

SRI VENKATESWARA UNIVERSITY: TIRUPATI
CENTRE FOR WOMEN'S STUDIES

Re-Structured P.G. Programme (CBCS) as per NEP 2020, National Higher Education Qualification Frame Work (NHEQF) and Guidelines of APSCHE

(With effect from the batch of Students admitted from the academic year 2024-25)

M.A. WOMEN'S STUDIES AND MANAGEMENT

SEMESTER - I								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	SVUWS 101	Introduction to Gender & Women's Studies	6	4	70	30	100
2		SVUWS 102	Women's Movements: National & International Perspective					
3		SVUWS 103	Policies and Programs for Women's Development					
		SVUWS 104	Media and Communication: Gender Concerns					
		SVUWS 105	Governance: Gender Issues and Challenges					
4	*SOC	SVUWS 106	Principles and Practice of Management with Gender lens 1(A) Or Theories and Practice of Social Work 1(B)	6	4	70	30	100
5		SVUWS 107	Computer Applications and Data Analysis 2(A) Or Fundamentals Of Cybersecurity - Crimes Against Women And Digital Justice 2(B)					
Total				36	20	350	150	500
6	Audit Course	SVUWS 108	Status and Practices for Women Empowerment during Vedic Period	6	0	0	100	0

- *CC (Core Courses) - Student can choose any Three out of Five Core Courses
- *SOC (Skill Oriented Courses) – Student can choose one from each code
- Audit Course – Zero Credits but mandatory with only a Pass

SEMESTER - II													
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks					
1	*CC	SVUWS 201	Feminist Theories	6	4	70	30	100					
2		SVUWS 202	Development: Gender Perspectives										
		SVUWS 203	Environment: Gender and Livelihood Challenges										
3		SVUWS 204	Women's Health-A Life Cycle Approach						6	4	70	30	100
		SVUWS 205	Health and Nutrition- Gender Analysis										
4	*SOC	SVUWS 206	Marketing and Digital Transformation 3(A) Or Corporate Social Responsibility 3(B)	6	4	70	30	100					
5		SVUWS 207	Financial Management and Analysis with Gender Concerns 4(A) Or Communications, Soft Skills and Etiquette 4(B)										
6	*OOTC	SVUWS 208	Open Online Trans-Disciplinary Course-1	-	2	-	100	100					
Total				36	22	350	250	600					
7	Audit Course	SVUWS 209	Indian Health and Wellness Practices	6	0	0	100	0					

- *CC (Core Courses) - Student can choose any Three out of Five core courses
- *SOC (Skill Oriented Courses) – Student can choose one from each code
- *OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,
- Audit Course – Zero Credits but mandatory with only a Pass

SEMESTER - III								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	SVUWS 301	Research Methodology	6	4	70	30	100
2		SVUWS 302	Gender based violence: Issues and Concerns	6	4	70	30	100
		SVUWS 303	Women's Legislations: Gender Concerns					
3		SVUWS 304	Entrepreneurship Development and Gender Analysis	6	4	70	30	100
		SVUWS 305	Participatory learning and Action					
4	*SOC	SVUWS 306	Principles and practice of Guidance and Counselling 5(A) Or Family Counselling Methods 5(B)	6	4	70	30	100
5		SVUWS 307	Human Resource Management: Fundamentals and Applications 6(A) Or Personality Development and Capacity Building 6(B)	6	4	70	30	100
6	*OOTC	SVUWS 308	Open Online Transdisciplinary Course – 2	-	2	-	100	100
*	Seminar / Tutorials / Remedial Classes and Quiz as part of Internal Assessment			6	-	-	-	-
Total				36	22	350	250	600

- *CC (Core Courses) - Student can choose any Three out of Five core courses
- *SOC (Skill Oriented Courses) – Student can choose one from each code
- *OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,

SEMESTER - IV								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	OOSDC	SVUWS 401	Open Online Skill Development Courses	-	8	-	200	200
2	PW	SVUWS 402	Project Work – Orientation Classes	24	12	300	0	300
*	Conducting classes for competitive exams, communication skills, UGC / CSIR and NET / SLET examinations			12	-	-	-	-
Total				36	20	300	200	500
Total Semesters				144	84	1350	850	2200

- Open Online Skill Development Course (OOSDC) - Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)

SRI VENKATESWARA UNIVERSITY: TIRUPATI
SVU COLLEGE OF ARTS
CENTRE FOR WOMEN'S STUDIES

Programme: M. A. in Women Studies and Management

Programme Objectives: This Programme is designed to educate the learner with gender concepts and perspectives.

□ **To Analyze the issues related to women in the context of individual, inter-personal, societal and institutional relationships;**

- To explain Gender and Power relations and their impact on the Family and Society;
- To provide insight on gender disparities in education, health, income, wealth political and legal systems;
- To examine the relationship between women studies and other areas of study;
- To analyse the existing policies and programmes to achieve Gender Equality;
- To make gender analysis to undertake effective steps for achieving gender equality, gender empowerment and social justice.

Programme Specific Outcomes (POs): On successful completion of M. A. Women's Studies and Management Programme, the students will be able to

- PO 1: Understand the Gender roles and actively participate in the debates and discussions on feminist approach to development;
- PO 2: Explain the Gender and power relations and their impact on the Family, Society and other Institutions;
- PO 3: Use the range of analytical and field-based skills, leadership skills with gender perspective which will equip them with professional careers as Entrepreneurs, Social Activists and Technocrats;
- PO 4: Apply their managerial skills to work independently, in groups so that they could transform themselves into job-ready candidates and achieve their career goals in an Egalitarian society.
- PO 5: Utilize their knowledge to join in reputed National and International NGOs to serve the Women and Children and the downtrodden people.

SEMESTER – I
Core Course
SVUWS 101: INTRODUCTION TO GENDER AND WOMEN’S STUDIES

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 Learning 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

Historical Role of Women in Society - Women in Politics and Leadership -Education and Women's Empowerment- 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 Krishna 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 Publications 1992).
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).

Core Course

SVUWS 102: WOMEN'S MOVEMENTS: NATIONAL & INTERNATIONAL PERSPECTIVE

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

Overview of feminism: Definition, waves, and key concepts, First Wave of Feminism: Anti-slavery Movement, and its impact on society. Role of women in the abolitionist movement. Historical context of the 18th century: Social, political, and economic conditions. History and development of the women's suffrage movement, development of the suffrage movement in the United Kingdom and in other European countries (e.g., France, Germany). Major events: Suffrage parades, protests, and legal challenges. Second Wave Feminism: Legal status of women in the 18th century: Property rights, marriage, and divorce. Role of women in public and political life. Third Wave Feminism: Renewed Campaign for Women and Politics. Impact of third-wave feminism on future generations of women leaders.

UNIT – II: Feminist Movements in Third World Countries

Defining "Third World" and its implications for feminist movements. China: Role of women intraditional Chinese society, Key issues: Gender equality, domestic violence, and the one-child policy, Contemporary feminist movements and the influence of digital activism. South Africa: intersection of race, class, and gender in South African feminism, Gender-based violence and the role of the women's rights movement, Contemporary feminist organizations and their influence on policy and society. Sri Lanka: Women's roles in traditional and colonial Sri Lankan society, Contemporary feminist movements and their impact on policy and society. Afghanistan: Role of women in post-Taliban Afghanistan: Education, politics, and activism. Impact of international organizations and NGOs on women's rights.

UNIT – III: Women’s Movement 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 BachaoAndolan, 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, (1796) 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-Anand Publications
7. Sarkar, S.& Sarkar, T.(eds) (2008) Women and Social Reform in Modern India: A Reader, 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.

Core Course
SVUWS 103: POLICIES AND PROGRAMMES FOR WOMEN'S DEVELOPMENT

Prerequisite or Knowledge requirement for the Course: Student should have *knowledge* 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, and concepts of women's Development, Meaning and Scope of Women's Development, Social and Cultural Aspects of Women's Development, Women and Sustainable Development, Women's Development in the Global Context, Theoretical Perspectives: Gary Becker - Rights Based Approaches of AmartyaSen and Muhammad Yunus.

