

## CENTRE FOR WOMEN'S STUDIES

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### 1.1.2. Minutes of the Board of Studies Meeting.

**Venue: HOD Chamber**  
**Time: 10.30 AM**

**Date: 07-09-2019**

#### **Members present:**

<b>S.NO</b>	<b>Name of the Faculty Member</b>	<b>Designation</b>
1	<b>Prof. T. Lakshamma</b>	BOS Chairman & HOD
2	<b>Prof. G. Sandhya Rani</b>	Member
3	<b>Prof. K. Sudha Rani</b>	Member

**Agenda:**     **1.** Finalization of syllabus and introduction of new papers for M.A. Women's Studies and Management programme to be implemented w.e.f. 2020-2021 (during 2020-21 for I & II semesters and during 2021-2022 for III & IV semesters)

**2.** Any other item.

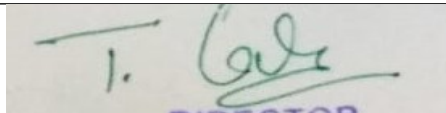
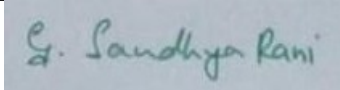

#### **Resolutions:**

**1.** The M.A. Women's Studies and Management syllabus as per Outcome Based Education (OBE) has been discussed and by following the suggestions of members of BOS and External Experts syllabus has been revised and new papers are incorporated w.e.f. the Academic Year 2020-21.

2. Course curriculum contents were discussed at length and M.A. Women's Studies and Management programme syllabus was drafted.

Based on the above considerations, the BOS members unanimously resolved to approve and recommended the Revised Syllabus with effect from the Academic Year 2020-2021.

**Signatures:**

S.NO	Name of the Faculty Member	Signature
1.	<b>Prof. T. Lakshamma</b>	
2.	<b>Prof. G. Sandhya Rani</b>	
3.	<b>Prof. K. Sudha Rani</b>	

**S.V.U. COLLEGE OF ARTS**

**CENTRE FOR WOMEN'S STUDIES**

**Programme: M. A. in Women's Studies and  
Management**



**2020-2021**

**SRI VENKATESWARA UNIVERSITY**

**TIRUPATI**

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**

**SVU COLLEGE OF ARTS**

**CENTRE FOR WOMEN'S STUDIES**

**Programme: M. A. in Women's Studies and Management**

**MISSION:**

To sensitize the students on various women's issues and train them in enterprise and Management of innovative technologies, to increase women's visibility in teaching, research & management by enhancing their competencies, build a platform for Women's Equality and Rights, and establish Gender Justice in the Civil Society.

### **VISION OF THE CENTRE:**

To foster the visibility of women's issues, combine scholarship with socially relevant theories, open genuine interdisciplinary dialogues, eradicate biased gender perspectives, develop gender sensitive management systems and structures systematically.

### **PROGRAMME OBJECTIVES:**

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

- To Analyse 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 OUT COMES**

#### **PO- 1. Creative Thinking:**

- Development of creative thinking is a prime outcome of any P.G. Programme.
- Creative thinking enables students to think Creatively, Economically and Social.

**PO- 2. Multiple Thinking:**It enables students to think in Multiple dimensions such as Logically, Rationally, Scientifically, Politically and Economically.

**PO- 3. Self and Long life Learning:** Post Graduation course promotes Self and Long-life learning I n the broadest context of Socio, Economical changes.

**PO- 4. Self-Learning:** It improves the ability to engage in independent learning technics.

**PO- 5. Effective Communication:** Speak, Read, Write and listen clearly in person and through electronic media in English and in one Indian language and make meaning of the world by connective people, ideas, books media and technology.

**PO- 6. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO- 7. Effective Citizenship:** Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO- 8. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO- 9. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO- 10. Self-directed and Life-Long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

### **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.

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**

**SVU COLLEGE OF ARTS**

**CENTRE FOR WOMEN'S STUDIES**

**MA WOMEN'S STUDIES AND MANAGEMENT**

(Syllabus Common for S V University College and affiliated by SVU Area)

(Revised Scheme of Instruction and Examination, Syllabus etc., with effect from the Academic

Year's 2020-21 for I and II Semesters and 2021-22 for III and IV Semesters)

**Revised CBCS Pattern with effect from 2020-21**

**SEMESTER-I**

S.No	Components of Study	Paper Code	Title of the paper	Contact hours	No. of Credit	IA Marks	End SEM Exam Marks	Total
1.	<b>Core</b>	101	Introduction to Gender Studies	6	4	20	80	100
2.		102	Gender & Society	6	4	20	80	100
3.		103	Women Movements in National & International Perspective	6	4	20	80	100
4.		104	Research Methods and Statistics	6	4	20	80	100
5.	<b>Compulsory Foundation (Choose One)</b>	105(a)	Gender, Environment, Climate change & Livelihood	6	4	20	80	100
		105(b)	Social Process & Behavioural Issues					
		105(c)	Gender and Education					
6.	<b>Elective Foundation</b>	106	Human Values and Professional Ethics –I	6	4	20	80	100
			<b>Total</b>	<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>

- ❖ All CORE and Elective foundation Papers are Mandatory
- ❖ Compulsory Foundation-Choose one paper

**SEMESTER-II**



S.No	Components of Study	Paper Code	Title of the paper	Contact hours	No. of Credit	IA Marks	End SEM Exam Marks	Total
1.	<b>Core</b>	201	Development – Gender Perspectives	6	4	20	80	100
2.		202	Health & Nutrition Perspectives of Women	6	4	20	80	100
3.		203	Computer applications & Software packages	6	4	20	80	100
4.		204	Policies and Programmes for Women's Development	6	4	20	80	100
5.	<b>Compulsory Foundation (Choose One)</b>	205(a)	Media and Governance – Gender Concern	6	4	20	80	100
		205(b)	Social Work Initiatives for Women's Development					
		205(c)	NGO Management					
6.	<b>Elective Foundation</b>	206	Human values & Professional Ethics –II	6	4	20	80	100
			<b>Total</b>	<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>

❖ All CORE and Elective foundation Papers are Mandatory

❖ Compulsory Foundation-Choose one paper

#### SEMESTER-III

S.No	Components of Study	Paper Code	Title of the paper	Contact hours	No. of Credit	IA Marks	End SEM Exam Marks	Total
1.	<b>Core</b>	301	Feminist Theories	6	4	20	80	100
2.		302	Human Resource Management with focus on Gender Perceptions	6	4	20	80	100
3.		303	Internship Cum Seminar Presentation	6	4	20	80	100
4.	<b>Generic Elective</b>	304(a)	Capacity Building and Leadership	6	4	20	80	100
		304(b)	Guidance and Counseling with Gender					

	<b>(Choose Two)</b>		Perceptions	6	4	20	80	100
		304(c)	Gender Based Violence – Issues to concerns					
		304(d)	Women, Science and Technology					
5.	<b>Open Elective (Minimum choose One)</b>	305(a)	Gender Sensitization and Training	6	4	20	80	100
		305(b)	Gender Identity and Leadership					
		305(c)	Gender Perspective and Governance					
			<b>Total</b>	<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>

- ❖ All CORE Papers are Mandatory
- ❖ Generic Elective- choose two
- ❖ Open Elective for the Students of other Departments to earn Extra Credits. Minimum One Paper should be opted.
- ❖ Under Open Elective, any number of extra credits may be taken depending on the interest of the student.

