break Even Analysis: meaning, concept, importance and determination of Break Even Point; Applications of Break Even Analysis to micro-enterprises.

UNIT –IV: Ratio Analysis

Need, importance and limitations of Ratio Analysis; Types of Ratios-Liquidity Ratios, Activity Ratios, Profitability Ratios, Capital Structure Ratios (Concepts Only) – Importance of Ratio Analysis for SHG women.

UNIT –V: Women's Role in Financial Analysis

Women's Role in Financial Analysis in different sectors- Corporate sector, Banking Sector, BPOs, etc.; Gender budgeting in public financial management, Importance of skills in Financial Analysis to Rural women in India.

REFERENCES

1. Dr. R. Sellappan, S. Jamuna, TNR. Kavitha (2013), Investment Attitude of Women Towards Different Sources of Securities - A Factor Analysis Approach. GRA - Global Research Analysisl.2, 34-36.
2. Gupta, R.L., & Radhaswamy, M., (2016) Financial Accounting (18ed.). New Delhi: Sultan Chand & Sons.
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8. Tobias Polzer, Isabella M Nolte and Johann Seiwald (2021). "Gender budgeting in public financial management: a literature review and research agenda" International Review of Administrative Sciences, Sage publications, pg no 1-17.

Semester – II
Audit Course
Course: 207 - HUMAN VALUES AND PROFESSIONAL ETHICS-II
Note: This is audit Course with zero credits under Self-study.

UNIT –I: Value Education- Definition - relevance to present day - Concept of Human Values, self-introspection, Self-esteem. Family values-Components, structure and responsibilities of family- Neutralization of anger - Adjustability - Threats of family life - Status of women in family and society - Caring for needy and elderly - Time allotment for sharing ideas and concerns.

UNIT –II: Medical ethics- Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

UNIT –III: Business ethics- Ethical standards of business-Immoral and illegal practices and their solutions. Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.

UNIT –IV: Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest control, Pollution and waste, Climate change, Energy and population, Justice and environmental health.

UNIT –V: Social ethics- Organ trade, Human trafficking, Human rights violation and social disparities, Feminist ethics, Surrogacy/pregnancy. Ethics of media- Impact of Newspapers, Television, Movies and Internet.

REFERENCES

1. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
2. "Management Ethics - integrity at work' by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi.
3. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
4. Harold H. Titus: Ethics for Today
5. Maitra, S.K: Hindu Ethics
6. William Lilly : Introduction to Ethics
7. Sinha: A Manual of Ethics
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9. Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I, II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77 only.
10. Caraka Samhita: Tr. Dr. Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkambha Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
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12. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
13. An Introduction to Applied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
14. Text Book for Intermediate First Year Ethics and Human Values, Board of Intermediate Education-Telugu Academy, Hyderabad.
15. I.C Sharma Ethical Philosophy of India. Nagin & co Julundhar.

Course 301: FEMINIST THEORIES
Code: SVUWS – 301 (Core)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about Women's history in development process.

Objectives of the Course:
1. To define the concept of Feminism and its evolution over the period of time;
2. To gain knowledge on theories of feminism and their application to the real world situation;
3. To understand various streams of Feminism evolved over the period of time.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to
CLO-1: Trace waves of Feminism originated in different parts of the world in a historical perspective;
CLO-2: Gain knowledge on the important theories of Feminism including that of Marx;
CLO-3: Explain the theories of Radical Feminism and their impact on the Feminist movement in the world;
CLO-4: Evaluate the relevance of 'Psycho analytic' and 'Existentialist Feminism' to the real world conditions;
CLO-5: Combine several Post–modern concepts of Feminism such as Eco Feminism, Dalit Feminism etc., with Modern Feminism discussed in the Telugu literature.

UNIT — I: Historical overview of Feminist Theories
Concept and Definition of Feminism, Types of Feminism, Phases of Feminism, First Wave, Second Wave and Third Wave of Feminism, Historical Development of Liberal Feminist Thought, Rationality — Political Philosophy — Feminist thoughts of Mary Wellstone, Craft, Harriet Taylor, J.S. Mill and Betty Friedan.

UNIT— II: Marxist Feminism
Production, Reproduction, Class, Alienation, Marriage and Family, Feminist thoughts of Marx and Engels; Socialist Feminism: Class and Gender, Unified and Dual Systems of Theory; Feminist Thoughts of Juliet Mitchell, Allison Jaggar, and Iris Young.

UNIT — III: Radical Feminism
Dialectic of Sex- Gender- Patriarchy, Sexuality and Violence, Reproductive technology and Motherhood, Feminist thoughts of Shulamith Firestone, Kate Millet and Mary Daly, Feminist sexuality, Transgender Gay and Lesbian Politics and Rights.

UNIT - IV: Psycho analytic and Existentialist Feminism
Psychoanalytic Feminism: Feminist Critique of Freud; Feminist Rejection of Freud's biological determinism; Feminist on 'Dual Parenting', Reproduction of Mothering' — Prolonged Symbiosis.
Existentialist Feminism: Jean — Paul Sartre's Concepts of 'Being for — itself, Being —in- itself' and 'Being — for- others'; 'Simone de Behaviour's 'Second Sex', Usage of Existentialist, Categories in 'Second Sex', Concept of 'Women as other'.

UNIT — V: Feminist Thought
Post-modern Feminism, Deconstructionism Critique of Binarism, Cultural Feminism, Subaltern Feminist Thought; Indian Feminism; Eco Feminism; Nature as the Feminism; Principle, Critique against Eco Feminism; Dalit Feminism and Tribal Feminism, Post Modern Feminism in Contemporary Telugu Literature.

Class room Activities:
Debates: Feminism in India, Critical review of classical books by students: Second Sex by Simone de Behaviour, the feu, Eunch by Germaine Greer and the Dialectic of Sex by Shulamith Firestone.

REFERENCES

1. Derrida. J, of Grammatology, translated by Gayatri Spivak, Baltimore, MD: Johns Hopkins, University Press.
2. Hazel Henderson, Alternative Futures, Pedigree Books, New York, 1978.
3. Mohanty.0 et al, Third Woeld Women and the politics of Feminism, Bloomington, India University Press, London, 1991.
4. Maria Mies and Vandana Shiva, Ecofeminism, Zed Books and Kali for Women, Delhi1993.
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8. Rosemarie tong : Feminist Thought — A comprehensive Introduction (London: Unwin Hyman, 1989)
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10. Dale Spender: Women of Ideas, (London: ARK,183)
11. Mary Daly: Pure Lust, (London: Women's press 1984)
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13. Ella Rule (Ed.) : Marxism and the Emancipation of women(great Britain: Harpal Brar,200)
14. Marchand H., Marianne & Janet L. Parpart (Eds.) : Feminism postmodernism development (New York: Routledge, 1995)
15. Gayatri Chakravorty Spivak — selected works of spivak — Routledge 1996.
16. Padma Anagor -2006, the Emergence of Feminism in India — 1850 — 1920 — Ashgate U.K
17. Kalpana Mizra 2008, Indian feminism and post-colonial state (ed.) women and politics on line.

Course 302: RESEARCH METHODS AND STATISTICS: FEMINIST CONCERNS
Code: SVUWS – 302 (Core)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about research and Statistics.

Objectives of the Course:
1. To provide the theoretical and conceptual knowledge to carry out the research in social sciences;
2. To impart the knowledge of Feminism research concepts, Feminist Epistemology, Feminist stand point, Research Design and Types of Research Design.
3. To provide the knowledge in applying the simple Statistical Tools for analysis of data.

Course Learning Outcomes (CLOs)
After completion of this course efficaciously, the students will be able to,
CLO-1: Describe the fundamentals of Research Methods in general and those in the field of Gender Studies in particular;
CLO-2: Demonstrate the knowledge in sampling techniques needed for social science research;
CLO-3: Analyse the differences between quantitative and qualitative research, schedules and Questionnaires and also different types of scaling techniques.
CLO-4: Apply knowledge on measures of central tendencies, dispersion, correlation, regression and tests of significance to analyse the data collected for the research projects and will be able to interpret the results.
CLO-5: Prepare Research Proposals for bringing about social change and submit the same to the funding agencies for financial assistance.