UNIT – II: Development of Women through Five Year Plans

The origin and objectives of Five-Year Plans in India, Welfare Perspective (I to V Plan), Development Perspective (VI –VII plan), Empowerment Perspective (VII plan), Inclusive Group Perspective (XII plan to till now), Role of Planning Commission/NITI Aayog, NITI AYOOG - Initiative of Women Empowerment.

UNIT – III: Socio – Economic Determinants of Women's Development

Education and Skill Development, Economic Empowerment of Women, Women in Politics and Leadership Employment, Health and Nutrition, Housing, Media and Information and Communications Technology (ICT), Technology and Women's Development, Impact of Globalization on Women's Economic Development, Gender and Rural Development.

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 – 2001-2016, New Educational Policy - 2016, Higher Level Committee Report on Status of Women -2017.

UNIT – V Government Schemes and Policies for Girl Child and Women Empowerment

Central/State Programmes: ICDS, MSY, TRYSEM, SJRY, IAY, KBP, STEP, PMEGP, PMAY-GSukanyaSamridhiYojana, Sabala or (RGSEAG) Rajiv Gandhi Scheme for Empowerment of Adolescent Girls 2010, One stop Centre scheme 2015, Swayamsiddha 2001, Nutrition Programme for Adolescent Girls (NPAG) 2002-03, Mother and Child Tracking System (MCTS) 2009, Indira Gandhi MatritvaSahyogYojana (IGMSY) 2010, Kasturba Gandhi BalikaVidyalaya (KGBV) 2004, JananiSurakshaYojana 2005, Ujjawala 2007, National Rural Livelihood Mission (NRLM) 2011, National Mission for Empowerment of Women 2011, MGNREGS 2005, BetiBachaoBetiPadhao Scheme 2015, Girl Child Protection Scheme (GCPS) 2005, DWCRA – 1984.

National Organizations: National Commission for Women (NCW), National Institute of Public Cooperation and Child Development (NIPCCD), RashtriyaMahilaKosh (RMK), Central Social Welfare Board (CSWB), Central Adoption Resource Agency (CARA), National Commission for Protection of Child Rights (NCPCR), Self Employed Women's Association (SEWA).

References

1. Ester, Boserup.: Women's Role in Economic Development, (London: George Allen and Unwin Limited, 1970)
2. Maithereyi Krishna Raj: Women and Development — The Indian Experience, SNDT Women's University., Monographs — Sociology - (Pune: Shubharada Saraswath Prakasham 1988)
3. Committee on the Status of women in India: Towards Equality (New Delhi: Government of India, Department of School Welfare, Ministry of Education- 1975).
4. National Commission on Self-employment of Women in the formal sector— Shramasakthi(New Delhi : Government of India, Department of Labour, 1988)
5. Govt. of India: Sixth Five year plan (1980-85), Women and Development, Chap.27) (New Delhi: Planning Commission).
6. National Policy on Education, 1986, (New Delhi : Ministry Of Human Resource Development, Department of Education)
7. Seventh Five year plan, (1985-90) Socio- Economic Programmes for Women, Chapter 17, (New Delhi: Planning Commission).
8. Chowdary D. Paul: women Welfare and Development, A Source book, (New Delhi: Common Wealth Publishers 1991)
9. Harish: Economic development and role of Indian Women. (New Delhi: Common Wealth Publishers 1991)
10. Maithereyi Krishna Raj : Women and Science, selected essays- Delhi: Himalaya publicity home, 1991)
11. Ramala. M. et al.: Assistance for Women's Development from National Agencies SNDT (Bombay: Popular Prakasam Pvt., Ltd., 1992).
12. National Council of Applied Economic Research: South India Human development report (New Delhi : Oxford University press, 2001)
13. MahabubulHaq, Human Development Centre: Report on Human Development in South Asia the Gender Question (Karachi : Oxford University press, 2000)
14. Department of Women and Child Development — Annual Report 2001- 2002 National policy for the Empowerment of Women – 2000.

Core Course
SVUWS 104: MEDIA AND COMMUNICATION: GENDER CONCERNS

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: Think critically about the intersections of race, gender, ethnicity, sexuality, religion, nationhood and belonging in our primary texts;

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

Gender, Race, and Class in Media, Key Concepts and Critiques of Feminist Media Theory, Feminist communication theories: Meaning and evolution, different types of feminist communication theories.

UNIT – II: Gender Stereotyping in Media

- Gender stereotyping in Media
- Portrayal of Gender in Print Media
- Portrayal of Gender in Audio Visual Media
- Radio Programmes
- Gender Inequality and its sources in media;
- Media Effects – Levels, Kinds and Processes; Media Ownership and Control

UNIT – III: Gender and Electronic Media

- Television-Gender Presentation in Serials / Reality Shows / Talk Shows / Game Shows / Advertisements / Comedy / News –TV Culture.
- Films -Gender construct through the history of cinema -Hero Vs Heroine Centric Representation
- Gender Stereotyping-Commercialization and Objectification –Censor Board –Film Appreciation

UNIT – IV: Gender and New Media

- Gender question in Digital media, social media: Twitter, Facebook, WhatsApp, Instagram,
- Telegram, Snap chat - Online activism on gender issues,
- Impacts and Significance of Feminist Media -Increased Gender Equality, Amplification of Marginalized Voices, Empowerment and Agency, Cultural Transformation

UNIT – V Legal frameworks and Communication Media

Communication and Women's Empowerment: National Policy for Empowerment of Women , Indecent Representation of Women (Prohibition) Act,1986 – Guidelines for journalistic conduct laid down by press trust of India, Social Media Act 2021, The Internet and Legal issues: Cyber Laws in India – Privacy and Piracy; IT Act, Societal Awareness and Activism.

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) Who's News? The Media and Women's Issues, Sage Publications, New Delhi.
3. Ammu Joseph, Kalpana Sharma (eds.) (2006) Who's News? The Media and Women's Issues, Sage Publications, New Delhi.
4. Charlotte Krolokke and Anne Scot Sorensen (2005), Gender Communication: Theories and 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.
8. Kiran Prasad (ed.) (2006) Women, Globalization and Mass Media: International Facets of Emancipation. New Delhi: The Women Press.
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. VidyaDehejia, Representing Body: Gender Issues in Indian Art, Kali for Women, New Delhi, 1997.

Core Course
SVUWS 105: GOVERNANCE: GENDER ISSUES AND CHALLENGES

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: Analyse interventions made by the government through 73 rd and 74 th 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. Influence of family, religion, and community on women's political aspirations. Role of women in Government institutions: women's representation in parliaments, local governments, and executive positions.

Unit-II: Components of political participation of women

Women as voters: Types of voters, voter- turnout and elections Women as Candidates: Types, Challenges faced by women candidates: Gender bias, financial constraints, lack of support, 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. Historical background of Women Reservation Bill, Nari Shakti Vandan Adinayam -2023. Strategies for Indian Government and NGOs increasing women's participation in politics and governance.

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, NewDelhi,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., NewDelhi2002.
- 4) LaxmiDevi, 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.

Skill Oriented Course - 1
SVUWS 106(A): PRINCIPLES AND PRACTICE OF MANAGEMENT
WITH GENDER LENS

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

Course Objectives (Cos):

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 Learning 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 Organization

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.

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2. Dr. L.M. Prasad (2020), 'Principles and Practice of Management', Sultan Chand & Sons.
3. Dr. S.C. Saksena (2019), 'Principles of Business Management', Sahitya Bhawan Publications.
4. P.C. Tripathi, P N Reddy (et al.) (2021) 'Principles of Management', McGraw Hill Publication.
5. Edwin Flippo (1992), 'Personnel Management', McGraw Hill.
6. R. Wayne Mondy, Arthur Sharplin (et al.) (1988), 'Management, Concepts and Practices', Allyn and Bacon.
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.

Skill Oriented Course - 1
SVUWS 106(B): THEORIES AND PRACTICE OF SOCIAL WORK

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

Objectives of the course:

1. To emphasize 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.
4. Inculcate the knowledge on the socio-economic and culture realities of the present society.
5. Apply the knowledge gained in the classroom to real world situation through casework—group work- community development projects.