#### SEMESTER-IV

S.No	Components of Study	Paper Code	Title of the paper	Contact hours	No. of Credit	IA Marks	End SEM Exam Marks	Total
1.	<b>Core</b>	401	Entrepreneurship Management & Development	6	4	20	80	100
2.		402	Women's Legislations – Gender Concerns	6	4	20	80	100
3.		403	Dissertation (Project work)	6	4	20	80	100
4.	<b>Generic Elective (Choose Two)</b>	404(a)	Participatory learning, Extension and outreach programmes and Advocacy with focus on Women	6	4	20	80	100
		404(b)	Multimedia Systems	6	4	20	80	100
		404(c)	Family Life Education					
		404(d)	Women and Globalization					
5.	<b>Open Elective (Minimum choose One)</b>	405(a)	Gender and Human Rights	6	4	20	80	100
		405(b)	Gender and Mass Communication					
		405(c)	Social Institutions and Gender Analysis					

			<b>Total</b>	<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
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- ❖ **All CORE Papers are Mandatory**
- ❖ **Generic Elective choose two**
- ❖ **Open Elective for the Students of other Departments to earn Extra Credits. Minimum One Paper should be opted.**
- ❖ **Under Open Elective, any number of extra credits may be taken depending on the interest of the student.**

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**SVU COLLEGE OF ARTS**  
**MA. WOMEN'S STUDIES AND MANAGEMENT-2020-21**  
 CO-PO Attainment in Outcome Based Education

**Semester-I**

<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours Per week</b>	<b>No of Credits</b>
<b>SVUWS-101(Core)</b>	<b>Introduction to Gender Studies</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**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.

**UNIT – I :Introduction to Women And Gender Studies**

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

**UNIT – II: Status Of Women**

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

**UNIT – III: Women And Social Institutions**

Family – Meaning – Definition – Joint – Nuclear – Patriarchal Family – Matriarchal Family. Marriage – Definition – Monogamy – Polygamy – Polyandry. Multiple roles of women – Role conflict – Role change.

**UNIT – IV: Gender Concepts**

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

**UNIT –V: Issues Related To Girl Child And Women**

Female feticide – Female infanticide – Child Marriage – Dowry – Divorce – Widowhood – Prostitution – domestic violence – Problems of elderly women – Problems of single women – Marginalized and deprived groups (SC/ST, Mathammas,

Devadasies, women prisoners), Sexual Harassment, Violence.

### Practicals:

1. Assessment of Women's status in rural areas.
2. Gender discrimination (Female foeticide, Food Security etc.)
3. Multiple role of women.
4. Problems faced by women (Single, Divorce Women).
5. Types of Marriages that are existing in Society (Child marriage, Polygamy etc.).
6. Socialization.

### References:

1. MAITHREYIRISHNA RAJ: Contribution to Women's Studies, (Bombay, SNTD, 1991).
2. MAITHREYIKRISHNA 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 : 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).

### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Define the concept of women studies and its evolution over a period time;
2.	CO <sub>2</sub>	Understand the concept of status of women and factors influencing the status of women in India;
3.	CO <sub>3</sub>	Analyse the institutions of Family and Marriage and their effect on women;
4.	CO <sub>4</sub>	Apply the concepts of gender to evaluate the status of

		women in India;
<b>5.</b>	<b>CO<sub>5</sub></b>	To compare the problems of different sections of Women from womb to tomb;

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
<b>CO<sub>1</sub></b>	3	3	3	2	3	3	3	3	-	3
<b>CO<sub>2</sub></b>	2	2	3	3	3	3	3	3	-	3
<b>CO<sub>3</sub></b>	3	3	3	2	3	3	3	3	-	3
<b>CO<sub>4</sub></b>	3	2	3	3	3	3	3	3	-	3
<b>CO<sub>5</sub></b>	3	3	3	3	2	3	3	3	-	3

Level:1. Slight/ Low,                      2. Moderate,                      3. Substantial

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<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours Per week</b>	<b>No of Credits</b>
<b>SVUWS-102 ( Core)</b>	<b>Gender and Society</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

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

**Unit-1:Introduction**

Genderrole:BiologicalVsCulturalDeterminism,PrivateVsPublicDichotomy,Existentialfoundation of gender- power relations, Human Development Indicators and gender disparity.

**Unit-II:Gender,FamilyandEconomy**

Gender and family: Gender division of labour and Asymmetric role structure, Gender role-Socializationandformationofidentity,socialconstructionistanddiscursiveanalysisofgender.

**Gender and Economy:** Segmented Labour Market and Labour Force Participation, Occupational Segregation and Wage Discrimination, Gender Stereotyping in Workplace.

**Unit-III: Gender lens: political and legal systems**

Gender representation in Indian polity, Gender Dimensions in Electoral politics, Gender Exclusion in Politics, Gender Perspective of personal Law, social Legislations and women Empowerment.

**Unit-IV: Gender and Education**

Gender Disparity in Education, Gender Bias in School Curriculum, Andro-Centric construction of knowledge, Educational goals from gender perspective.

**Unit-V: Social Dynamics of Gender**

Patriarchy and Gender-power; Capitalism and Gender; Caste, Class, Race and Gender.