UNIT – I: Introduction to Research with special reference to Feminist Research Methodology:
Definition – Meaning – Objectives and uses of Social Science Research.
Definition – Meaning – Scope and significance of Feminist Research Concepts, Limitations.
Feminist Epistemology, Feminist stand point, sexist and non-sexist
Definition – Meaning and Functions of Research Design – Steps in Research Design – Problem formulation – Conceptualization – Hypothesis –Types of Research Design: Exploratory, Diagnostic and Experimental.

UNIT – II: Sampling
Definition – merits and demerits of sampling – Types of Sampling.
Probability Sampling – Random Sampling – Multistage Sampling – Cluster Sampling – Stratified Sampling – Systematic Sampling.
Non-Probability sampling – Purposive Sampling – Convenience Sampling – Quota Sampling – Snowball Sampling.

UNIT– III: Quantitative and Qualitative Techniques
Characteristics of Quantitative and Qualitative research.
Quantitative methods: Interview – questionnaires (Schedule). Qualitative Methods – Observation – Participatory research – Case Studies – Focus Group – Oral History. Other Methods: Action Research – Scaling Techniques – (Thurstone and Likert scales).

UNIT – IV: Statistics
Measures of Central Tendency – Measures of Dispersion – SD – SP – Simple Correlation.
't' Test (Students 't' distribution with simple mean) chi-square test (2 x 2, 3 x 3).

UNIT – V: Report Writing and Presentation
Research Project Proposal – Report Writing and Presentation – Bibliography – References – Footnotes and Citation.

PRACTICAL:

- SPSS Package and usage.
- Preparation of various charts

REFERENCES:

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2. Goode W.J. & Hatt P.K.: "*Methods in social Research*", (London: Mc. Grand Hill Book Co., 1952).

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Course 303(a): CAPACITY BUILDING AND LEADERSHIP: GENDER QUESTIONS
Code: SVUWS – 303(a) (Generic Elective)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about leadership skills for self –improvement and Capacity building.

Objectives of the Course:
1. To make the students to understand the types of leadership, qualities and skills of leadership;
2. To impart the students the necessary skills to become gender sensitized leaders and managers;
3. To appraise the students the need for attending training courses for capacity building and enhancing the leadership qualities.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to
CLO-1: Identify the skills, qualities and characteristics required for a successful leader;
CLO-2: Explain various types and theories of Leadership;
CLO-3: Analyse the barriers to become a leader and the methods of acquiring necessary   skills and traits to become an efficacious leader among women;
CLO-4: Define the concept of 'Capacity Building' and list out various means to build the capacity of a popular leader;
CLO-5: Evaluate the roles, skills and qualities of Trainer and Trainer of Trainers to train successful leaders.

UNIT-I: Leadership Qualities and Skills of a Leader
Meaning, definition, scope and importance of leadership, Essential Characteristics of an Effective Leader, leadership status- ascribed and achieved; need of leadership for women, and status of women leadership.

UNIT-II: Types and Theories of Leadership
Types of Leadership and Traits: Autocratic/participative, Laissez- faire, Theories, trait, behaviour, situational and transformational.

UNIT-III: Barriers and ways for promoting Leadership
Barriers in developing leadership; Gender difference in leadership with special reference to India; Ways for developing leadership skills: participation-definition need and importance, types and tools of participation for promoting leadership among women.

UNIT-IV: Capacity Building and Structure
Concept and definition, scope, need and importance of capacity building for individuals and organizations/institutions/project; types of capacity building: trainings, workshops, conferences, seminars, symposiums, field visits, observation/exposure visits/cross learning visit, etc.; Planning a Training Programme: Training Needs Assessment (TNA) at different levels.

UNIT-V: Role and Skills Required for a Trainer and Training of Trainers (TOT)
Role of a trainer: before, during and after training Programme; skills of trainer and guidelines for training: skills required for a trainer (facilitation and communication); guidelines for conducting a training, building leadership through capacity building among through capacity building among women: TOT Programme on leadership, PRI and gender.

REFERENCES
Web based references
1. Capacity building Activities: A compendium – Second Edition January 2004 http://www.ainc-inac.gc.ca\bc\proser\proser\fna\ccp\cpcpdm e.htm
2. Leadership Wikipedia
3. Gender Awareness and sensitivity applications- Training Resources pack:
4. Unnathi Organization for Development Education; www.unnati.org
5. Leading to choices: A leadership Training Handbook for women; www.learningpartnership.org

BOOK REFERENCES
1. By Stydzienski, Jill , (ed.), Women Transforming Politics(1992); World -wide Strategies for Empowerment, Bloomington, Indiana: Indiana University press
2. Chambers, Report (2003): participatory workshops, Eat scan, India
3. Hollander, E. P (1978). Leader Dynamics. New York: The free press
4. Udaipareek (1996): Organizational behavior process; new Delhi, Rawat Publications

Course 303(b): GUIDANCE AND COUNSELLING WITH GENDER PERSPECTIVES
Code: SVUWS – 303(b) (Generic Elective)

Prerequisite or Knowledge requirement for the Course: Students are expected to have knowledge on Guidance and Counselling.

Objectives of the Course:

1**.** To provide the students with sound technical knowledge on guidance;
2. To develop the capacity of the students to tackle the problems that they may encounter during the course of their professional career.
3. To incorporate gender perspectives in guidance and counselling.

Course Learning Outcomes (CLOs)

After successful completion of this course, the students will be able to

CLO-1: Define the concept of Guidance, its types, functions and role;

CLO-2: Explain the meaning, scope, types and functions of Counselling;

CLO-3: Illustrate various theories of counselling theories and the role of non-verbal communications in providing counselling;

CLO-4: Compare the Individual and Group Techniques of counselling and reiterate the need for counselling women and adolescence girls;

CLO-5: Prepare a model project proposal taking a critical case study for guidance and counselling.

UNIT – I: Guidance

i) Meaning, Scope, Purpose, functions and role of guidance; Principles underlying guidance; Historical Development of Guidance.
ii) Types of services in a guidance programme: Appraisal Service – Observation, interview, autobiography, Cumulative record, test data, socio-metric techniques; Informational Service- Purpose, types, principles and material involved, Career Planning and Placement Services.

UNIT – II: Counselling

i) Meaning, Scope, Purpose, functions and role of Counselling, principles of Counselling; Types of Counselling, Historical Development of Counselling.
ii) Expectations and goals of Counselling, roles and functions of Counsellor, characteristics of counsellor and counselee, qualities of a good counsellor, factors facilitating counselling relationships.

UNIT – III: Counselling Theories

i) Trait-factor, Client-centred, Eclectic counselling, Behavioural Counselling, Rational emotive, Reciprocal inhibition, existentialism.
ii) Role of non-verbal communication in counselling.

UNIT – IV: Group Guidance and Counselling

i) Concept, Characteristics, individual Vs. Group Techniques; Similarities and Differences; Advantages and limitations.
ii) General principles of evaluation of guidance and counselling programme, Major approaches, concept of accountability.
iii) Guidance and counselling to women & adolescent girls.

UNIT – V: Report Presentation of a Case Study on Guidance and Counselling.