Course learning Outcomes (CLOs)

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

CLO-1: Explain the social work definition and objectives

CLO-2: Identified need of social work in community organization.

CLO-3: Analyze social work methods and community development.

CLO-4: Explain the processes and procedures in the formation and Registrations of NGOs

CLO -5: List out different Funding Agencies for NGOs and identify a suitable agency for funding projects for women development and empowerment;

Unit – I: Concepts of social work

Concepts of social work, Social work-definition, objectives and functions-values and principles of social work-social work practice in India.

Unit-11: Social Work in community Organization

Community organization-definition, process and principals of community organization-social action, definition, scope, principles social action for improvement of women-social welfare administration, concept, definition-social welfare administration at center, state and local levels.

Unit-:111: Social Work Methods and strategies

Social work methods and strategies -social case work-definition. Scope. purpose, components-principles, process and approaches to case work-social group work- definition, scope, objectives, purpose, principles, process of social group work-application to women in need. Field of social work –family welfare, child welfare, school social work, social work initiatives for women in various situations and setting including indigenous, migrant, displaced and poor women.

Unit – IV: 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 - V: 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.

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
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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, PravinVisaria (Eds.), Social Change through Voluntary Action, Sage Publications, New Delhi, 1998.
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11. Reider Date 2003, organizations & Development-Strategies Structures & Process, Sage Publications, New Delhi.

Skill Oriented Course - 2
SVUWS 107(A): COMPUTER APPLICATIONS AND DATA ANALYSIS

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 and its applications.

CLO-2: Demonstrate knowledge on the basics of Input Devices, Output devices and Storing Information in a computer.

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.

UNIT – II: Computer Devices

Input Devices: The Keyboard, the Mouse, the Track ball, Scanner, Digital Camera, Keyboard, Mouse, Track Ball, Joystick, Touch Screen.

Output Devices: Monitors CRT Monitors, Flat Panel, Monitors, P.C. Projectors, Sound Systems, Hard Copy, Dot Matrix Printers, Inkjet Printers, Laser Printers, Plotters.

UNIT – III: 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 – IV: 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 text and chart slides. Preparing charts – customizing presentation. Drawing slide and creating slide shows.

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 and Social Networks.

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. RaghavBahl, “Exploring Micro Soft Office XP”.

Skill Oriented Course - 2
**SVUWS 107(B): FUNDAMENTALS OF CYBER SECURITY - CRIMES AGAINST
WOMEN AND DIGITAL JUSTICE**

Prerequisite or Knowledge requirement for the Course: Students should have basic knowledge on Cyber Security, Cybercrimes and Digital Justice.

Objectives of the Course:

- To sharpen students' critical awareness on the importance of Computers and Cyber Security;
- To understand the types of Cyber Crimes and Digital Justice;
- To give students an opportunity to develop Cyber Complaint mechanism and eradicate Cyber Crimes against women.

Course Learning Outcomes (CLOs)

- Learning the basic concepts of cyber security
- Understanding user authentication and access control
- Comprehending the basics of Cyber-crimes against women
- Obtaining a basic knowledge of cyber laws and regulations
- Understanding complaint system and Digital Justice

Unit-I

Introduction: Generations of Computer, Types of Computer - Functional units of a computer system, Input Devices -Output devices – Memory – Storage Devices.

Unit-II

Introduction of Computer and Information Security: Concept, Definition and its needs, Denial-of-service attack, Direct-access attacks.

Unit-III

Introduction to Cyber Security: Importance and challenges in Cyber Security - Cyberspace - Cyber threats - Cyber warfare - CIA Triad - Cyber Terrorism - Cyber Security of Critical Infrastructure - Cyber security -Organizational Implications.

Unit –IV

Cyber-crimes against women- Cybercrime Meaning, Types- Sextortion, Phishing, Pornography, Cyber stalking, Cyber hacking, Cyber-bullying, Cybersex trafficking, Online Drug Trafficking, Reason for increasing in Cybercrimes.

Unit-V

Cyber Crime Prevention- Digital Justice Measures taken by the Government- Cyber Crime Prevention against Women & Children (CCPWC) scheme, Information Technology Act of 2000, Indian Cyber Crime Coordination Centre (I4C).

Reference

- Alan Calder, “Implementing Information security based on ISO 27001/ISO 27002 (Best Practice)”, Van Haren Publishing, 2009
- DebaratiHalder, “Cyber Crimes Against Women In India”, Sage Publishers, 2016.
- Devan N. Shah Information Security Principles and Practice Wiley India 2009
- George K.Kostopoulos Cyber Space and Cyber Security CRC Press 2013
- Harish Chander and GagandeepKaur, “Cyber Laws and IT Protection”, PHI Publication, 2022
- Jason Andress, “Foundations of Information Security - A Straightforward Introduction” , William Pollock Publisher, 2019.
- Kant Mani, “Legal Framework on Cyber Crimes”, Kamal Publishers, 2019.

Indian Knowledge System – 1 (Audit Course)
SVUWS 108: STATUS AND PRACTICES FOR WOMEN EMPOWERMENT DURING VEDIC PERIOD

Prerequisite or Knowledge requirement for the Course: Students should have basic knowledge on Status of Women in Vedic Period, understanding Vedic feminism and Practices for Women's Empowered Well-Being.

Objectives of the Course:

1. To sharpen students' critical awareness on institutional and cultural contexts in the lives women in Vedic period;
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 and eradicate social evils against women.

Course Learning Outcomes (CLOs)

CLO- 1 To analyze women's position in society using a conceptual framework

CLO- 2 To understand the elements of history that laid foundation to women 's status in Indian society

CLO- 3 Development knowledge on the features of Vedic Practices for Women's Empowered Well-Being

CLO- 4 Know about the Difference between Vedic Feminism and Western feminism

Unit- I WOMEN OF VEDIC AGE

Status of Women in the Epics -Status of Women in the Smritis -Status of Women in the Buddhist Period -Status of Women in Medieval Period -Women during Post Vedic period

Unit- II WOMEN IN ANCIENT INDIAN SOCIETY

Role of Marriage -Role of Family Power Distribution of men and women in Vedic period -Ancient Women and Education Ancient Women in Politics

Unit- III ROLE OF WOMEN SAGES (RISHIS) IN VEDIC PERIOD

The Rig Veda mentions Romasa, Lopamudra, Apala, Kadru, Visvavara, Ghosha, Juhu, Vagambhrini, Paulomi, Yami, Indrani, Savitri, and Devajami. The Sama Veda adds Nodha, Akrishtabhasha, Sikatanivavari and Gaupayana. When it comes to talking about significant female figures of the Vedic period Ghosha, Lopamudra, SulabhaMaitreyi, and GargiKakshivati, DakshinaPrajapathya, Vishvavar, Atreyi,Godha,, Apala, YamiVivasvathi, Lopamudra, RomashaSvanya,, AditiDakshayeni,, RatriBharadwaja, VasukraPathni, Surya Savitri, Indrani, SarmaDevasuni, Urvashi, Shashwati, Angirasi, Sri Laksha

Unit- IV INDIAN FEMINISM IN VEDIC PERSPECTIVE

Introduction to Vedic Feminism, Vedic Feminism and spiritual outlook, Difference between Vedic and Western Feminisms.

Unit- V VEDIC PRACTICES FOR WOMEN'S EMPOWERED WELL-BEING

Ayurvedic Daily Rituals, Pranayama and Breathwork, Yoga for Women's Health, Meditation and Mindfulness, Ayurvedic Nutrition, SutikaParicharya, Japa and Mantra Meditation

Vedic Skincare Rituals, Celebrating Femininity, Lunar Cycle Alignment

REFERENCES

- Agnew, Vijay. *Elites Women in Indian Politics*. Delhi: Vikas, 1979. Print
- C.P. Rai, *Working Women in India*, 2002, 1st edition, Vol. 2, p. 459.
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- Pal Baswathi 2019. "The Saga of women's status in ancient indian civilization, published by Sciendo, Page range: 180 - 184 DOI: <https://doi.org/10.2478/mgrsd-2019-0012>
- ShashiPrabha Kumar 1998. Indian feminism in Vedic perspective, *Journal of studies on Ancient India*, vol-1, no 2-4, page no 141 to 152.
- ShashiPrabha Kumar 2020. *Vedic Feminism*, Vivekananda International Foundation, 19 October 2020.
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SEMESTER- II

Core Course

SVUWS 201: FEMINIST THEORIES

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, Eunuch by Germaine Greer and the Dialectic of Sex by Shulamith Firestone.