**References**

- Christine Heward and Sheila Bunwaree (eds) 1999. **Gender, Education & Development: Beyond Access to Empowerment.** London: Zed Books Ltd.
- Deborah Eade (ed) 2006. **Development with Women.** Jaipur, Rawat Publications
- Goetz Anne Marie 2001. **Women Development Workers.** New Delhi: Sage Publications.
- Lewis Jane (ed). 1983 **Women's Welfare. Women's rights.** London: Croom Helm Ltd., 1983.
- Mahadeva. **Health Education for Better Quality of Life.** B.R. Publications New Delhi, 1990.
- Martin Woodhead and Dorothy Faulkner (eds) 1999. **Making Sense of Social Development.** London: Routledge.
- Narasimhan WSakuntala 1999. **Empowering Women.** New Delhi, Sage Publications.
- Nussbaum Martha C. 1999. **Women and Human Development.** New Delhi: Kaliff for Women.
- Nussbaum Martha C. 2000. **Women and Human Development.** Chicago, Cambridge Press.
- Park, J.E. and Perk, K. 1988. **Text Book of Preventive and Social Medicine** Jabalpur, Banarsidas Publishers.
- Tumin Melvin M. 1999. **Social Stratification: The Forms and Function of Inequality.** New Delhi: Prentice. Hall of India.
- TS Saraswathi and Baljit Kaur (eds) 1993. **Human Development and Family Studies in India: An Agenda for Research and Policy.** New Delhi: Sage Publications.
- Yadav C.P. (ed) 2000. **Empowerment of Women.** New Delhi, Anmol Publications.

**Course Learning Outcomes (CLOs)**

S.No.	Course Number:	COs Description
1.	CO <sub>1</sub>	Explain the biological and cultural determinants of gender roles;
2.	CO <sub>2</sub>	Demonstrate the prevailing asymmetric division of labour between the two genders in the society;
3.	CO <sub>3</sub>	Illustrate gender disparities in political, economic, and legal systems;
4.	CO <sub>4</sub>	Critically evaluate Anglo centric nature of the education system in

		India which is biased towards women;
5.	CO <sub>5</sub>	Design policies to overcome the problems being faced by women in the patriarchal Indian society;

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	3	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	3	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-103 (Core)	WOMEN'S MOVEMENTS: NATIONAL AND INTERNATIONAL PERSPECTIVES	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

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

### UNIT-I: Introduction to Management

Definition, Nature and scope of Management, Functions of Management/Manager, Principles of Scientific Management, Management as Profession, Management vs. Administration, Management with gender lens.

### UNIT-II: Evolution of Management



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

### **UNIT–III: Planning and Organisation**

Meaning, Nature of Planning, Process of Planning, Types of Planning, Advantages and limitations of Planning, SWOT Analysis.

Nature and significance of organization, Authority and Power, Span of control, Line and Staff Organization, Line and Staff conflict, Delegation, Elements of Delegation, Types and barriers of Delegation, Centralization and Decentralization.

### **Unit – IV: Staffing and Motivation:**

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

### **UNIT – V: Coordination and Controlling**

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

### **References:**

1. Gupta CB, 'Management Principles & Practice' Sultan Chand & Sons, 2016.
2. Dr. L.M. Prasad, 'Principles and Practice of Management', Sultan Chand & Sons, 2020.
3. Dr. S.C. Saksena, 'Principles of Business Management', SahityaBhawan Publications, 2019.
4. P.C. Tripathi, P N Reddy (et al.) 'Principles of Management', McGraw Hill Publication, 2021.
5. Edwin Flippo, 'Personnel Management', McGraw Hill 1992.
6. R. Wayne Mondy, Arthur Sharplin (et al.) 'Management, Concepts and Practices', Allyn and Bacon, 1988.
7. J.S. Chandan, 'Principles of Management' Vikas Publishing House Pvt. Ltd.
8. P. C. Shejwalkar & A. Ghanekar, 'Principles & Practices of Management', Everest Publishing House.
9. T. Ramasamy, 'Principles of Management' Himalaya Publication.

### **Course Learning Outcomes (CLOs)**

S.No.	Course Number :	CO's Description
1.	CO <sub>1</sub>	Define the concept of management and understand the management as profession
2.	CO <sub>2</sub>	Understand the Evolution of Management and the contributions of different scientists to management science;

3.	CO <sub>3</sub>	Analyse the different types of planning, powers and functions of managers in an organisation;
4.	CO <sub>4</sub>	Apply the concepts of coordination and control at work places;
5.	CO <sub>5</sub>	To implement the theories of motivation to improve the performance top management positions.

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	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	2	3	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	2	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-104(Core)	RESEARCH METHODOLOGY & STATISTICS	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### 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.

### Unit – I: Introduction Research with special reference to Feminist Research Methodology:

Definition – Meaning – Objectives and uses of Social Science Research.

Definition – Meaning – Scope and significance of Feminist Research Concepts, Limitations.

Feminist Epistemology, Feminist stand point, sexist and non-sexist

Definition – Meaning and Functions of Research Design – Steps in Research Design – Problem formulation – Conceptualization – Hypothesis – Types of Research Design: Exploratory, Diagnostic and Experimental

## **Unit – II: Sampling**

Definition – merits and demerits of sampling – Types of Sampling.

Probability Sampling – Random Sampling – Multistage Sampling – Cluster Sampling – Stratified Sampling – Systematic Sampling.

Non-Probability sampling – Purposive Sampling – Convenience Sampling – Quota Sampling – Snowball Sampling.

## **Unit – III: Quantitative and Qualitative Techniques**

Characteristics of Quantitative and Qualitative research.

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

## **Unit – IV: Statistics**

Measures of Central Tendency – Measures of Dispersion – SD – SP – Simple Correlation.

‘t’ Test (Students ‘t’ distribution with simple mean) chi-square test (2 x 2, 3 x 3).

## **Unit – V: Report Writing and Presentation**

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

### **Practicals:**

- SPSS Package and usage.

- Preparation of various charts

**References:**

1. Kitari C.R. : “*Research Methodology, Methods and Techniques*” (New Delhi : Wiley Eastern Ltd.,2001).
2. Goode W.J.&Hatt P.K.:“*Methods in social Research*”,(London:Mc. Grand Hill Book Co.,1952).
3. Babbie Earl : “*The Practice for Social Research*” (London : Wadsworth Publishing Co., 1983).Wilkinson T.S. &Bandarkar : “*Methodology and Techniques of Social Research*” (Bombay : Himalaya Publishing House,1979).
4. Sarma K.V.S.: “*Statistics Made Simple*”,(New Delhi:Prentice, Hall of India Pvt.Ltd.,2001).Young P.V.: “*Scientific Social Surveys and Research*”(New York:Prentice Hall,1966).
5. Neera Desai and Maithreyi Krishna Raj : “*Women and Society in India*” (New Delhi : Ajantha Publications,1987).
6. SNDT Women’s University Publications “ *Contribution to Women’s Studies Series –4,4, Oral History in Women’s Studies Concept, Method and Use*” (Bombay:SNDT Women’s University,1990).
7. Blalock M. Hubert : “*Conceptualization and Measurement in the Social Sciences*”, (New Delhi, Sage Publication,1982).
8. Kotari C.R. : “*Research Methodology, Methods and Techniques*” (New Delhi : Wiley Eastern Ltd.,1985).Guptha B.N.: “*Statistics*” (Agra :Aahithya Bhavan, 1984).
9. Dev Doss RP and Kulandavel K. – Hand Book of Methodology of Research – Oxford Press, 1985.Garett– Statistics in Psychology and Education– 10<sup>th</sup> Indian Reprint 1986 Valeits Fefer and Simonsco.,Bombay.
10. Sharma S.R. – Statistical methods in Educational Research – Anmol Publication Pvt. Ltd., New Delhi,1994.