PRACTICALS:

1. Visit to Child Guidance Counselling Clinic - SVRR Hospital - TPT
2. Visit to PPTTC (HIV/AIDS) Counselling Centre – Maternity Hospital – TPT
3. Visit to Family Counselling Centre - CSWB – TPT
4. Visit to Family Counselling Centre – NGO (PASS) – TPT
5. Visit to Guidance Counselling Centre - TPT
6. Report on activities of Guidance and Counselling

REFERENCES:

1. Narayana Rao, "Counselling and Guidance" – 2nd Edition, Tata Mc. Graw-Hill Publishing Ltd., New Delhi, 2000.
2. Masch. "Principles of Guidance and Counselling" – Sarup and Sons, New Delhi, 2000.
3. Sitaram Jayaswal. "Guidance and Counselling – An eclectic approach" – Prakash Kendra, Lucknow, 1990.
4. Kukhopadhya, "Guidance and Counselling" – (A Mannual), Himalaya Publishing House Ltd., New Delhi, 1989.
5. Swadesh Mohan, "Career Development in India" - Vikas Publishing House Pvt. Ltd., New Delhi, 1998.
6. Adams, James, F. "Problems in Counselling" – The Macmillan Co., New York, 1970.
7. Hansen, James, C. "Counselling Process and Procedure" – Macmillan Co., New York, 1978.
8. Johnson Dorothy, E. and Mary Vestermark, J. "Barriers and Hazards in Counselling" – Houghton Mifflin Co., Boston, 1970.
9. Kaur, Surajit, "Fundamentals of Counselling" – Sterling Publishers, New Delhi, 1971.
10. Kochhar, K. "Educational and Vocational Guidance in Secondary Schools", Sterling Publishers, New Delhi, 1976.
11. Krumbeltz, John D and Carl E. Tharasen, "Counselling Methods" – Holt, Rinehart, Winston, New York, 1976.
12. Pepinsky, Harold B. and Pauline Nichols Pepinsky, "Counselling, Theory and Practices" – The Ronald Press Co., New York, 1954.
13. Shertzer, B. and Stones, C. "Fundamentals of Guidance" – Houghton Mifflin Co., Boston, 1976.
14. Shertzer, B. and Stones, C. "Fundamentals of Counselling" – Houghton Mifflin Co., Boston, 1976.
15. Waters, Jane, "Techniques of Counselling" – McGraw Hill Book Co., New York, 1965.
16. Brammer, L.M. and Shatram, E.L. "Therapeutic Psychology" New Delhi, Prentice – Hall of India, 1968.
17. Fuster, "Counselling in India", New York : The Macmillan and Co., 1964.
18. Goldman, L. "Using Tests in Counselling", New York, Appleton Centry Crafts, 1971.
19. Jones, A.J. and Steward, N.B. "Principles of Guidance" Tata – McGraw Hill, Bombay, 1970.
20. Kemp, Gratoon, C. "Foundations of Group Counselling", McGraw Hill Book Co., New York, 1970.
21. Krumboltz, John D. Tharesen Carl, E. "Behavioural Counselling" – Holt, Rinehart and Winston Inc., New York, 1966.

Course 303(c): HUMAN RESOURCE MANAGEMENT: GENDER ANALYSIS
Code: SVUWS – 303(c) (Generic Elective)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about the Human Resources.

Objectives of the Course:
1. To provide the conceptual and theoretical knowledge on Human Resources;
2. To train the students in the Management of Human Resources;
3. To ascertain the role of women in Human Resource Management and performance appraisal.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to,

CLO-1: Demonstrate the emerging issues in Human Resources management with focus on women;

CLO-2: Explain the process of planning human resources, recruitment and training with particular emphasis on women;

CLO-3: Apply the techniques of Competence mapping and Performance Appraisal with Gender sensitivity to improve the work culture among the employees;

CLO-4: Analyse different methods employed for the development of human resources particularly those of women;

CLO-5: Enumerate the success stories of women entrepreneurs and managers.

Unit – I: Human Resource Management: Context, Concept and Boundaries

a) The Changing Social Context and Emerging Issues.
b) The Concept and Functions of Human Resource Management
c) Structuring Human Resource Management
d) Special Focus on Women

Unit – II: Getting Human Resources

a) Job Analysis and Job Design
b) Human Resource Planning
c) Attracting the Talent: Recruitment – Selection – Outsourcing.
d) Human Resources and Women

Unit – III: Performance Management and Potential Assessment

a) Competency Mapping with Special Study of Women
b) Performance Planning and Review, Gender sensitivity in Performance Management.
c) Potential Appraisal – Assessment Centres and Career and Succession Planning.
d) Human Resource Measurements and Audit.

Unit – IV: Human Resource Development

a) Human Resource Development System – Training
b) Mentoring and Performance Coaching.
c) Building Roles and Teams
d) HRD and Women

Unit – V: Women in Human Resource Management

a) Status & Role
b) Challenges before women in bringing about change
c) Top Women in Human Resource Management – Success Stories

PRACTICALS:

1. Case Studies (National and International
2. Competency Mapping of women – A study report

REFERENCES:

1. David A. Decenzo and Stephen P. Robbins: Personnel / HRM

2. MN Rudra Basava Raj, Dynamic Personnel Administration, Himalaya Publishing House

3. Gary Dessler: Human Resource Management, Prentice Hall India Pvt. Ltd.

4. Biswajeet Pattanayak : Human Resource Management, (Prentice Hall of India)

5. Robert L. Mathis, et al. Human Resource Management, (Thomson Learning)

6. Biswajeet Pattanayak: Human Resource Management, (Prentice Hall of India)

7. David A. Decenzo and Stephen P. Robbins: Personnel / Human Resource Management

8. Srinivas R Kandula: Strategic Human Resource Management, (Prentice Hall)

Course 303 (d): WOMEN, SCIENCE AND TECHNOLOGY: GENDER BIASES AND STRATEGIES
Code: SVUWS –303 (d) (Generic Elective)

Prerequisite or Knowledge requirement for the Course: Students should have basic knowledge on Science and Technology

Objectives of the Course:
1. To inculcate 'Scientific Temper' among the students;
2. To understand how science and technology would assist women for their development;
3. To evaluate whether the science and technology would lessen or increase the work burden of women in their day to day life.

Course Learning Outcomes (CLOs):
After completion of this course successfully, the students will be able to

CLO-1: Define the basic concepts of Gender, Science, Technology and Management and discuss how science and technology can be mainstreamed in the development process of women;
CLO-2: Explain how environment and science education would support the livelihood system of women and ensure food security and sustainable development;
CLO-3: Analyze how capacity building can be used to mainstream women in innovation system at national and grassroots levels;
CLO-4: Evaluate how rural self-help group women incorporate science and technology to become successful entrepreneurs;
CLO-5 Design and develop a model project that would incorporate the appropriate technology in the industrial or business activity.

UNIT – I: Gender and Development in Science, Technology and Management
Definition of Gender, Focus on Gender, Gender Analysis
Mainstreaming Gender in Science and Technology
Gender Management System - Objectives - GMS Structures- GMS Mechanisms
Mainstreaming Gender development policies

UNIT – II: Environment and Sustainable Development: The Gender Dimension
Women's Local and Indigenous Knowledge Systems- Agriculture, Biodiversity and Food Security
Education, Careers and Decision-Making
Science for women: supporting women's development and livelihood activities through Science & Technology

UNIT – III: Approaches for applying Gender in Science and Technology
Capacity development for technology choice
Capacity development for promoting women in innovation systems
Approaches for action: interconnections and empowerment through a gender Perspective

UNIT – IV: Rural Women and Technology Development
Women in Technology
Women in Micro finance
Impact of Technology on Women and Vice Versa
Transfer of Technology for Development of Women
Self-Help Group Women Beneficiaries and Adoption of Science & Technology

UNIT – V: Technology Support Systems
Financing – Information Systems – Organizing at Enterprise Level – Women and Information Technology Systems.

REFERENCES:

1. Jain, S.C., "women and Technology" – Rawat Publications, Jaipur Beghs, 1985.
2. Poonacha, Veena, Coverage of Women in the Print Media: Content Analysis of the Sunday Observer, Research Centre for Women's Studies, SNDT Women's University, Bombay, 1988.
3. Singh, Indu Prakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
4. Everts, Saskia (1998). Gender and Technology: Empowering Women, Engendering Development. London: Zed Books
5. Carr, Marilyn (2000). 'Gender, Science and Technology for Development in the Context of Globalization', in AWIS Magazine, Volume 29, Number (4) pp. 13–16, Fall 2000.
6. Elizabeth McGregor and Fabiolab Bazi (2001) Gender Mainstreaming in Science and Technology a Reference Manual for Governments and other Stakeholders June 2001.
7. Rege, Sharmila (ed.), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.
8. Mohanty, Manoranjan, (eds.), Class, Caste, Gender, Sage, New Delhi, 2004 Malini Bhattacharya (Ed)., Women and Globalization
9. Tulika Books in Association of School of Women's Studies, Jadapur University, New Delhi,2005

Course 304: COMPUTER APPLICATIONS AND SOFTWARE PACKAGES FOR DATA ANALYSIS
Code: SVUWS – 304 (Skill oriented course)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about Computer and working of Internet.