References

1. Derrida, J, of *Grammatology*, translated by GayatriSpivak, Baltimore, MD: Johns Hopkins, University Press.
2. Hazel Henderson, *Alternative Futures*, Pedigree Books, New York, 1978.
3. Mohanty, J et al, *Third World 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, Delhi 1993.
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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*.

Core Course
SVUWS 202: DEVELOPMENT - GENDER PERSPECTIVES

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 mainstreaming, Gender stereotypes, Gender violence, Gender vs. Sex, femininity and Masculinity, Gender discrimination Gender Equity and Equality, Gender Roles and Gender Needs, Triple Roles of Women, Practical and Strategic Needs. Gender theories the functionalist, conflict, biological perspectives.

Unit – II: Framework of Gender Analysis

Definition, Meaning and Objectives of Gender Analysis; Gender Analysis as a tool for Development, Harvard Analytical Framework; Caroline Moser's Gender Planning Frame Work; Rani Parker's Gender Analysis, Matric and Sara Longwe: Women Empowerment Frame Work; NailaKabeer'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: Gender Analysis, Engendering Policy & Programmes

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. Analyzing developmental agenda, networking, lobbying and advocacy, Gender sensitive planning Gender focal staff, Gender training and management support, Gender Budgeting initiatives in India

Class room Activities:

- Study Gender analysis of development policies and programmes
- Engendering a specific policy and programme
- Mapping the countries with High, Medium and Low Gender Disparity.

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.
13. Nehen, S.N. (2007), Gender Development: Dimensions and Policies, New Delhi: Serial Publications.
14. Regan C. (ed.) (2006) Development in an Unequal World. Orelan: Educating and Acting for a Better World.
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16. Yadav K.P. (ed.) (2010), Gender Equity and Economic Development, New Delhi: Swarup and Sons.
17. Sanjua Dasgupta, Dipankar Sinha and Sudeshna Chakravarthi (2011), Media, Gender and Popular Culture in India, Sage Publications, New Delhi.
18. Elaine Enarosan and Dhar Chakrabarti P.G. (2010), Women, Gender and Disaster — Global Issues and Initiatives, Sage Publications, New Delhi.

Core Course

SVUWS 203: ENVIRONMENT: GENDER AND LIVELIHOOD CHALLENGES

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

Concept of Sustainable Development, Sustainable Development Goals in relation to Environment and Climate Change. 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 and men in Sustainable Environment and Livelihood Management

Gender Perspective in Natural Resources Management: Forest Management –Afforestation, Social Forestry and VanaSamrakshanaSamithi (VSS); Energy Management-Solar and Bio gas, Adoption of latest Technology; Green Revolution, Garbage and Waste Management. Policies and Legislations related to Environment, Green Audit. Role of Public-Private Partnership (PPP) in Natural Resource Management; Role of Government, Role of NGO's, Grass- Root Initiatives: Role of SHGs, Micro Credit and Micro Enterprises for livelihoods of women. Natural Resource Management and eco feminism.

Unit –V: Climate change – Causes and consequences

Meaning of Global Warming and Green House effect – Contributing factors, Consequences and Results of Global Warming on Climate Change, Response to Green House effect - Ozone Depletion and its effect on Climate Change –Climate Change Convention(UNFCCC), Paris Conference -2015, Contribution 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.
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Core Course
SVUWS 204: WOMEN'S HEALTH: A LIFE CYCLE APPROACH

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, Common reproductive health problems: Causes, consequences, and prevention., Antenatal, Natal and Postnatal care; Infant Mortality Rate- Maternal Mortality Rate – Maternal Morbidity Rate, Immunization, impact of socio-economic factors on fertility preferences and behaviours., importance of family planning in reproductive health., Family Planning and Contraceptive Methods, importance of reproductive rights.

UNIT- II Reproductive Health and Communicable Diseases

Overview of communicable diseases in the context of reproductive health, relationship between reproductive health and communicable diseases. Sexually Transmitted Diseases, types of STDs, Symptoms, diagnosis, and treatment of common STDs / Reproductive Tract Infection, types of RTIs, Symptoms, diagnosis, and treatment of common RTIs. Impact of RTIs on reproductive health: Pelvic inflammatory disease (PID), ectopic pregnancy, etc. Human Immune Virus /Acquired Immune Deficiency Syndrome, Modes of Transmission,

UNIT- III Reproductive Health Care Services, Policies and 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:

1. Facility Survey of Public Health Institutions in Andhra Pradesh, Indian Institute of Health and Family Welfare, Vengalrao Nagar, Hyderabad –2008,
2. Radhika. R. and Jeejeebhoy's. J, Women's Reproductive Health in India, Rawat Publications, Jaipur and New Delhi, 2000.
3. Panthaki, D., (1998) Education in Human Sexuality: A source book for educators, Family Planning Association of India, Mumbai.
4. Women World Development series Women and Health, Zed books limited, London, 1995.
5. WHO School Health Education to Prevent AIDS and Sexually Transmitted Diseases, a resource package for curriculum planners, 1994.
6. Srinivasan. K., Reproductive Health, India towards population and Development goals, Oxford University Press, New Delhi, 1997.
7. National guidelines on Infant and Young Child Feeding, Ministry of Women and Child Development Food and Nutrition Board, Govt of India Second Edition, 2006.
8. SaseendranPallikadavath, Women's Reproductive Health, Sociocultural Context and AIDS Knowledge in Northern India, Journal of Health Management Vol.: 7, No.: 1, April, 1 2005
9. Susan S. Hally, Nutrition in Reproductive Health, The Journal of Midwifery & Women's Health, Volume 43, Issue 6, pages 459–470, Dec 1998.
10. Watsa, M.C., Meeting the Health needs of young people, Journal of Family Welfare. 10: 3- 10, 1990.
11. Population Foundation of India, Training Unit Reproductive and Child Health, Training and Resource Development Centre, New Delhi, 1998.

Core Course
SVUWS 205: HEALTH AND NUTRITION: GENDER ANALYSIS

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: Introduction to Nutrition and Health

Definition of nutrition and its components (macronutrients, micronutrients, and water), Definition of health: Physical, mental, and social well-being. 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: Role of national programmes in public health and nutrition. Applied Nutrition Programme, Supplementary Feeding Programme – National Health Programmes – Anaemia Censure Programme, Goitre Control Programme and Vitamin ‘A’ - Immunization Programme.

Unit – III: Nutrition and Health Education

Definition of nutrition education and its scope. Concept and importance of nutrition education in public health, Channels: role of healthcare providers, educators, and community leaders. 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 Centre 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 centres.
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:

1. Swaminathan. M. – “Principles of Nutrition and Dietetics” (Bangalore: The Bangalore & amp; Printing Publishing Co., Ltd., 1986).
2. NIN Publication – “Nutritive Value of Indian Foods” (Hyderabad: NIN, 1989).
3. Proceedings of the Nutrition Society of India Eleventh Gopalan Creation. (Hyderabad: NIN, 1988).
4. Shukla, P.K. – “Nutritional Problems of India” (New Delhi: Prentice Hall of India, 1982).
5. PARK, K – “Park’s Textbook of Preventive and Social Medicine”, (Jabalpur: Banarasidas Publishers, 1988).
6. ICSSR – “Health for All – An Alternative Strategy” (Pune: Indian Institute of Education, 1981).
7. Reddy, P.R. and Sumangala P. (Eds.) – “Women in Development, Vol. II” (New Delhi: B.R. Publishing Corporation, 1999).
8. Mahadevan (ed.) – “Health Education for Better Quality of Life” (New Delhi: B.R. Publications, 1990).
9. Giane Richardson – “Women and AIDS Crisis” New Edition (London: UNWIN, HYMAN, 1998).
10. Pallack Rosalind Patcheesky – “Abortion and Women’s Choice Questions for Feminism” (Verso, 1986).
11. WHO – HIV SERO “Positivity and AIDS Prevention & Control,” (New Delhi: B. R. Publishing Corporation, 1989).
12. Govt. of India – National Population Policy”, Document (New Delhi: Ministry of Health and Family Welfare, India – 2000).
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 Maitreya (Ed.) – “Gender, Population and Development” New Delhi: Oxford 1999).