**Course Learning Outcomes (CLOs)**

S.No.	Course Number:	CO’s Description
1.	CO <sub>1</sub>	Describe the fundamentals of Research Methods in general and those in the field of Gender Studies in particular;
2.	CO <sub>2</sub>	Demonstrate the knowledge in sampling techniques needed for social science research;
3.	CO <sub>3</sub>	Analyse the differences between quantitative and qualitative research, schedules and Questionnaires and also different types of scaling techniques.
4.	CO <sub>4</sub>	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.
5.	CO <sub>5</sub>	Prepare Research Proposals for bringing about social change and submit the same to the funding agencies for financial assistance.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	2	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-105A (Compulsory Foundation)	Gender- Environment, Climate Change & Livelihood	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objective 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.

**Unit-1: Gender and Environment**

Nature and concept of livelihood and environment, Environment and Livelihood Resources, Gender Roles in Rural and Tribal Societies, Women's Access to Land and Natural Resources.

**Unit-II: Environment and Livelihoods of Rural Women**

Male and female farming systems: differential role, rural women livelihood in subsistence economy, gender impact of globalization and loss of livelihoods, changing scenario of rural economy and livelihood 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 moneylenders.

#### **Unit-IV: Role of Women in Sustainable Environment and Livelihood Management**

Women in Natural Resources Management, Women, Public-Private Partnership and Natural Resource Management, Women's Participatory Management and Natural Resources Management, Role of Women in Sustainable Development.

Role of government, role of NGO's, Grass Root Initiatives: Role of SHGs, Micro Credit and Micro Enterprises.

#### **Unit-V: Climate Change – Causes and consequences**

Meaning of Global Warming and Greenhouse Effect- Contributing Factors- Response to Greenhouse Effect-Ozone-Depletion and Its Effect on Climate Change-Result of Global Warming; Climate Change Convention of India towards Global Warming Measures Taken, Consequences of Climate Change.

#### **References**

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

#### **Course Learning Outcomes (CLOs)**

<b>S.No.</b>	<b>Course Number:</b>	<b>CO's Description</b>
<b>1.</b>	<b>CO<sub>1</sub></b>	Define the concepts of Gender, Environment, livelihood resources particularly those relevant for rural and tribal women;
<b>2.</b>	<b>CO<sub>2</sub></b>	Understand the impact of globalization on the loss of livelihood opportunities for rural women;
<b>3.</b>	<b>CO<sub>3</sub></b>	Analyse the causes and consequences of environmental degradation and climate change on the livelihood levels of Tribal Women;
<b>4.</b>	<b>CO<sub>4</sub></b>	Evaluate the role of women in ensuring sustainable development of the societies by having partnerships with

		government and NGOs;
<b>5.</b>	<b>CO<sub>5</sub></b>	Define the concepts of Gender, Environment, livelihood resources particularly those relevant for rural and tribal women;

	<b>PO<sub>1</sub></b>	<b>PO<sub>2</sub></b>	<b>PO<sub>3</sub></b>	<b>PO<sub>4</sub></b>	<b>PO<sub>5</sub></b>	<b>PO<sub>6</sub></b>	<b>PO<sub>7</sub></b>	<b>PO<sub>8</sub></b>	<b>PO<sub>9</sub></b>	<b>PO<sub>10</sub></b>
<b>CO<sub>1</sub></b>	3	3	3	3	3	3	3	3	3	3
<b>CO<sub>2</sub></b>	3	3	3	3	3	3	3	3	3	3
<b>CO<sub>3</sub></b>	3	3	3	3	3	3	3	3	3	3
<b>CO<sub>4</sub></b>	3	3	3	3	3	3	3	3	3	3
<b>CO<sub>5</sub></b>	3	3	3	3	3	3	3	3	3	3

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<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours Per week</b>	<b>No of Credits</b>
<b>SVUWS-105B (Compulsory Foundation)</b>	<b>SOCIAL PROCESSES AND BEHAVIOURAL ISSUES</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objective of the Course:**

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

**Unit– I: Social Process and Issues**

Indian Environment the changing scenario–Social Issues and Organizational Relevance– Organizational values and work ethics.

**Unit–II: Intra Personal Process**

Understand Human Behavior

**Perception** –Definition, Mechanisms of perception, factors influencing perception– perception and its implications in organizations.

**Motivation**–MotivationalProcess–Maslowhierarchicaltheory.

**Unit–III:InterPersonalProcess**

**Communication** –Concept, types–Communication Model, Barriers to EffectiveCommunication–Effectivecommunication techniquesforwomen.

**Unit–IV:Group andInterGroupProcess**

Buildingof rapport andmobilizationofruralpeople–interactionwithpeople– Groupformation –Groupprocess –Groupdynamics.

**Unit–V:Organizational Process**

Power dynamics – Male, female – Organizational – Culture with particular referenceto women

**Practicals:**

- PracticalsgardingMotivation
- PracticalsgardingCommunication
- Practicalsgardingleadership
- PracticalsgardingConflict
- PracticalsgardingPersonality

Reference:

- *Mullins, Laurie J; 1989 – Management and organizational Behaviour, Pitman: GnatBritain.*
- *Stephen. P Robbins, 1988; Organizational Behaviour: Concepts, Controversies andApplications.Prentice – Hall.*

**Course Learning Outcomes (CLOs)**

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Enumerate the knowledge on social process, social issues and organizational values and ethics needed for workers;
2.	CO <sub>2</sub>	Understand the basic human behavior in terms of such useful concepts as perception and motivation;
3.	CO <sub>3</sub>	Demonstrate effective communication skills needed to develop social and organizational culture particularly among women;
4.	CO <sub>4</sub>	Mobilize people to create groups and to build rapport among members within the group and between the groups;
5.	CO <sub>5</sub>	Evaluate the values and work ethics, personalities through Motivation



	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	3	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-106 (Elective Foundation )	Human Values and Professional Ethics – I	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

1. To create an awareness on social ethics and human values;
2. To instill moral and human values among the students;
3. To appreciate the rights of others.