Objectives of the Course:
1. To impart the basic computer knowledge to the students;
2. To train the students to do their works such as document processing, data entry, data analysis, database Management and accessing Internet by themselves;
3. To equip students to get necessary computer knowledge to go for self-employment or get wage employment in the age of information revolution.

Course Learning Outcomes (CLOs):
After completion of this course successfully, the students will be able to
CLO-1: Demonstrate the knowledge on overview of Computer Systems, Input Devices, Output devices and Storing Information in a computer;
CLO-2: Demonstrate knowledge on the basics of Operating system and computer applications;
CLO-3: Analyses the Computer Software functions and User interface
CLO-4: Use M.S. Office application to Creating Documents, PPTs, Spread sheets and Reports;
CLO-5: Appreciate the importance of the Computer applications and Internet usage in the integrated world for Decision making for the both Genders.

UNIT – I: Introduction of Computer
An overview of Computer Systems: Parts of Computer–The Processor, Memory, Input / Output devices, Storage and Software.
Types of Computers: Super Computers, Mini Computers, Work Stations, Micro Computers, Desktop Models, Laptop computers, Handled Computers.
Input Devices: The Keyboard, the Mouse, the Track ball, Scanner, Digital Camera, Keyboard, Mouse, Track Ball, Joystick, Touch Screen.
Input Devices: Monitors CRT Monitors, Flat Panel, Monitors, P.C. Projectors, Sound Systems, Hard Copy, Dot Matrix Printers, Inkjet Printers, Laser Printers, Plotters.

UNIT – II: Storing Information
Storing Information in a computer: Storage fundamentals – Primary Vs. Secondary.
Data Storage and Retrieval methods – Sequential, Direct and Index Sequential.
Various Storage Devices – Magnetic Tape, Magnetic Disks, Cartridge Tape, Data Drives, Hard Disk Drives, Floppy (Winchester Disk), Disks, Optical Disks, CD, VCD, CD-R, CD-RW, Zip Drive, DVD, SVCD.

UNIT – III: MS Office
Introduction to M.S. Office application: Starting an application–creating–opening–saving documents–printing an office document.
M.S. Word: Introduction–entering–editing text–formatting text and pages–creating. Special word techniques – printing envelops using mail merge – object link and embedding features.
M.S. Excel: Introduction–Excel for data analysis, worksheet and its structure–data entry editing–sorting, filtering and copying.
M.S. Power Point: Introduction–building presentations–creating the presentation–creating the test and chart slides. Preparing charts – customizing presentation. Drawing slide and creating slide shows.

UNIT – IV: Computer Software

Types of Software – System software, Application software, Utility Software, Demo ware, Shareware, Freeware, Firmware, Free Software**.**

Operating system: Introduction, Basics and functions of an operating system–The User interface, running programs, managing files, managing hardware.

PC Operating Systems: MS-DOS, Micro Soft Windows, UNIX / LINUX

UNIT – V: Internet

Definition – History – Internetworking – WWW – E-mail Basics – Advantages and Disadvantages – Creation of E-Mail – User IDs., Passwords and E-mail Address – Message Components – Mailer inner working – E-mail management – Search Engine – Mailing lists – News Group Computer Viruses.

PRACTICALS:

- M.S. Office Package
- Power Point Presentation
- Mail Merge
- DOS Commands

REFERENCES:

1. Peter Norton: "Introduction to Computers", 4th Edition.
2. "Fundamentals of the internet and the WWW": RymondGreenlaw and Ellen Hepp, Tata Mc. Graw Hill.
3. Sanjay Saxna, "MS Office 2000 for everyone"
4. Leion and Jeon M. "Computers for everyone"
5. "Windows XP Home Edition"
6. Raghav Bahl, "Exploring Micro Soft Office XP".

Course 305 (a): SOCIAL VALUES AND ETHICS: GENDER CONCERNS
Code: SVUWS –305 (a) (Open Elective)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about social institutions.

Objectives of the Course:
1. To understand the family values and ethics
2. To know about family structures and family dynamics
3. To develop a theoretical understanding of families and children
4. To apply the skills of theory in practice with families and children

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to,
CLO-1: Demonstrate the family values and ethics;
CLO-2: Explain the family life cycle stages;
CLO-3: Apply the different types of marriage;
CLO-4: Analyse the impact of urbanization and modernization on marriage;
CLO-5: Demonstrate the issues and concerns of children and families.

UNIT – I: Structure of Families
Defining family values and ethics, promoting family values, the importance of family in Indian culture. Common characteristics, family Rituals, family Traditions, family Routines, family functions, family structures and family Dynamics, family conflicts, family violence: Diversity of families: nuclear family, Joint family, Extended family, working parents, single parents, younger parents, foster families

UNIT – II: Life Cycle Stages of Families
Family life cycle and development stages: eight development stages in family life cycle-stage 1: married couple; stage 2: child bearing families; stage 3: families with preschool children; stage 4- families with school aged children; stage 5- families with teenagers; stage 6- families with younger adults; stage 7- middle -aged parents in the empty nest; stage 8-ageing family members; Family developmental tasks: characteristics & importance, concept of family health, family well- being and family enrichment.

UNIT – III: The Institution of Marriage and Socialization
Definition, types of marriage, working parents - Division of labour in families - factors that influence family, Dynamics, Marital Dynamics, Socialization of children.

UNIT – IV: Modernization and Family
Feminist and gender perspective on families, impact of urbanization / Modernization on marriage stability and parenting.

UNIT – V: Issues in Rearing of Children
Parent child relationship, family stress, Sibling Rivalry, Child Rearing practices issues and concerns of children and families in Rural and Urban Areas, Children's in families experiencing domestic violence.

REFERENCES

1. Rao, Shankar C.N. (2007). Indian Society, New Delhi: S.S. Chand & Company Ltd

2. Lewis, David &Ravichandran, N. (2008). NGOs and Social Welfare: New Delhi: Rawat Publications.

3. Iman, R. Pittin& Omelet, H. (1985). Women and the Family, Nigeria: Codersia Book Series

4. Roy, Kalpana. (2000). Women and Child Development, New Delhi: Common Wealth Publications. 4. McCurdy Karen & Jones, Elizabeth. (2000). Supporting Families: Lessons from the Field, USA: Sage Publications.

5. Barik, S. (2011). Domestic Violence in India, Delhi: Adhyayan Publishers & Distributers

6. Gomango, S. P. (2005). Consequences of Child Maltreatment, New Delhi: Authors Press

7. Tiwari, Satish. (2000). Health and Family Welfare, Delhi: Anmol Publications Pvt. Ltd

8. Shirwadkar, Swati. (2009). Family Violence in India: Human Rights, Issues, Actions and Internation Comparisions, New Delhi: Rawat Publications.

9. Patel, Tulsi. (2005). The Family in India: Structure and Practice, Delhi: Sage Publications

10. Ahuja, Ram, Crime against Women, Jeypore: Rawat Publications.

11. Charana, Karuna, Socialization Education and Women; Expositions in Gender identity, New Delhi.

12. Chawala, Janet, Child Bearing and Culture, New Delhi: ISI, 1994.

13. Gary A. Becker, Treatise on Family 1991, Haward University Press

14. JyotiMitra (ed) (1996) Women and Society: Equality and Empowerment, New1Delhi, Kanishka Publishers, Distributors

15. Karkar, Sudhir, Intimate Relations, Exploring Indian sexuality, New Delhi Penguin Books, 1989.

16. Quoroshe, M. A., Muslim Law of Marriage: Divorce of Maintenance.

17. Parasher, Women of Family Law Reform in India.

18. National Perspective Plan for Women: Department of Women and Child Development, Government of India

Course 305(b): GOVERNANCE: GENDER ISSUES AND CHALLENGES
Code: SVUWS – 305(b) (Open Elective)

Prerequisite or Knowledge requirement for the Course: Students are expected to have knowledge on participation of women and men in formal and informal decision-making structures.