Skill Oriented Course - 3
SVUWS 206(A): MARKETING AND DIGITAL TRANSFORMATION

Prerequisite or Knowledge requirement for the Course: Students should have basic knowledge on digital marketing.

Objectives:

- To enable the student's basic understanding of fundamental marketing concepts and their application by business and non-business organizations.
- To explain the strategic organizational and marketing planning process.
- To equip the student with effective digital marketing skills
- Students will gain insights into digital marketing tools and techniques, data-driven decision-making, and the role of

Course Learning Outcomes (CLOs)

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

CLO 1: Define the marketing, including the marketing mix (4Ps: product, price, place, promotion) and their role in creating customer value.

CLO-2: Understand the key concepts of product management, including the product lifecycle, new product development, and product portfolio management.

CLO-3: Analyze the fundamental concepts and principles of digital marketing, including the digital marketing mix and online consumer behavior.

CLO-4: Apply the basic principles of e-commerce, including online business models, digital marketplaces, and the role of technology in facilitating online transactions.

CLO-5: To Develop Digital Marketing Strategies

UNIT – I Introduction to Marketing

Marketing: Meaning & Significance – Marketing Philosophies – Implementing Marketing Concept – Marketing Mix – Marketing Environment – Green Marketing – Organizing Marketing – Women and Marketing Management.

UNIT – II Product and Brand Management

Product Strategy – Product Classification – Product Mix – Product Line – Branding & Packaging – Product Life Cycle Strategies – New Product Development – Innovation Diffusion – Pricing Strategy – Objectives of Pricing – Factors Influencing the Price – Methods of Pricing Cost Based – Demand Based – Competition Based – New Product Pricing – Role played by Women in Product study and Product Mix.

Unit- III Fundamentals of Digital Marketing

Definition and Scope of Digital Transformation, Impact of Digital Transformation on Industries, Overview of Digital Marketing Concepts, Digital Marketing vs. Traditional Marketing -Digital, Evolution of Digital Marketing, Marketing Channels: SEO, SEM, Social Media, Email Marketing, Mobile Marketing, Content Marketing -Digital Marketing Strategies and Planning -Emerging Trends in Digital Marketing.

Unit- IV E-Commerce and Digital Sales Transformation

Overview of E-Commerce Ecosystem - Digital Sales Channels and Strategies - E-Commerce Platforms and Technologies -Customer Acquisition and Retention in E-Commerce -Integration of E-Commerce with Traditional Sales -Case Studies on E-Commerce Success Stories.

Unit- V Digital Marketing Strategies

Content marketing and social media strategies - Email marketing and digital advertising, Market Research and Analysis, Social Media Marketing& its significance, Necessity of Social media Marketing, Building a Successful strategy: Goal Setting, Implementation.

REFERENCES

- Philip Kotler, “Marketing Management” (Pearson Education)
- Kotler& Armstrong, “Principles of Marketing” – Prentice Hall, India.
- Kotler, Philip, “Marketing Management – Analysis and Control” Prentice – Hall of India Pvt. Ltd.: New Delhi, 1986.
- S. Neela Megan “Marketing in India” (Vikas)
- Digital Marketing –Kamat and Kamat-Himalaya
- Marketing Strategies for Engaging the Digital Generation, D. Ryan,
- Digital Marketing, V. Ahuja, Oxford University Press
- Digital Marketing, S. Gupta, McGraw-Hill
- Quick win Digital Marketing, H. Annmarie , A. Joanna, Paperback edition

Skill Oriented Course – 3
SVUWS 206(B): CORPORATE SOCIAL RESPONSIBILITY

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about the importance of collective responsibility in addressing public problems and community development.

Objectives of the Course:

1. The course will thoroughly explore the evolution and modalities of corporate social responsibility (CSR).
2. This course analyses the cross-sector partnerships, the utility of social finance and its relationship with corporate responsibility and other relevant trends.
3. This course examines how CSR is currently practiced with consideration for interaction with government and the non-profit sector.

Course Learning Outcomes (CLOs)

Students who successfully complete this course will be able to:

CLO 1 - Identify and analyze key components of an organization's CSR strategy

CLO 2 - Articulate the role of cross-sector collaboration and partnerships in CSR

CLO 3 - Critically discuss emergent trends and practices to the modalities of CSR

CLO 4 - Understand typical management challenges and opportunities relevant to a broad range of CSR issues involving government, business and the non-profit sector

UNIT- I: Introduction to CSR:

Meaning & Definition of CSR, History & evolution of CSR. Concept of Charity, Corporate philanthropy, Corporate Citizenship, CSR-an overlapping concept; Concept of sustainability and Stakeholder Management.

UNIT -II: CSR and Governance:

CSR through triple bottom line and Sustainable Business; relation between CSR and Corporate governance; environmental aspect of CSR; Chronological evolution of CSR in India; Section 135 of Companies Act 2013-Scope for CSR Activities under Schedule VII.

UNIT -III: CSR Models and Legislation in India:

Models of CSR in India, Carroll's model; drivers of CSR; major codes on CSR; Initiatives in India; National Voluntary Guidelines by Govt. of India.

UNIT-IV: Stakeholders of CSR & Their Roles:

Role of Public Sector in Corporate, government programs that encourage voluntary responsible action of corporations. Role of Nonprofit & Local Self Governance in implementing CSR.

UNIT -V: Contemporary Issues of CSR:

Contemporary issues in CSR - MDGs and SDGs; Global Compact Self-Assessment Tool; Understanding roles and responsibilities of corporate foundations; Successful corporate initiatives - Case Studies of major CSR Enterprises.

References

1. Corporate Social Responsibility: An Ethical Approach - Mark S. Schwartz.
2. The World Guide to CSR - Wayne Visser and Nick Tolhurst.
3. Innovative CSR by Lelouche, Idowu and Filho.
4. Corporate Social Responsibility in India - Sanjay K Agarwal.
5. Handbook on Corporate Social Responsibility in India, CII.
6. Handbook of Corporate Sustainability: Frameworks, Strategies and Tools - M. A. Quaddus, Muhammed Abu B. Siddique.
7. Growth, Sustainability, and India's Economic Reforms – Srinivasan.
8. Corporate Social Responsibility: Concepts and Cases: The Indian - C. V. Baxi, Ajit Prasad.
9. Mallin, Christine A., Corporate Governance (Indian Edition), Oxford University Press, New Delhi.
10. Blowfield, Michael, and Alan Murray, Corporate Responsibility, Oxford University Press.
11. Francesco Perrini, Stefano, and Antonio Tencati, Developing Corporate Social Responsibility- A European Perspective, Edward Elgar. University of Delhi.
12. Sharma, J.P., Corporate Governance, Business Ethics & CSR, Ane Books Pvt Ltd, New Delhi.
13. Sharma, J.P., Corporate Governance and Social Responsibility of Business, Ane Books Pvt. Ltd, New Delhi.

Skill Oriented Course – 4
SVUWS 207(A): FINANCIAL MANAGEMENT AND ANALYSIS
WITH GENDER CONCERN

Prerequisite or Knowledge requirement for the Course: Students are expected to have basic knowledge about Financial literacy and management 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 Breakeven Analysis;

CLO-4: Familiarize with the Ratio Analysis and its importance to the SHG women;

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

Unit-I: Introduction to Financial Management

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

Unit-II: Importance of Capital 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: Importance of Ratio Analysis and Types of Ratios

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 in Financial Sector-Gender concerns

Women’s Role in Financial Analysis in different sectors- Corporate sector, Banking Sector, BPOs, etc.; Gender Competences in Financial Sector.