**UNIT-I**

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

**UNIT-II**

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

**UNIT-III**

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

**UNIT-IV**

Bhagavad Gita- (a) Niskamakarma. (b) Buddhism- The Four Noble Truths- Aryastangamarga, (c) Jainism- mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

**UNIT-V**

Crime and Theories of punishment- (a) Reformative, Retributive and Deterrent. (b) Viewson

manu and Yajnavalkya.

**Books for study:**

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

**Course Learning Outcomes (CLOs)**

S.No.	Course Number:	COs Description
1.	CO <sub>1</sub>	Define clearly the concept of Ethics, their relationship with other subjects and their importance in different professions;
2.	CO <sub>2</sub>	Explain different types of moral values needed for a human being;
3.	CO <sub>3</sub>	Apply various ethical principles preached and practiced by the great personalities of Indian Society.
4.	CO <sub>4</sub>	Compare and contrast the moral values advocated by different religions germinated from the Indian soil;
5.	CO <sub>5</sub>	Evaluate the relative efficacies of Reformatory, Retributive and Deterrent methods to curb crimes in the society;

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
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CO <sub>1</sub>	3	3	3	3	3	3	3	3	3	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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## SEMESTER-II

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 201 (Core)	Development- Gender Perspectives	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### 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

### Unit – I: Concepts and Nature of Gender

Concept of Gender: Gender Vs Sex, Gender Equity and Equality, Gender Roles and Gender Needs, Triple Roles of Women, Practical and Strategic Needs.

### Unit – II: Framework of Gender Analysis

Definition, Meaning and Objectives of Gender Analysis; Gender Analysis as a tool for Development, Harward Analytical Framework; Caroline Moser’s Gender Planning Frame

Work; Rani Parker's Gender Analysis, Matric and Sara Longwe: Women Empowerment Frame Work; 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: Engendering Policy and Planning**

Definition, Nature and Strategies of Gender Mainstreaming; Gender Auditing and Gender Budgeting; Gender Mainstreaming in Implementation of Women Development Project, Gender Equality Action Planning and Project Design; Implementation, Monitoring and Evaluation.

### **References:**

- Paul Chowdary, D. "Women Welfare and Development (A Source Book)", Inter-India Publication, New Delhi –1991.
- Lakshmi Devi, "Women Empowerment and Societal improvement", Anmol Publications, Pvt. Ltd., New Delhi –1998.
- Lakshmi Devi, "Women and Development", Anmol Publications, Pvt. Ltd., New Delhi –1998.
- Andal, N. "Women and Indian Society", Rawat Publications, New Delhi –2002.
- "Draft National Perspective Plan for Women, 1988-2000 AD", Department of women and Child Development, Govt. of India.

- Mahadevan, “Women and Population Dynamics (Perspectives from Asian Countries)”, SagePublications,NewDelhi–1989.
- MaithreyiKrshnaraj, “Women and Development (The Indian Experience)”, ShubhadaSaraswatPrakasam,Pune,1988.

### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO’s Description
1.	CO <sub>1</sub>	Get familiar with the concepts of Gender Roles, Gender equality, practical and strategic needs of women;
2.	CO <sub>2</sub>	Explain different frameworks for Gender Analysis and Gender Mainstreaming which act as tools for women development;
3.	CO <sub>3</sub>	Interpret various indices developed to unearth the gender inequalities at global and national levels;
4.	CO <sub>4</sub>	Apply the processes and the tools to the issues related to women development with equality and social justice.
5.	CO <sub>5</sub>	Design the plans and policies to engendering the process of women development.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	2	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per	No of Credits
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		<b>week</b>	
<b>SVUWS-202 (core)</b>	<b>202- Health and Nutritional Perspectives of Women</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### **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.

### **Unit-I :Nutrition andHealth**

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

### **Unit-II:NutritionalandHealthProgrammes**

National Nutritional programmes– Applied Nutrition Programme, Supplementary Feeding Programme – National Health Programmes – Anaemia Censure Programme, goiter Control Programme and Vitamin ‘A’-Immunization Programme.

### **Unit-III:NutritionandHealthEducation**

Nutrition Education– Definition– Concept– Channels– Advantages of Breastfeeding and colostrum– Gender Bias in Nutrition intake.. Health Education – Concept – Definition – Objectives, IEC (Information Education and Communication) Health Care services– Sub Center Level, PHC, CHC.

### **Unit-IV:Nutritionduringdifferentstages**

Nutrition and Diet during infancy, child hood, Adulthood, Young women, Middle age, and Elderly. Food groups and balanced diets.

### **Unit-V;Foodsecurity andfoodprotection,foodsafetyandhygiene**

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, Subcenters.
2. Assessment of Nutritional and Health status of Women.
3. Visit to STD Clinic and VCTC, PPTCC.

## References:

1. Swaminathan.M.–“*PrinciplesofNutritionandDietetics*”(Bangalore:TheBangalore&PrintingPublishingCo.,Ltd., 1986).
2. NINPublication –“*NutritiveValueofIndianFoods*”(Hyderabad:NIN,1989).
3. ProceedingsoftheNutritionSocietyofIndiaEleventhGopalanCreation.(Hyderabad :NIN,1988).
4. Shukla,P.K.–“*NutritionalProblemsofIndia*”(NewDelhi:PrenticeHallofIndia,1982).
5. PARK,K–“*Park’sTextbookofPreventiveandSocialMedicine*”, (Jabalpur:BanarasidasPublishers,1988).
6. ICSSR–“*HealthforAll–AnAlternativeStrategy*”(Pune:IndianInstituteofEducation,1981).
7. Reddy,P.R.andSumangalaP.(Eds.)–“*WomeninDevelopment,Vol.II*”(NewDelhi :B.R.PublishingCorporation,1999).
8. Mahadevan(Ed.)–“*HealthEducationforBetterQualityofLife*”(NewDelhi:B.R.Publications,1990).
9. GianeRechardson–“*WomenandAIDSCrisis*”NewEdition(London:UNWIN,HYMAN,1998).
10. PallackRosalindPatcheesky–“*AbortionandWomen’sChoiceQuestionsforFeminism*” (Verso, 1986).
11. WHO–HIVSERO“*PositivityandAIDSPrevention&Control*,” (NewDelhi:B.R.PublishingCorporation, 1989).
12. Govt.ofIndia–“*NationalPopulationPolicy*”,Document(NewDelhi:MinistryofHealthandFamilyWelfare,India –2000).
13. UnitedNationals –“*IPCDReport –Cairo*”(New York:UN1994).
14. Mahadevanet.al.(Eds.)–“*ReproductivehealthofHumanKind*”(NewDelhi:BRPublishingCorporation, 2000).
15. I.C.S.S.R.–“*Healthforall–anAlternative Strategy*”(Pune,IndianInstitute ofEducation,1981).
16. DasGuptaMonica&KrishnanT.N.–“*WomenandHealth*”(NewDelhi:Oxford1998).
17. KrishnaRajMaithrey(Ed.)–“*Gender,PopulationandDevelopment*”NewDelhi:Oxford1999).

## Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO’s Description
1.	CO <sub>1</sub>	Understand the interrelationship between the nutrition and health and the health status of women and children in India;
2.	CO <sub>2</sub>	Analyse the impact of various nutritional programmes being implemented in India to improve the health status of women
3.	CO <sub>3</sub>	Get awareness on the Gender bias in nutrition intake, benefits of breastfeeding, colostrum and health care services available in India;
4.	CO <sub>4</sub>	Plan balanced dietneeded at different stages of the life cycle of women;
5.	CO <sub>5</sub>	Illustrate the ill effects of food poison and the food safety measures to be taken in different seasons for preserving food.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	2	3	3	3	3	3	2	2	-	3
CO <sub>2</sub>	2	3	2	3	2	3	3	2	-	3
CO <sub>3</sub>	3	3	2	3	3	3	3	2	-	3
CO <sub>4</sub>	3	3	2	3	3	3	3	2	-	3
CO <sub>5</sub>	3	3	2	3	3	3	3	2	2	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-203 (Core)	Computer Applications and Software Packages	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**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.

**Unit- I :**

**An overview of Computer Systems :**Parts of Computer–The Processor, Memory,Input/ Output devices, Storageand Software.

**Types of Computers:**Super Computers, MiniComputers, Work Stations, MicroComputers,Desktop Models,Laptop computers,HandledComputers.

**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,SoundSystems,HardCopy,DotMatrixPrinters,InkjetPrinters,LaserPrinters,Plotters.

**Unit- II : StoringInformationinacomputer:MagneticDisks–Harddisk,Floppydisk,OpticalStoragedevices–CDROM,DVD ROM,CD-Recordable, Cd-**



**Rewritable.**

**Operating system:** Basics, Introduction, the functions of an operating system– The User interface, Running programs, Managing files, Managing hardware.

**PC Operating Systems:** MS-DOS, MicroSoft Windows, UNIX/LINUX.

### **Unit– III : MS Office**

**Introduction to M.S. Office application:** Starting an application–creating–opening–saving documents–printing an office documents.

**M.S. Word :** Introduction–entering–editing text–formatting text and pages–creating. Special word techniques– printing envelopes 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. PowerPoint:** Introduction–building presentations–creating the presentation–creating the test and chart slides. Preparing charts– customizing presentation. Drawing slide and creating slideshows.

**M.S. Access :** Introduction–creating databases–tables and working with records– using queries–creating Forms– Creating Reports.

### **Unit– IV: Office Automation:**

**Organization of an office:** nature of office, nature of office work, the definition and need for office automation.

#### **Document Preparation:**

Word-processing, various office equipment that help in document preparation. Introduction to document storage and retrieval.

**Communication System:** Telephone–intercom–data Communication–LAN and WANs.

**Decision Support Systems:** Introduction– spreadsheet and Graphics. Automation Organization and management, how to manage innovations in the office, Benefits of office automation.

### **Unit–V: Internet**

Definition – History – Inter working – 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.



CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3
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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS – 204 (Core)	POLICIES AND PROGRAMMES FOR WOMEN’S DEVELOPMENT	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**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.

**UNIT – I: Women’s Development**

Definition, Meaning and Scope of Women’s Development, Socio-economic determinants of Women’s Development, Theoretical Perspectives: Gary Becker - Rights Based Approaches of AmartyaSen and Muhammad Yunus.

**UNIT – II: Development of Women through Five Year Plans**

Welfare Perspective (I to V Plan), Development Perspective (VI –VII plan), Empowerment Perspective (VII plan), Inclusive Group Perspective (XII plan to till now).

**UNIT – III: Socio – Economic Determinants of Women’s Development**

Education, Employment, Health and Nutrition, Housing, Political Participation, Media and ICT.

**UNIT – IV: Policies of Government of India for the Development of Women**

New Economic Policy -1991and its impact on Women’s Development; National Policy for the Empowerment of Women – 2001.

**UNIT – V Programmes for Women’s Development**

**Central/State Programmes:** ICDS, MSY, TRYSEM, SJRY, IAY, KBP, Sabala or (RGSEAG) Rajiv Gandhi Scheme for Empowerment of Adolescent Girls 2010, Swayamsiddha 2001, Nutrition Programme for Adolescent Girls (NPAG) 2002-03, Mother and Child Tracking System (MCTS) 2009, Indira Gandhi MatritvaSahyogYojana (IGMSY) 2010, Kasturba Gandhi BalikaVidyalaya (KGBV) 2004, JananiSurakshaYojana 2005, PanchayatMahilaEvamyuvaShakthiAbhiyan (PMESY) 2007, 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, MaaentiMahalakshmi 2013, N.T.R ArogyaSeva, SwarnaJayanti Gram SwarozgarYojana, 1999, DWCRA – 1984, Anna Amrutha Hastham-2013.

**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).

**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 : ShubharadaSaraswathPrakasham 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

#### **Course Learning Outcomes (CLOs)**

S.No.	Course Number :	CO's Description
1.	CO <sub>1</sub>	Explain the theoretical contributions made by such great economists like Garry Becker, Amartya Kumar Sen and Mohammad Yunus towards women development and women empowerment;
2.	CO <sub>2</sub>	Critically analyze changing perspectives of women development from welfare to Inclusive development of women through the Five Year Plans
3.	CO <sub>3</sub>	Compare the socio-economic determinants of women development and women empowerment;
4.	CO <sub>4</sub>	Apply the National Policy on Women and the New LPG policies to assess the development of women in India
5.	CO <sub>5</sub>	Evaluate the efficacy of general and women specific development programmes being implemented in India by the Central and State governments.