Objectiveness of the Course:

1. To impart knowledge to the students on the need for and current status of women's participation in politics and administration;
2. To identify the factors responsible for abysmally low levels of representation of women in political and governance domains;
3. To enumerate the interventional measures initiated in India to augment women's representation in politics and governance;
4. To suggest remedial measures to improve the participation of women in political and governance institutions at national, state and local levels.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to
CLO-1: Define the concept of 'Political Participation' and identify the reasons or the impediments for the low levels of participation of women in politics.
CLO-2: Explain different components of political participation by women;
CLO-3: Analyze interventions made by the government through 73rd and 74th Amendments to the Indian Constitution and the current stalemate in the Women's Reservation Bill in the Indian Parliament;
CLO-4: Summarize the entire struggles and agitations by women since 1930 to gain political power at various levels;
CLO-5: Evaluate the current low level of women's share in Parliament and State Assemblies and suggest measures to improve the situation.

UNIT-I: Concepts and nature of Women's political participation
Definition, meaning, scope and nature of political participation of women; Reasons for low political participation of women
Impediments and problems faced by women for political participation.
Role of women in Government institutions and their contribution in the development of nation

UNIT-II: Components of political participation of women
Women as voters: Types of voters, voter- turnout and elections Women as Candidates: Types, contestants in the elections, Women and Political Parties: National and Regional parties - Women's approach in top decision-making bodies of the Political parties Manifestos, Election Campaigns, Procedure and Nominations

UNIT-III: Interventions for Women's political participations
73rd and 74th amendments to the Constitution of India and women representation in local bodies.
Women's reservation Bill for upper bodies-current scenario, debate, Affirmative action
Strategies by Indian Government and NGOs for women's share in politics

UNIT-IV: Governance through Democratic Decentralization
Women's share in Politics – Evolutionary changes during pre-independence period
Women's movement for political participation
Struggle and agitations by women leaders since 1930 in India
Post-independence period- Constitutional Rights, Political Rights of women and political power

UNIT-V: Women and Governance in the Indian context
Women in local government- Panchayat Raj and Urban governance, Women in State Assemblies
Women in Parliament
Problems and remedial measures for their effective participation in governance
Major issues, problems and remedial measures for women's effective participation in governance

REFERENCES:

1) **Sanjay Prakash Sharma,** Panchayati Raj, Vista International Publishing, New Delhi, 2006.
2) **S. P. Sharma,** Rural Development and Panchayati Raj, Vista International Publishing, New Delhi, 2006.
3) **Dr L. M. Singvi**, Democracy and the Rule of law, Ocean Books Pvt. Ltd., New Delhi2002.
4) **Laxmi Devi**, Women in Politics Management and Decision Making, Anmol Publishing Pvt. Ltd. New Delhi, 1998.
5) **S.N Ambedkar**, Women Empowerment and Panchayati Raj, ABD Publishers, Jaipur2005.
6) **Kumar Raj**, Women in Politics, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
7) **Kumar Raj**, Women and leadership, Anmol Publishers Pvt. Ltd., New Delhi, 2000.

Course 401: ENTREPRENEURSHIP DEVELOPMENT: GENDER ANALYSIS
Code: SVUWS - 401 (Core)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about the Entrepreneurship.

Objectives of the Course:
1. To provide the theoretical and conceptual knowledge on Entrepreneurship;
2. To provide the knowledge about the procedures involved in the organization of new enterprises;
3. To create interest and to train students in the establishment of new organizations.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to

CLO-1: Define the concept of Entrepreneurship and highlight the qualities and functions of an Entrepreneur;

CLO-2: Explain the prerequisites to establish new enterprises and prepare a blue print for the same;

CLO-3: Demonstrate a business idea, business plan and SWOT analysis;

CLO-4: Analyze the recent trends in growth of Women Entrepreneurship and challenges being faced by women entrepreneurs in India;

CLO-5: Asses the management performance and successfully implement the strategies for stabilization and growth of women enterprises in India.

UNIT– I: Entrepreneurs and Entrepreneurship – Who is Entrepreneur? Qualities of Entrepreneur, Concept and definition of Entrepreneurship–Entrepreneurial functions–origin and growth of Entrepreneurship in India.

UNIT– II: Establishing New Enterprises – Choice of Enterprise–Market Assessment for SSE–Choice of Technology, Requisites to establish new Enterprise

UNIT – III: Business Plan for Entrepreneurs – Generating a Business idea, Developing a Business plan, Market Analysis, Realistic planning, Marketing Costing and Pricing, Operational Management.

UNIT – IV: Women and Entrepreneurship – Concept and definition of Women Entrepreneur–Growth of women Entrepreneurship in India (Recent Trends) – Challenges before women entrepreneurs in India -SWOT Analysis – Entrepreneurship development, the thrust areas for action – Industrial estates for Women Entrepreneurs (A Case study of ALEAP).

UNIT – V: Performance Appraisal and Growth Strategies – Management Performance, Assessment, Control–Strategies for Stabilization and Growth – Managing Family Enterprises.

PRACTICALS:

1. Collecting Case Studies of Women Entrepreneurs.
2. Visit to Enterprise row by women entrepreneurs and regional entrepreneurship support system.
3. Visit to Entrepreneurial Development Cell of S.V. University Campus
4. Preparation of Project Proposal for a Selected Enterprise.

REFERENCES:

1. Siva Kama Sundari, S. "Entrepreneurship Development for Rural Women" (Vol. 1), Asian and Pacific for Transfer of Technology, New Delhi, 1995.
2. Lalitha Rani, D – "Women Entrepreneurs" APH Publishing Corporation, New Delhi, 1999.
3. Sundara Pandian M. "Women Entrepreneurship: Issues and strategies", Kanishka Publishers, Distributors, New Delhi, 1999.

SEMESTER - IV
Course 402: WOMEN'S LEGISLATIONS-GENDER CONCERNS
Code: SVUWS - 402 (Core)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about women's legislations-Gender concerns

Objectives of the course:
1. To enable the students to understand the constitutional and legal provisions;
2. To sensitize the society about legal rights of women and to encourage women's effective participation in the society;
3. To provide knowledge on various agencies and mechanism involved in the protection of women and girl children.

Course learning Outcomes (CLOs)
After Completion of this course successfully, the students will be able to
CLO1: Remember and recollect the Constitutional Provisions for protection of women which act as an instrument of social change.
CLO2: Have an understanding of plethora of labour laws to ensure the safety and security of women at workplaces;
CLO3: Analyze various Family Laws including the Domestic Violence Act of 2005 enacted to protect the interests of women belonging to different religions;
CLO4: Assess the effectiveness of Criminal laws enacted including the Nirbhya Act of 2013 in ameliorating the plight of girls and women subjected to cruelty such as rape;
CLO5: Evaluate the performance of several law enforcing agencies, NGOs and collective action by women and others in rendering justice to the women victims.

UNIT - I: Women and Constitutional Law
Law as an Instrument of Social Change Constitution of India and Gender Equality.
Fundamental Rights (Articles14,15 16)
Directive Principles (Articles 37 — 57)
Enhancement of Fundamental Rights *(Act 32, 226)*
Women's Rights and Role of Judiciary

UNIT - II: Women and Labour Laws
Minimum Wages Act 1948, Factories Act 1948, Maternity Benefit Act-1976 Amendment, Equal Remuneration Act 1976, Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act 2013, Protection of Children from Sexual Offences (POCSO) Act 2013.