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 Analysis*.2, 34-36.
2. Gupta, R.L., & Radhaswamy, M., (2016) *Financial Accounting* (18ed.). New Delhi:Sultan Chand & Sons.
3. International Centre for Research on Women (ICRW), (2017) Report on Gender and digital financial inclusion: What do we know and what do we need to know? Published by ICRW, Washington.
4. Keown, Martin, Petty and Scott (Jr): *Financial Management: Principles and Applications*; Prentice Hall of India, New Delhi, 2002.
5. Khalifa R and Scarparo S (2020) Gender responsive budgeting: A tool for gender equality. *Critical Perspectives on Accounting*. Epub ahead of print 15 October 2020. DOI: 10.1016/j.cpa.2020. 102183.
6. Khan, M.Y & Jain, P.K.: *Financial Management*; Tata McGraw Hill, New Delhi, 2008.
7. Patel V (2011) Women and inclusive growth. *The Indian Economic Journal* 58(4): 164–1740.
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.

Skill Oriented Course - 4
SVUWS 207(B): COMMUNICATIONS, SOFT SKILLS AND ETIQUETTE

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

Objectives of the Course:

1. To increase 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 demonstrate 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 behavior 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: *InterpersonalSoft 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.

OOTC – 1
SVUWS 208: OPEN ONLINE TRANSDISCIPLINARY COURSE

Open Online Transdisciplinary Course (OOTC)- Students can choose any relevant course of his/her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

Indian Knowledge System – 2 (Audit Course)
SVUWS 209: INDIAN HEALTH AND WELLNESS PRACTICES

Prerequisite or Knowledge requirement for the Course: Students should have basic knowledge about human body and traditional practices for good health.

Objectives of the Course:

1. To understand the fundamental principles of traditional Indian health systems such as Ayurveda and yoga which are useful for the good health.
2. To understand and implement the practice of health principles i.e., improve the intake of our food, air, water and sunlight to achieve and maintain perfect health.
3. To understand the traditional ways of cleansing the body regularly, strengthening body with Yogic exercises, maintaining the inner stability to prevent diseases.
4. To understand the uniqueness of 'Mind-Body Composition and to choose the right lifestyle.
5. To understand the influence of external environment on internal health and ways to coordinate human body and mind with nature.
6. To understand the mind and its dynamics through knowledge of Ayurveda and Yoga and to use the knowledge to achieve a sound mind in sound body.

Outcomes of the Course:

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

CO1: Define the concept of Health and treatment aspects in Ayurveda.

CO2: Understand the concept of communication between body and mind by understanding the language of body to achieve perfect health.

CO3: Analyse the regimen to maintain state of well being through suitable nutrition to the body and mind.

CO4: Apply the concepts of yoga in daily life.

CO5: Understand the Mind Body harmony, consciousness and solution to issues with in human mind.

Unit-I: Understanding human body

Introduction to Ayurveda, the Knowledge of Life, Health and treatment aspects in Ayurveda, Impact of Panchamahabhuta on Inner environment of Human being, Understanding composition of Human body- Doshadhatu Mala, Understanding Prakruthi, the Mind – Body Composition.

Unit-II: Understanding the communication between body & Mind

Establishing communication between body and mind by understanding the language of body; Understanding the concept of Agni, Koshta, Sara and Ojas and their application in boosting our immunity to protect from various infections; Observing the world through the lenses of Dravya, Guna and Karma; Applying the principle of Samanya and Vissha in every aspect of life to achieve perfect health.

Unit-III: Introduction to Health Regime

Understanding Swasthavritta- the healthy regimen to maintain state of wellbeing; Dinacharya- the Daily regimen including Daily detoxification, exercise, Intake of Food, Water, Air and Sunlight, work and **ergonomics**, Rest and sleep hygiene; Ritucharya- the seasonal regimen, Sadvritta and the concept of social wellbeing; understanding trividha upastambhas- three pillars to health; Concept of Shadrasa in choosing suitable nutrition to the body and mind.

Unit-IV: Introduction to Yoga

Definition, Meaning and objectives of Yoga, Relevance of yoga in modern era; Overview of different types of Yoga viz. Hatha yoga, Raja yoga, Karma yoga, Gyana Yoga, Bhakti yoga; Understanding eight steps of Ashtanga yoga, the Shatkriyas, the six cleansing procedures of Yoga.

Unit-V:IntroductiontoIndianPsychology

Concept of Manas in Ayurveda; Understanding Mind Body harmony, Triguna based Psychology in Ayurveda and Yoga; Influence of Tri dosha on Mind, Mind body intellect and consciousness complex; Understanding consciousness and solution to issues within Human Mind.

References:

1. TheCharakaSamhita
2. TheSusrutaSamhita
3. TehAshtangaHridaya
4. TheHathayogapradipika
5. ThePatanjaliyogasutras
6. TheGherandasamhita
7. Vasant (1984), Lad, Ayurveda, the Science of Self-healing: A Practical Guide: Science of Self-healing, Lotus Press.
8. Dr. Deepak Chopra (2001), Perfect Health--Revised and Updated: The Complete Mind Body Guide, Harmony publication.
9. SwamySatyanandaSaraswati (2002), Asana, Pranayama, Mudra and Bandha, Bihar School of Yoga.
10. BKS Iyengar (2006), Light on Yoga: The Classic Guide to Yoga by the World's Foremost Authority, Thomson Publication.

SEMESTER-III
Core Course
SVUWS 301: RESEARCH METHODOLOGY

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 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: Research in Social Sciences

Definition, Meaning, Scope, Significance, objectives and functions of Social Sciences Research; Need and Importance of Interdisciplinary Research; Steps in the Research Process; Feminist Research Methods: Meaning and Importance of Research in Women’s Studies, Understanding Feminist Research – Concepts, Debate and Limitations; Feminist Epistemology, Feminist Stand Point, Sexist and Non Sexist Research Methodology, Ethnography.

Unit – II: Research Design and Sampling

Steps in Research Design; Types of Research Design: Exploratory, Diagnostic and Experimental; Types of Sampling: Probability Sampling, Random Sampling, Multistage Sampling, Cluster Sampling, Stratified Sampling, Systematic Sampling and Non-Probability Sampling, Purposive Sampling, Convenience Sampling, Quota Sampling, Snow-Ball Sampling.

Unit – III: Data Collection-Qualitative and Quantitative Methods

Characteristics of Qualitative and Quantitative Methods of Data Collection, Qualitative Techniques- Observation, Case Studies, Focus Group Discussions, Action Research, Oral History and Participatory Research; Quantitative Methods – Survey, Interview Schedules and Questionnaires.

Unit – IV: Statistical Techniques

Measures of Central Tendencies- Mean, Median, Mode; Dispersion -Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of Variation; – Hypothesis testing –‘t’ Test, Chi-Square Test, Correlation, Regression analysis; Scaling Techniques – Likert and Thurston Scales.

Unit – V: Research Report Writing

Ethics in Research - Steps involved in the Research Report Writing; Interpretation and Report Writing Bibliography, References, Footnotes Project Proposal Writing and Research Report Writing.

References

1. Neera Desai and Maithreyi Krishna Raj :“Women and Society in India” (New Delhi : Ajantha Publications, 1987).
2. SNTD Women’s University Publications “ Contribution to Women’s Studies Series –4,4, Oral History in Women’s Studies Concept, Method and Use” (Bombay : SNTD Women’s University, 1990).
3. Kitari C. R. : “Research Methodology, Methods and Techniques” (New Delhi : Wiley Eastern Ltd., 2001).
4. Sarma KVS. :“Statistics Made Simple”, (New Delhi : Prentice, Hall of India Pvt. Ltd., 2001).
5. David Kaplan (2004) :The SAGE Handbook of Quantitative Methodology for the Social Sciences, SAGE Publications, Inc.
6. Gupta S.P. (2014) : Statistical Methods, Sultan Chand & Sons, New Delhi
7. Michael S. Lewis-Beck, Alan E Bryman, Tim Futing Liao (2004) : The SAGE Encyclopedia of Social Science Research Methods, Volume 1, SAGE Publications.
8. Kothari, C R&Garg, Gaurav (2014): Research Methodology: Methods and Techniques, New Age International (P) Ltd., Publishers, New Delhi
9. Best, J. (2004). More damned lies and statistics: How numbers confuse public issues. Berkeley, CA: U of California P. HM535.B474.