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	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS – 205(a) (Compulsory Foundation)	<b>MEDIA AND GOVERNANCE: GENDER CONCERNS</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

1. To enable the students to understand the issues relating to women’s participation in politics and governance;
2. To sensitize the students on gender issues in governance and media;
3. To make the students to realize the need for having responsible media to protect the self-esteem of women

**Unit – I: Political Participation of Women**

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

**Unit – II: Women and Governance**

Gender Issues in Governance; Women in Local Governance; Politics of Women’s Reservation Bill; Role of Women for Good Governance.

**Unit – III: Gender and Political Empowerment**

Challenging Gender Stereotypes and Political Conscientization of Women; Gender Auditing and Building in Governance; Leadership Development and Capacity Building.

**Unit – IV: Gender and Media**

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

**Unit – V: Gender and Alternative Media**

Gender Stereotyping in Media – Print, Radio and Electronic Media - Censor Board and Film

appreciation; Gender and Alternative Media vs. Commercial Media; Gender Perception in Programmes, Policies and Planning in Media; Media and Social Responsibility; Media Activism.

### **Class Room and Field Activities**

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

### **References:**

1. Ambedkar, S.N. Nagendra, SHilaja(2005) *Women Empowerment and PanchayatiRaj*-Jaipur, ABD Publisher.
2. Jha, Ashok Kumaf(2004) *Women in Panchayat Raj Institutions*, New Delhi, AnmolPublications Pvt.Ltd.
3. Nandal, Roshini (1996) *Women Development and Panchayati Raj*, Rohtak, Spellbound Publications, Pvt.Ltd.
4. Johns D.H. Downing (2004) *The Sage Hand book of Media Studies*, New Delhi, Sage Publications
5. Bonnie J.Bow, Julia T.Wood (2006) *The Sage Hand book of Gender and Communication*, Delhi, Sage Publications.
6. PoojaKataria (2007) *Women and Media, Changing Roles, Struggle and Impact*, New Delhi, Regal Publications.
7. Singes (2005) *Media and Society* New Delhi Sum it Enterprises.
8. Brush, Lisa D (2007) *Gender and governance*, New Delhi, Rawat Publication.
9. SaxenaAlka (2011), *Women and Political Leadership*, New Delhi Alias Publishing House.
10. SaxenaAlka (2011) *Situational Analysis of Women in Politics*, New Delhi Altar Publishing House.
11. SaxenaAlka (2011) *Role of Women in Reservation politics*, New Delhi, Allan Publishing House.
12. Panda, SmitMinhra (ed.) (2008) *Engendering Governance Institutions:State, Market and Civil Society*, London, Sage Publications
13. Singer, Narpat (2008) *Changing Status of Women*, Delhi Vista International Publishing House.
14. Singh, Dreeti (2010) *Women and Politics World Wide*, New Delhi, Axis Publications.
15. Charlotte Krollokke, Anne Scott Sorensen (2006) *Gender Communication; Theories and Analysis* New Delhi, Sage Publication.
16. V. Vilainilam, (2004) *Communication and Mass Communication in India*, B.R. New Delhi, Publishing Corporation.
17. PradeepMandav,(2005) *Visual Media Communication(2005)* New Delhi, Authors Press.
18. Jitendra Kumar Sharma, (2005) *Print Media and Electronic Media: Implications for the Future*, New Delhi, Authors Press.
19. Kiran Prasad(ed) (2005) *Women and Media: Challenging Feminist Discourse*, New Delhi, The Women Press.
20. Alexandra Howson, *Embodying Gender*, (2005) New Delhi: Saga Publication.
21. Indubala Singh, (2007) *Gender Relations and Cultural Ideology in Indian Cinema*, New Delhi; Deep& Deep Publications.
22. Naomi Wolf, (1991) *The Beauty Myth*, London: Vintage Books, London

23. Arthur Asa Berger, (2003) Media and Society; a Critical Perspective, USA: Rowman&Little field Publishers.

**Course Learning Outcomes (CLOs)**

S.No.	Course Number :	CO's Description
1.	CO <sub>1</sub>	Understand the abysmally low levels of women's participation in politics
2.	CO <sub>2</sub>	Explain the causes of low levels of women's participation in governance and the stalemate in passing the Women's Reservation bill in Parliament
3.	CO <sub>3</sub>	Convince the need for Gender Auditing and Capacity Building in the areas of Women's participation in politics and Governance
4.	CO <sub>4</sub>	Evaluate the indecent representation of women in different media
5.	CO <sub>5</sub>	Create alternate media with` gender perception

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	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 205 A(CompulsoryFoundation )	<b>MEDIA ANDGOVERNANCE: GENDER CONCERN</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

- 1) To enable the students to understand the issues relating to women's participation in politics and governance;
- 2) To sensitize the students on gender issues in governance and media;
- 3) To make the students to realize the need for having responsible media to protect the self-esteem of women.

## **Unit – I: Political Participation of Women**

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

## **Unit – II: Women and Governance**

Gender Issues in Governance; Women in Local Governance; Politics of Women's Reservation Bill; Role of Women for Good Governance.

## **Unit – III: Gender and Political Empowerment**

Challenging Gender Stereotypes and Political Conscientization of Women; Gender Auditing and Building in Governance; Leadership Development and Capacity Building.

## **Unit – IV: Gender and Media**

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

## **Unit – V: Gender and Alternative Media**

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

## **References:**

1. Valdivia Angharad. 1995. *Feminism, Multiculturalism & the Media Global Diversities*. London: Sage Publications.
2. Creedon Pamela. 1994. *Women, Media and Sport: Challenging Gender Values*. Thousand Oaks: Sage
3. Kosambi Meera. 1994. *Women's Oppression in the Public Gaze: An Analysis of Newspaper Coverage, State Action and Activist Response*. Bombay: Research Centre for Women's University.
4. Tannen Deborah. 1994. *Gender and Discourse*. New York: Oxford University Press.
5. Joseph Ammu. 1994. *Whose News?: The Media and Women's Issues*. New Delhi: Sage.
6. Prasad Kiran (ed.) 2005. *Women and Media, Challenging Feminist Discourse*. New Delhi: The Women Press.
7. Bhasin Kamla and Beena Aggarwal (ed.) 1984. *Women and Media: Analysis, Alternatives and Action*. ISIS International

## **Course Learning Outcomes (CLOs)**



S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	understand the abysmally low levels of women's participation in politics;
2.	CO <sub>2</sub>	Explain the causes of low levels of women's participation in governance and the stalemate in passing the Women's Reservation bill in Parliament;
3.	CO <sub>3</sub>	Convince the need for Gender Auditing and Capacity Building in the areas of Women's participation in politics and Governance;
4.	CO <sub>4</sub>	Evaluate the indecent representation of women in different media;
5.	CO <sub>5</sub>	Create alternate media with` gender perception.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-205B(CompulsoryFoundation)	Social Work Initiatives for Women's Development	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

## **Objectives of the Course:**

- 1) Inculcate the knowledge on the socio-economic and cultural realities of the present society;
- 2) To analyse the impact of current situation on marginalized women in agencies or in community.
- 3) Apply the knowledge gained in the classroom to real world situation through Casework - Group work - Community Development projects.