UNIT - III: Women and Family Law
Marriage, Child Marriage, Widow Remarriage, Divorce, Maintenance, Inheritance and Succession, Dowry Prohibition under Different Religions: Hindu, Muslim and Christianity, Protection of Women from Domestic Violence Act, 2005.

UNIT — IV: Women and Criminal Law
Indian Penal Code 1860, Criminal Law Code (Cr. P. C.) Amendment Act- Nirbhaya Act 2013, Rape Case- 375, 376, PCPNDT, MTP, A.P. DISHA Bill.

UNIT — V: Agencies and Mechanisms for Women's Protection
State Response: NHRC, NCW, SCW; Law Enforcing Agencies: All Women's Police Station, Vigilance Cells, Legal aid Cells, Judiciary, Family Courts, Mahila Court; Service Provides: Help Lines, Women and Children Help lines; Non State Actors: INGOs and NGOs, Collective Protects, Restorative Justice.

Class room Activities:
Case Studies: Restorative justice in the context of gender violence.
Field Visits: Women Police Stations, Family Courts, NGOS etc.
Debate: Provision and Implementation of various Laws for the protection of Women and Girl Child.

REFERENCES:

1. Vepa P. Sarathi, Law of Evidence (Lucknow : Eastern Book Company, 1989)
2. K. Sharma, 'Divorce Law in India (New Delhi: Deep & Deep Publications, 1990).
3. Dwarakanath Mitter, The Position of women in Hindu Law (New Delhi: Inter India Publications, 1984).

Course 403(a): PARTICIPATORY LEARNING, METHODS AND EXTENSION EDUCATION
Code: SVUWS – 403(a) (Generic Elective)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about participatory learning and extension programmes

Objectives of the Course:
1. To understand the changing concept of extension, objectives and functions of Extension; a
2. To expose the students to outreach programmes to interact with the community;
3. To impart the techniques of planning, implementation, monitoring and assessment of extension activities.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to
CLO-1: Understand the evolving concept of extension, principles and functions of extension work.
CLO-2: Learn the procedures to approach the supporting agencies such as DRDA, CAPART, NIRD to pursue the third dimension of University education, Extension;
CLO-3: Apply the principles of Participatory Extension in rural areas and to the needy people;
CLO-4: Demonstrate different tools and techniques of Participatory Extension to achieve desired results;
CLO-5: Evaluate the success of the extension activities for generating sustainable outcomes.

UNIT – I: Changing Concept of Extension
Extension work: Meaning, scope, need and methods; Changing concept of Extension: Philosophy, Objectives, Principles, functions; Extension education: components and dimensions, Characteristics of Extension Work; Extension and Communication: Motivation and skill development specific to extension work professional, Women and Extension for Community Development.

UNIT – II: Support Structures and their Functions
Building up rapport: Mobilization of rural people, Interaction with people, Government and NGOs, Panchayats, DRDA, CAPART, NIRD, Extension as a third dimension of University Education, Area specific problems.

UNIT – III: Participatory Extension
Introduction, concepts and approaches, importance, key features, principles and process of participatory approaches, different participatory approaches (RRA, PRA, PLA, AEA, PALM, PAR, PAME, ESRE, FPR) and successful models.

UNIT - IV: Participatory tools and techniques
Space-related Methods: Village map (Social & resource); Time related methods: Time line, trend analysis, seasonal diagram; Daily activities schedule, dream map.

UNIT – V: Planning, Implementation and Monitoring
Preparation of participatory action plans: concept and action plan preparation, participatory technology development and dissemination; Participatory planning and management: phases and steps in planning and implementation, process monitoring, participatory evaluation.

Practicals:

- Community Development Programme Actives
- PRA Techniques
- Visit to Panchayats

REFERENCES:

1. Albroosht, H. et al. (1989): Rural Development Series: Agricultural Extension Vol.1 & II Basic Concepts and Methods, Wiley Eastern Limited, New Delhi.

2. Chaubey, B.K. (1979): A Hand Book of Education Extension, Jyoti Prakashan, Allahabad.

3. Dahama, O.P. and Bhatnagar, O.P. (1987): Education and Communication for Development, Oxford and IBH Publishing Co., Pvt. Ltd., New Delhi.

4. Extension Education in Community Development (1961): Ministry of Food and Agriculture, Government of India, New Delhi.

5. Pankajam, G. (2000): Extension – Third Dimension of Education, Gyan Publishing House, New Delhi.

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7. Reddy, A. (1997) Extension Education, Sree Lakshmi Press, Bapatla.

8. Waghmare, S.K. (1989): Exploring of Extension Excellence, Multi Tech. Publishing Company.

9. Birtha Mikkelsen: Methods of Development work and Research (New Delhi, Sage, 1995).

10. Adhikary, "Participatory Planning And Project Management In Extension Science", Agrotech Publication Academy

11. Mukharjee N. "Participatory Learning and Action", Concept Publishing Company, New Delhi.

12. Mukharjee Amitava, "Participatory Rural Appraisal – Methods and Applications in Rural Planning", Concept Publishing Company, New Delhi.

13. Mukharjee Neela "Participatory Learning and Action with 100 Field Methods", Concept Publishing Company, New Delhi.

14. Mukharjee Neela "Participatory Rural Appraisal and Questionnaire Survey", Concept Publishing Company, New Delhi.

15. Singh B. K., "Prapal "Participatory Training" Adhyayan Publication & Distribution.

16. Somesh Kumar, "Methods for Community Participation" Vistaar Publications.

Course 403(b): SOCIAL STRUCTURE: GENDER BIASES AND QUESTIONS
Code: SVUWS - 403(b) (Generic Elective)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about the segregation and practice of norms in the society.

Objectives of the Course:
1. To create awareness among the students on historical evolution of social institutions;
2. To analyze the Social Construction and Hierarchy, Family to State, Industrial revolution;
3. To evaluate the divisions in the society –caste, class, religion, culture, race, language, ethnic and gender.

Course Learning Outcomes (CLOs)
After Completion of this course successfully, the students will be able to
Clo-1: Understand the historical evolution of gender and social institutions;
Clo-2: Judge the role of social institutions in constructing gender and social norms.
Clo-3: Analyze the Social Construction, Industrial revolution, organized labour, workplace ethics in the context of social change and gender relations;
Clo-4: Assess the unwritten social norms and rules governing in Indian society;
Clo-5: Evaluate the existence of social norms in segregated society.

UNIT-I History of Human Evolution and Gender
Human History in the Stone age- pre historic context- Invention of fire, agriculture- barter system civilization – production for commercial purpose- emergence of private property- capitalism as religion not just an economic system.

UNIT-II Historical Evolution of Gender and Social Institutions
Emergence of Human Family- Inheritance- Marriage- son preference – Male Centered social norms and values-gender role division – formation of social institutions- politics of social institutions in creating unequal power relations and divisions among humans- A Critical questioning of emergence and contributions of social institutions.

UNIT-III-Gender- Social & Technological Changes
Agencies of Socialization- Social Construction and Hierarchy –Family to State – Traditional Knowledge Vs Modern Science and Technology – Industrial revolution- organized labour – Workplace ethics- social change- gender relations – Need for changing the stereotyping of gender through social institutions – institutionalization of social change through social institutions towards democratic and people based social order.

UNIT-IV: Current Contours in Socialization
Historical roots in socialization – rigid social norms- cultural resistance – sustaining marginalization - Recent developments and State initiatives towards empowering the marginalized.

UNIT-V- Segregation of Society
Historical evolution of divisions in the society –caste, class, religion, culture, race, language, ethnic and gender- Case histories of caste, class, religion, culture, race, language and ethnic based violence in the society and its intersection with gender- sharing personal experience of gender unequal power relationship in the society.