Core Course
SVUWS 302: GENDER BASED VIOLENCE: ISSUES AND CONCERNS

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: Analyse 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 its Characteristics and significance, Classifying of Gender Based Violence:Private vs. public spheres, Intersections of physical, structural, and cultural violence, Family, Community and the State, Patriarchal Ideology and Violence against Women, Violence as Human Right Violation, Violence, role of feminist activism in addressing and preventing 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, Understanding reproductive rights and their significance for women., 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: Understanding the context of armed and communal conflicts, Sexual abuse and Harassment: Definition and scope of sexual abuse and harassment within the community, Immoral Trafficking:impact of trafficking on women and girls: Physical, psychological, and social consequences, 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: Historical origins and cultural significance and Mathamma Culture: Definition, practices, and its impact on women, Honor Killing, Witch Hunting, Genital Mutilation.

Unit - V: State Response

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.

References:

1. Bansal, D.K. (2006) Gender Violence. New Delhi: Mahaveer and Sons.
2. Fergusons, C. (ed.). (2010) Violent Crime, clinical and implications. California: Sage Publications.
3. Khanna, S. (2009) Violence against Women and Human Rights. Delhi: Swastik Publishers Distributers.
4. Nayar, S. (2010) Violence Against Women in South Asian Communities: Issues for Policy Practice, Delhi: Navyug Books International.
5. Prabhakar, V. (2011) Gender Violence: Women Victims in Man's World. Nevi Delhi: Wisdom Press.

Core Course
SVUWS 303: WOMEN'S LEGISLATIONS: GENDER CONCERNS

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 BNS, BNSS, BSA in ameliorating the plight of girls and women subjected to cruelty such as rape etc.;

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 (Articles 14, 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

Brief overview on Reforms of Women and Criminal Laws- The Bharatiya Nyaya Sanhita, 2023, The Bharatiya Nagariksaraksha Sanhita, 2023 and ,The Bharatiya Sakshya Adhiniyam, 2023. 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: Legal aid Cells, Family Courts, Mahila Court, Nari Shakti Vandan Adhiniyam 2023 (Women' Reservation Bill); Service Provides: Help Lines, Women and Children Help lines; Non State Actors: INGOs and NGOs.

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. Dwarkanath Mitter, The Position of women in Hindu Law (New Delhi: Inter India Publications, 1984).

Core Course
SVUWS 304: ENTREPRENEURSHIP DEVELOPMENT: GENDER ANALYSIS

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: Assess 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, Characteristics and Traits of Women Entrepreneurs, 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, Idea Generation and Opportunity Recognition, Market Research and Analysis, Business Model and Planning,

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

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), Challenges Faced by Women Entrepreneurs, Support Systems for Women Entrepreneurs, Gender-Specific Challenges in Entrepreneurship, Opportunities for Women Entrepreneurs- Women Entrepreneurship and Innovation, Women Entrepreneurs and Social Impact.

Unit– V: Performance Appraisal and Growth Strategies – Management Performance, Assessment, Control–Strategies for Stabilization and Growth – Managing Family Enterprises, Strategies for Overcoming Barriers

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. SundaraPandian M. “Women Entrepreneurship: Issues and strategies”, Kanishka Publishers, Distributors, New Delhi, 1999.

Core Course
SVUWS 305: PARTICIPATORY LEARNING AND ACTION

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, JyotiPrakashan, 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.
6. Ray, G.L. (1999): Extension Communication and Management, NayaPrakash, Calcutta.
7. Reddy, A. (1997) Extension Education, Sree Lakshmi Press, Bapatla.
8. Waghmare, S.K. (1989): Exploring of Extension Excellence, Multi Tech. Publishing Company.
9. BirthaMikkelsen: 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. MukharjeeAmitava, “Participatory Rural Appraisal – Methods and Applications in Rural Planning”, Concept Publishing Company, New Delhi.
13. MukharjeeNeela “Participatory Learning and Action with 100 Field Methods”, Concept Publishing Company, New Delhi.
14. MukharjeeNeela “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.

Skill Oriented Course - 5

SVUWS 306(A): PRINCIPLES AND PRACTICE OF GUIDANCE AND COUNSELLING

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: Counselling and Guidance Gender Concerns

Definition, Characteristics, Scope and Need of Counseling, Purpose, Functions and Role of Guidance, Principles underlying Guidance, historical Contexts for Counselling and Guidance; Types of Services in a Counselling Programme.

Unit – II: Counseling in Different Settings

Counseling in Family Counseling Centers; Industries; Schools and Colleges; Social Welfare Institutions, Correctional Institutions and Hospitals, Issues for Counseling and Processes of Counseling in Each Setting, Structure, Functions and Management of a Counseling. Career Guidance and Counseling, Gender Inclusion.

Unit – III: Types of Counseling

Need for Counseling – Expectations and goals of Counseling, Roles, functions, Characteristics of Counsellor and Counseee, Qualities of a Good Counselor, Factors Facilitating Counseling Relationships.

Types of Counseling

Counseling for Alcohol and Drug Addiction, Child and Adolescent Counseling, Premarital Counseling, Psychological Counseling, Family Counseling, Health Counseling, Sex Counseling, Education and Career Counseling, Occupation Counseling, Elderly Counseling.

Unit – IV: Approaches to Counseling Theories and Gender Concerns

Counseling Theories, Client-Centered Approach, Behavioral Approach, Cognitive Approach, Systems Approach, Eclectic Counseling, Groups Counseling, Stress Management Techniques, Role of Non- Verbal Communication in Counseling, Gender Behavior, Social Conditioning, Group Discussion on Different forms of Gender Discrimination and the Current work Pattern, Dual Role balancing home and career- work places, stress- need for natural Stress relief Methods.

Unit – V: Group Guidance and Counselling

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

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 Guidance Counselling Centre - TPT
6. Report on activities of Guidance and Counselling

REFERENCES:

1. NarayanaRao, “Counselling and Guidance” – 2 nd Edition, Tata Mc. Graw-Hill Publishing Ltd., New Delhi, 2000.
2. Masch. “Principles of Guidance and Counselling” – Sarup and Sons, New Delhi, 2000.
3. SitaramJayaswal. “Guidance and Counselling – An eclectic approach” – Prakash Kendra, Lucknow, 1990.
4. Kukhopadhya, “Guidance and Counselling” – (A Manual), 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, 2. 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 3. 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. Krumholtz, John D. Tharesen Carl, E. “BehaviouralCounselling” – Holt, Rinehart and Winston Inc., New York, 1966.

Skill Oriented Course - 5
SVUWS 306(B): FAMILY COUNSELLING METHODS

Objectives of the Course:

- To give insight into the various concepts in family therapy and acquire skills of family therapist and be able to employ various techniques for counselling family members.
- To learn and practice basic counselling skills, Couple counselling and Family counselling skills

Course Learning Outcomes (CLOs)

- To equip the students with history and evolution of counselling.
- Learn practice skills of counselling and familiarize with the counselling format.
- To know that family as a system and understand the family dynamics.
- To impart to the student's knowledge of structural family counseling methods.
- To impart to the student knowledge of practical skills on couple relationship and improvement of the same.

UNIT-1: Understanding Family: Definition of Family – Characteristics – Functions – Types or Forms of Family – advantages of family relationship - the family life cycle and tasks. Family myths. Marriage: Definition – Characteristics – merits – stages of marriage - the Ushaped curve of marital satisfaction – factors contributing marital satisfaction – challenges of marital satisfaction.

UNIT-2: Family counselling – Definition – importance of family counselling – significance of family counselling today – efficacy of family counselling. Family counselling process: objectives – assessment in family counselling – intervention process in family counselling - Goals of family counselling across life cycle – role of a family counsellor.

UNIT-3: Psychoanalytic Family Counselling: Sketches of Leading Figures - Theoretical Formulations: Freudian Drive Psychology. Normal Family Development - Development of Behaviour Disorders - Goals of Therapy - Treatment Techniques. Attachment in family life (Attachment theory). Imago Relationships.

UNIT-4: Family Systems Counselling of Murray Bowen – Key concepts: Differentiation of Self -Triangles/Triangulation - Nuclear Family Emotional Process - Family Projection Process -Multigenerational Transmission Process - Basic Types of Sibling Position - Emotional Fusion - Emotional Cut-off - Societal Emotional Process Strategic Family Counselling of Jay Haley and Cloe Madanes, Cognitive-Behavioural Family Counselling, Transactional Analysis - Foundational aspects of Treatment Techniques, Application of TA principles in couple Interaction.

UNIT-5: Skills of Family Counselling - : Psycho-geometric, Love Languages: History, Aspects of Love, Conflict Management, Parenting Skills.

REFERENCES

- Alan S. Gurman & David P. Kniskern, (1981). Handbook of Family Therapy. New York: Brunner/Mazel,
- Alan S. Gurman & Neil S. Jacobson (Eds.), (2002) Clinical Handbook of Couple Therapy. 3rded. New York: The Guilford Press
- John Antony D. (2005) Family Counselling: The Classic Schools, Dindigul: Anugraha Publications.
- Griffffin, William. A., & Greene, Shannon, M., (1984). Models of Family Therapy: The Essential model. New York: Boutledge.

Skill Oriented Course - 6
SVUWS 307(A): HUMAN RESOURCE MANAGEMENT: FUNDAMENTAL & APPLICATIONS

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

Human Resource Management Definition – Objectives – Functions – Scope-Importance – HRM in India – Evolution of HRM – Quality of a Good Human Resource Managers – Human Resource Planning – the Changing Social Context and Emerging Issues. Human Resource Structure and strategy: Special Focus on Women

Unit – II: Getting Human Resources

Job Analysis, Job Description and Job Specification. Gender Just Recruitment and Selection – Sources of Recruitment – Selection Process – Test Types – Interview Types- Career Planning – Vs. Man Power Planning and Succession Planning – Career Planning – Process- Career Development – Placement and Induction.

Unit – III: Performance Management and Potential Assessment

- Competency Mapping with Special Study of Women
- Performance Planning and Review, Gender sensitivity in Performance Management.
- Potential Appraisal – Assessment Centers and Career and Succession Planning.
- Human Resource Measurements and Audit.

Unit – IV: Human Resource Development

- Human Resource Development System – Training
- Mentoring and Performance Coaching.
- Building Roles and Teams
- HRD and Women

Unit – V: Women in Human Resource Management

- Status & Role
- Feminization of Human Resources
- Different genders perceive a profession in Human Resources
- Challenges before women in bringing about change
- Gender Stereotypes in the Workplace
- 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 RudraBasava Raj, Dynamic Personnel Administration, Himalaya Publishing House
3. Gary Dessler: Human Resource Management, Prentice Hall India Pvt. Ltd.
4. BiswajeetPattanayak : Human Resource Management, (Prentice Hall of India)
5. Robert L. Mathis, et al. Human Resource Management, (Thomson Learning)
6. BiswajeetPattanayak: Human Resource Management, (Prentice Hall of India)
7. David A. Decenzo and Stephen P. Robbins: Personnel / Human Resource Management
8. Srinivas R Kandula: StrategicHuman Resource Management, (Prentice Hall)

Skill Oriented Course - 6

SVUWS 307(B): PERSONALITY DEVELOPMENT AND CAPACITY BUILDING

OBJECTIVES

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)

CLO-1: Introduction to personality development and leadership.

CLO-2: Explain attitude and motivation attitude of Leadership;

CLO-3: Explain self-esteem and stress management

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 1: INTRODUCTION TO PERSONALITY DEVELOPMENT AND LEADERSHIP

Personality development-concept, nature of scope development of positive thinking leadership, types of leadership - Dimensions of theories of Freud & Erickson- personality – significant of personality development. The concept of success and failure: What is success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure. SWOT analyses.

UNIT II: ATTITUDE & MOTIVATION ATTITUDE

Concept - Significance - Factors affecting attitudes - Positive attitude - Advantages –Negative attitude - Disadvantages - Ways to develop positive attitude - Difference between personalities having positive and negative attitude. Concept of motivation - Significance - Internal and external motives - Importance of self-motivation- Factors leading to de-motivation

UNIT III: SELF-ESTEEM & STRESS MANAGEMENT

Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem Low self-esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviours – Lateral thinking, Stress management concept of stress and its scope. Components of stress-techniques of stress management, emotional intelligences, enhancing the leadership qualities.

UNIT-IV: Leadership Qualities and Skills of a Leader

Meaning, Definition, Scope and Need and Importance of Leadership, Essential Characteristics of an Effective Leader, Functions and Skills/Capabilities required for a Good Leader, Leadership status–ascribed and achieved: Need of Leadership for Women, and status of women in leadership. Gender Perception on Leadership

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 training, building leadership through capacity building among through capacity building among women: TOT Programme on leadership, PRI and gender.

Web based references

1. Capacity Building Activities: A Compendium – Second Edition January 2004
http://www.ainc-inac.gc.ca/bc/proser/fna/ccp/tlrsc/cpcpdm/cpcpdm_e.htm
2. Community Organisational Development www.managementhelp.org
3. GaganSethi, JahnviAndharia and Nupur(2012): Understanding Capacity-building Needs: Current models for Excluded Communities. (www.unicef.org.india)
4. Gender Awareness and Sensitivity Applications –Training Resource Pack: UnnathiOrganisation for Development Education; www.unnati.org
5. Leadership Wikipedia
6. Leading to Choices: A Leadership Training Handbook for Women; www.learningpartnership.org

Book References

1. Jeanne Segal (2002): Raising your emotional Intelligence –Manga Books.
2. John C.Maxwell (2002): Developing the Leader within You - Manga Books.
3. Barbara Moses (2002): Career Intelligence- Manga Books.
4. Dale Carnegie (2002): How to Develop Self Confidence and influence people by public Speaking
5. Uday Shankar, Advanced Educational Psychology, Oxonian press, New Delhi.
6. Uday Shankar, personality development, Wiley Eastern Limited, Bangalore.
7. Kuppuswamy B.,(1964), Advanced Educational Psychology,Sterling Publishers,
8. By Stydzienski, Jill, (ed.), Women Transforming Politics (1992); World -wide Strategies for Empowerment, Bloomington, Indiana: Indiana University press
9. Chambers, Report (2003): participatory workshops, Eat scan, India
10. Hollander, E. P (1978). Leader Dynamics. New York: The free press
11. Udaipareek (1996): Organizational behavior process; new Delhi, Rawat Publications

OOTC – 2
SVUWS 308: OPEN ONLINE TRANSDISCIPLINARY COURSE

Open Online Transdisciplinary Course (OOTC)- Students can choose any relevant course of his/her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

SEMESTER -IV
OOSDC

SVUWS 401: OPEN ONLINE SKILL DEVELOPMENT COURSES

Open Online Skill Development Course (OOSDC) - Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)

SVUWS 402: PROJECT WORK- ORIENTATION CLASSES

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.

Plan of Action:

S. No.	Description	Period
1	Data Collection	30 Days
2	Analysis	20 Days
3	Report Writing & Preparation of Seminar Presentation	40 Days
4	Submission of Dissertation	Submission of Dissertation immediately before the commencement of IV Semester examinations
5	Seminar Presentation and Viva-Voce Examination	At the end of IV Semester examinations
6	Time	During the IV semester
7	Area of study	Depending upon the topic selected (Areas with Women and Gender perspectives)

Evaluation Process

S. No	Particulars	Assessment	Marks
1	Dissertation/Project Report	Report evaluation by Internal Guide	200
2	Seminar Presentation	Internal	50
3	Viva-voce Examination	Dept. Committee with external member	50
Total Marks			300

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. Collect necessary data, edit, analyse and interpret the results of the study.
3. Draft a research report based on the findings of the study and they get it ready for presentation.
4. Defend successfully any query raised by the examiners or give clarifications on the doubts raised by the examiners.