REFERENCES:

1. Jain Jasbir,"Women in Patriarchy", Rawest Publications, New Delhi, 2005.
2. Wharton. S. Amy, The Sociology of Gender: An Introduction to Theory and Research, USA: Blackwell Publishing, 2005.
3. Ram.S, "The Encyclopedia of Women and social change", Commonwealth Publishing, 2003.
4. Misra Geetanjali & Chandramani Radhika, Sexuality, Gender and Rights, Exploring Theoryand Practice in South and South East Asia, New Delhi: Sage Publications, 2005.
5. Visvanathan Nalini, Duggan Lynn, Nisonaff Laurie, Wiegersma Nan, "The Women, Genderand Development Reader "Zed Books, USA, 1997.
6. Qureshi, Muniruddin, Social status of Indian Women, New Delhi: Anmol publications, 2003.
7. Remainder of special issue Feminist Legal Studies, Issue 19 (2010) - Haritaworn, Jin, Tamsila Tauqir, and Esra Erdem, Gay Imperialism: The Role of Gender and Sexuality Discourses in the 'War on Terror'.

Course 403(c): WOMEN'S HEALTH: A LIFE CYCLE APPROACH
Code: SVUWS - 403(c) (Generic Elective)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about Family life education

Objectives of the Course:
1. To acquire knowledge on physiological processes of one's own life;
2. To create an awareness regarding proper age of marriage, reproduction and the consequences early adolescent pregnancies;
3. To create awareness on communicable and sexually transmitted diseases.

Course Learning Outcomes (CLOs)
After Completion of this course successfully, the students will be able to
CLO-1: acquire knowledge on physiological process of human life, Reproductive Health of women and problems of early pregnancy;
CLO-2: Identify major sexually transmitted diseases like HIV and modes of their transmission.
CLO-3: Discuss about the Reproductive Healthcare services, policies and programs available in India;
CLO-4: Apply the knowledge and principles of family life education for development of individuals and families;
CLO-5: Utilize the information gained on Family law and Public policy to work as Family Life Educators in health care, community education, schools, colleges and universities.

UNIT – I Reproductive Health Status
Introduction – Definition and Importance of Reproductive Health, Reproductive Health Problems, Antenatal, Natal and Postnatal care; Infant Mortality Rate- Maternal Mortality Rate – Maternal Morbidity Rate, Immunization, Family Welfare and fertility behaviors, Importance of Family Planning and fertility preference, Family Planning and Contraceptive Methods, Reproductive Rights.

UNIT- II Reproductive Health and Communicable Diseases
Sexually Transmitted Diseases / Reproductive Tract Infection, Human Immune Virus /Acquired Immune Deficiency Syndrome, Modes of Transmission.

UNIT- III Reproductive Health Care Services, Policies & Programmes
PHCs- CHCs and Sub centre level, Integrated Child Development Scheme (ICDS), Ayushmati scheme, Infant and young child feeding project (IYCF), RH Policies and Reports (MDG Goals, NFHS III and NFHS IV)

Unit IV - Family Life Education
Concept of Family Life, Family Life Education - Concept and Meaning, Importance of Family Life Education, Operational Principles of FLE, Individuals and Families in Societal Contexts, Internal Dynamics of Families, Human Growth & Development Across the Life Span, Family Resource Management

Unit V - Family Law and Public Policy
Family and the law, Family and social services, Family and education, Family and the economy, Family and religion, Policy and the family, Career Opportunities in Family Life Education.

REFERENCES:

- Facility Survey of Public Health Institutions in Andhra Pradesh, Indian Institute of Health and Family Welfare, Vengalrao Nagar, Hyderabad –2008,

- Radika. R. and Jejjebhoy.S.J, Women's Reproductive Health in India, Rawat Publications, Jaipur and New Delhi, 2000.

- Panthaki, D., (1998) Education in Human Sexuality: A source book for educators, Family Planning Association of India, Mumbai.

- Women World Development series Women and Health, Zed books limited, London, 1995.

- WHO School Health Education to Prevent AIDS and Sexually Transmitted Diseases, a resource package for curriculum planners, 1994.

- Srinivasan. K., Reproductive Health, India towards population and Development goals, Oxford University Press, New Delhi, 1997.

- National guidelines on Infant and Young Child Feeding, Ministry of Women And Child Development Food and Nutrition Board, Govt of India Second Edition, 2006.

- Saseendran Pallikadavath, Women's Reproductive Health, Sociocultural Context and AIDS Knowledge in Northern India, Journal of Health Management Vol.: 7, No.: 1, April, 1 2005

- Susan S. Hally, Nutrition in Reproductive Health, The Journal of Midwifery & Women's Health,Volume 43, Issue 6, pages 459–470, Dec 1998.

- Watsa, M.C., Meeting the Health needs of young people, Journal of Family Welfare. 10: 3- 10, 1990.

- Population Foundation of India, Training Unit Reproductive and Child Health, Training and Resource Development Centre, New Delhi, 1998.

Course 403(d): GLOBALIZATION: GENDER IMPLICATIONS
Code- SVUWS - 403(d) (Generic Elective)

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about gender and globalization

Objectives of the Course:
1. To create awareness among the students on the ongoing process of globalization;
2. To analyze the impact of globalization on feminization of labour force, low wages and Income gender inequalities;
3. To evaluate the policies and programmes being implemented as a part of globalization on promoting status of women and gender equality.

Course Learning Outcomes (CLOs)
After Completion of this course successfully, the students will be able to
Clo-1: Understand the concept and components of globalization;
Clo-2: Analyze the impact of globalization on changing patterns of employment and poverty.
Clo-3: Judge the effects of globalization on women from macroeconomic perspective;
Clo-4: Assess the tenors of globalization on feminization of labour force, working conditions and wage rates;
Clo-5: Evaluate the challenges that women are facing during the era of globalization.

UNIT – I: Globalization and Gender
Globalization: Globalization in historical context, need and evolution of Globalization for gender equality.

UNIT – II: Globalization and Economic Status of Women
Globalization and changing pattern of employment in the Third World – Globalization of Poverty – Feminization of Poverty.

UNIT – III: Globalization and Human Development
Economic Policies and Patterns of Globalization – Growth vs Development, Human Development and Gender Inequalities; Macroeconomy through the Gender lens in Indian perspective.

UNIT – IV: Globalization and Gender Inequalities
Gender Implications of Economic liberalization, Gender and patterns of work in the age of globalization, working condition and wage gaps – Impact of gender inequalities on patterns of globalization.

UNIT – V: Challenges of Globalization for Gender Equality
Challenges to liberalization and globalization: towards gender equitable economic policies in the world economy; Challenging the gender biases of macroeconomic policies; Gender budgets: challenging gender biases of international trade and international system of economic governance; Gender, State and Citizenship challenges.

REFERENCES:

1. Alexander & C.T. Mohanty (eds.) Feminist Genealogies, Colonial Legacies, Democratic Futures, Rutledge, 1999.
2. Amin, S. Capitalism in the age of Globalization, New Delhi, Madhyam, 1999.
3. Burbach, Nunez, et al. Globalization and its Discontents, London, Pluto, 1997.
4. Chossudovsky M. The Globalization of Poverty. Goa, Madhyam, 2001.
5. Ghosh J. Gender Concern in Macro Economic Policy, EPW 30th April, WS – 2.
6. Heikki Patomaki (2001) Democratizing Globalization: The Leverage of the Tobin Tax, New Delhi, Zed Books Ltd.
7. Dr. Halima Sadia Rizi & Ms. Pooja Khurana (2007) Globalization, Income Inequality and Human Development, New Delhi, Global Books Organization.
8. ILO (2004), Nilufer Cagatay and Korkuk Erturk, Gender and Globalization: A Macroeconomic Perspective (Working Pg. No. 19), Geneva.
9. Syed Nawab Haider Naqvi (2002) Development Economics – Nature and Significance New Delhi, Sage Publications.

Semester - IV
Course 404: PROJECT WORK
Code: SVUWS- 404 (Multidisciplinary Course/Project work)

Objectives of the Course:

1. To expose students to work with the society.
2. To make them to apply knowledge acquired in class room in practical situations.
3. To make them to understand with the avenues available and to equip them with necessary skills to be suitable to the demands of the competitive job market.

Action Plan:

Duration   :   30 Days for Data Collection
Time   :   During the winter vacation after completion of III semester Examinations.
Area of study :   Depending upon the topic selected.

Preparation of Time Plan:

1. Data collection and analysis
2. Preparation of Dissertation during the IV Semester
3. Submission of Dissertation immediately after the IV Semester examinations
4. Viva-Voce Examination.

Evaluation Process

S. No	Particulars	Assessment	Marks
1	Seminar	Internal	20
2	Dissertation	Report evaluation Internal Guide	50
3	Viva-voce Examination	Dept. Committee with external member	30
			Total -100

Course Learning Outcomes (CLOs)
After successful completion of the project work, the students will be able to

1. Have a thorough understanding of the theoretical and empirical literature on the topic chosen for the project;
2. Design an interview schedule/Questionnaire for collecting data from the sample or census units;
3. Collect necessary data, edit, analyse and interpret the results of the study;
4. Draft a research report based on the findings of the study and they get it ready for presentation;
5. Defend successfully any query raised by the examiners or give clarifications on the doubts raised by the examiners.

Course 405(a): MEDIA AND COMMUNICATION: GENDER CONCERNS
Code: SVUWS – 405(a) (Open Elective)

Prerequisite or Knowledge requirement for the Course: Student should have basic knowledge on Mass Communications.

Objectives of the Course:
1**.** To expose the students on the Feminist Theories of Mass Communication;
2. To create awareness among students how women are portrayed in movies, television and print media;
3. To suggest remedial measures to stop the indecent representation of women in mass media.

Course Learning Outcomes (CLOs):
After completion of this course successfully, the students will be able to
CLO-1: understand the way in which the women are represented in literature, arts and mass communications;
CLO-2: Explain the feminist theories of Mass Communications;
CLO-3: Relate the mass communication with women empowerment;
CLO-4: Analyze the indecent portrayal of women in films, TVs, Print medium and in Internet;
CLO-5: Sensitize the public on the need for effective participation of women in media and their contribution to nations building with self-respect.

UNIT – I: Feminist Theories of Mass Communication
Feminist communication theories: Meaning and evolution, different types of feminist communication theories.

UNIT – II: Women and Media
Women, Media and Society: Gender Inequality and its sources in media; Women and Social Life: Women and Literature, Women representation and participation in literature and arts.

UNIT – III: Women and Visual Media
Portrayal of women in print and electronic media: Feminist writings, Representation of women in media, Obscenity Pornography, Women's Sexuality in films; Women as Viewers: Themes, Characters, Portrayal of women in Television, Soap Operas and Social Change.

UNIT – IV: Policies and Programmes for Women Empowerment
Communication and Women's Empowerment: National Policy for Empowerment of Women, Indecent Representation of Women (Prohibition) Act; Social and Economic Empowerment of Women: Gender Budget, Role of NGOs for Women's Empowerment.

UNIT – V: Structuralist and Post-Structuralist Methodology for Communication
Development & Communication: Active Research; Feminist Communication Methodology-Structuralism and methodology: Conversation analysis, Critical discourse analysis; Post structuralism and methodology: Post structuralism discourse analysis and transverse discourse analysis.

REFERENCES:

1. Allen. D, Rush. R., and Kaufman S.J (eds.) (1996) Women Transforming Communication, Global Intersections. CA: Sage Publications, New Delhi.

2. Ammu Joseph, Kalpana Sharma (eds.) (1994) Whose News? The Media and Women's Issues, Sage Publications, New Delhi.

3. Ammu Joseph, Kalpana Sharma (eds.) (2006) Whose News? The Media and Women's Issues, Sage Publications, New Delhi.

4. Charlottee Krolokke and Anne Scot Sorensen (2005), Gender Communication: Theoriesand Analyses, Sage Publications.

5. Donna Allen, Susan J. Kaufman, Ramona, R. Rush (ed.). Women transforming Communications. London: Sage Publications.

6. Karen Boyle (2002) Media and Violence. London: Sage Publications.

7. Kiran Prasad (ed.) (2005). Women and Media: Challenging Feminist Discourse. New Delhi: The Women Press.

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9. Katharine Sarikakis and Leslie Regan Shade (2008) (eds.), Minding the Gap: Feminist Interventions in International Communication, USA: Rowman and Little field.

10. Kiran Prasad (ed.) (2004) Communication and Empowerment of Women: Strategies and Policy Insights from India vol.1 &2. New Delhi: The Women Press.

11. Marian Meyers. Engendering Blame: News Coverage of Violence against Women. London: Sage Publications.

12. Pamela Creedon. Women in Mass Communications.

13. Patricia M Buzzanell. Rethinking Organizational and Managerial Communication form Feminist Perspectives.

14. Subhash Josh and Kiran Prasad (eds.) (2008). Feminist Development Communication: Empowering Women in the Information Age. New Delhi: The Women Press.

15. Vidya Dehejia, Representing Body: Gender Issues in Indian Art, Kali for Women, New Delhi, 1997.

Course 405(b): WOMEN AND WORK: GENDER QUESTIONS
Code: SVUWS - 405(b) (Open Elective)

Pre-requisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about basic principles of economics in general and Indian economy in particular.

Objectives of the Course:
1. To understand the concepts of work and work participation and workforce participation levels in India;
2. To familiarize with the theoretical knowledge about segregation in labour market and its impact;
3. To appraise the role of women in agriculture, industry and business sectors in India;
4. To analyse the shares of women in income and wealth distribution in the economy.

Course Learning Outcomes (CLOs)
After completion of this course successfully, the students will be able to
CLO-1: Understand the concepts of work, work participation workforce participation levels in India;
CLO-2: Gain theoretical knowledge on the human capital, segregation and discrimination in the labour market;
CLO-3: Explain the role of women in agriculture and in allied activities;
CLO-4: Analyse the participation levels of women in industry, business and service activities;
CLO-5: Critically evaluate the shares of women in landed property, income, consumption expenditure and wealth.

UNIT- I : Women Population and Labour Force & Work force Participation
Meaning and concept of work, gender roles, Gender division of labour, Gender norms and Gendered preferences; Gender issues in the Millennium and Sustainable Development Goals; Work force composition – Census of India and NSSO.

UNIT- II: Women and Economy: Theoretical Perspectives
Human Capital theories in Feminist perspective - Women in development, challenges and exploitation - Marginalization and exploitation of women workforce; Inequality and discrimination - Measurement of segregation and Inequality.

UNIT- III: Women & Agriculture and Allied Activities
Women's Participation in Indian Agriculture and Allied Sectors, Trends in women's Participation in Agriculture as Cultivator and Agricultural Labor in different States of India; Government support programmes for women to reduce the gender-based income gap; Incorporation of gender issues into socio-economic development programmes for Rural Women.

UNIT -IV: Women & industry, business and Service Sectors
Women in organized and unorganized sectors, Participation of Women in different occupations, discrimination in work, income and wages; Case Studies of few known women entrepreneurs across rural and urban India - Bill & Melinda Gates Foundation, WIEGO, and SEWA Bharat.

UNIT V: Women & Share in Land, Income and Wealth
The gender factor in household economics: Distribution of resources, incomes (expenditures) and decision-making mechanisms in the household; Estimation of women's unpaid work (GDP satellite accounts).

REFERENCES:

1. Singh Kamala. (1992), Women entrepreneurs, Ashish publishing house, New Delhi.

2. Gordon E. & Natarajan K.: (2007) Entrepreneurship Development – Himalaya Publication House, Second Revised edition.

3. Baporikar, N. (2007) Entrepreneurship Development & Project Management Himalaya Publication House.

4. Dhaliwal S. (1998), "Silent Contributors: Asian Female Entrepreneurs and Women in Business", Women's Studies International Forum, Vol. 21 (5), pp. 469-474.

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9. Hartmann, Heidi I. and Markusen, Ann R.(1980) Women as a Reserve Army of Labour: A Critique. Review of Radical Political Economics, 15(1), Spring.

10. Himanshu (2011) Employment Trend in India: A Re-examination, Economic and Political Weekly, 46(37).