### **Unit- I**

Social Work – Definition, objectives and functions - Values and Principles of Social Work-Social Work Practice in India.

### **Unit- II**

Social Work Methods – 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.

### **Unit- III**

Community Organization – Definition, Process and Principles of Community organization – Social Action, Definition, Scope, Principles, social action for improvement of women – Social Welfare Administration, concept, definition - social welfare administration at centre, state and local levels.

### **Unit- IV**

Fields of Social Work –

Family welfare, child welfare, school social work, correctional institutions, Medical and Psychiatric social work, Industrial settings, gerontology, Community development.

### **Unit- V**

Social work initiatives for Women – Methods and strategies –

Social work intervention to women in various situations and settings including Indigenous, migrant, displaced and poor women.

### **Practicals:**

Develop knowledge of the socio-economic and cultural realities, and their impact on the client system with specific focus on marginalized women in agencies or in community and applying the knowledge gained in the classroom to reality situation through Casework-Groupwork-Community Development.

### **References:**

1. Singh D.K. & Bhartiya, A.K., Social Work- Concepts & Methods, New Royal Book Company, Lucknow.
2. Encyclopedia of Social Work in India, Ministry of welfare, Govt. of India, New Delhi, 1987.
3. Friedlander W.A., Introduction to Social Welfare, Popular Prakashan, New Delhi.
4. R.k. Upadhyay, Social Casework. Rawat publications, New Delhi
5. Sanjay Bhattacharya Social work: An Integrated Approach, Deep and Deep publications New Delhi.
6. Siddiqui H.Y. Groupwork, Theories and Practices, Rawat publications, Jaipur



Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-205C(Compulsory Foundation )	NGOMANAGEMENT	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### 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.

### Unit– I:Voluntarism and Social Action

Voluntarism Vs. Activism – Voluntary Agencies – Definition – Objectives, Ideology of NGOs. – Evolution and functions of NGOs – Complementary role of contract between NGOs. With Government, Role of NGOs. In Development, National and International.

### Unit–II:Formation & Registration of NGO

Factors influencing the formation of NGOs.–Preparation of Memorandum of Association and bye-laws – Registration of NGOs under Societies Registration Act., Trust Act– Enrolment of members and sustenance, growth of NGOs., capacity building.

### Unit-III:Project Formulation & Funding Agencies

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

### Unit-IV:Management of Project & Funding Agencies:

CAPART- Central Social Welfare Board- State Social Welfare Board- Other Central and State Government Department. International Donor agencies: DFID- NOVIB- Action Aid- OXFARM, UNIFEM, Programmes on Women's Responsibility- Case Study of one or Two Organizations- Activities in Women Development

### Unit–V:Monitoring and Evaluation

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

### Practicals:

1. Visit to NGOs. (RASS, PASS etc.).
2. Visit to Voluntary Organizations (RISE (Mathammas) Srikalahasti).
3. Building up rapport and Mobilization of rural people Interaction with people, Government and NGOs.

#### 4. Report on Community Development Programme

##### References:

1. Reider Date 2003, Organizations & Development - Strategies, Structures & Process, Sage Publications, New Delhi
2. B.K. Prasad - 2004, NGOs & Development, Anmol Publications Private Limited - New Delhi, 2004
3. ICSSR, Foreign Funding, NGOs in India
4. John Farrington, et. al., NGO and the State in Asia, London: Routledge, 1993
5. Lawani, B.T. NGOs in Development, Jaipur; Rawat Publication, 1999
6. Katar Singh, Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 1999
7. Vijay Padaki Ed. Development Intervention & Programme Evaluation, New Delhi: Sage Publications, 1999
8. Machael Norton and Murray Culshaw, Getting Started in Fundraising, Sage Publications, New Delhi, 2000
9. John G. Sommer, Empowering the Oppressed: Grassroots Advocacy Movements in India, Sage Publications, New Delhi, 2001.
10. M.L. Dantwala, Harsh Sethi, Pravin Visaria (Eds.), Social Change through Voluntary Action, Sage Publications, New Delhi, 1998.
11. Voluntary Action Network India, Non-Governmental Organisation Guidelines for Good Policy and Practice, New Delhi: Vani, 1995.

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Explain the theoretical contributions made by such great economists like Garry Becker, Amartya Kumar Sen and Mohammad Yunus towards women development and women empowerment;
2.	CO <sub>2</sub>	Critically analyse changing perspectives of women development from welfare to Inclusive development of women through the Five Year Plans;
3.	CO <sub>3</sub>	Compare the socio-economic determinants of women development and women empowerment;
4.	CO <sub>4</sub>	Apply the National Policy on Women and the New LPG policies to assess the development of women in India;
5.	CO <sub>5</sub>	Evaluate the efficacy of general and women specific development programmes being implemented in India by the Central and State governments.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	2	2	3	3	3	3	3	3	-	3
CO <sub>2</sub>	2	2	3	3	3	2	2	2	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

Level: 1. Slight/ Low, 2. Moderate, 3. Substantial

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 206 (Elective Foundation)	Human Values and Professional Ethics-II	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

1. To create an awareness on social ethics and human values;
2. To instill moral and human values among the students;
3. To appraise the rights and responsibilities of citizens.

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

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

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

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

**UNIT –V** Social ethics- Organ trade, Human trafficking, Human rights violation and

social disparities, Feminist ethics, Surrogacy/pregnancy. Ethics of media- Impact of Newspapers, Television, Movies and Internet.

### Books for study:

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

### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Understand the significance of value education, the need for bestowing care for the needy and elderly persons in general and women in particular;
2.	CO <sub>2</sub>	Illustrate ethics needed for health care workers and medical professionals in the context of emerging advanced biotechnology and genetic engineering;
3.	CO <sub>3</sub>	Distinguish between ethical and unethical practices in business and apply the knowledge to maintain ethical standards in business.
4.	CO <sub>4</sub>	Judge the human responsibility towards protecting the environment, climate change, and to control pollution to maintain environmental sustainability;

5.	CO <sub>5</sub>	Create awareness in the society on social ethics, feminist ethics, ethics for responsible citizens and media for the benefit of the society as a whole.
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	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	3	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

### SEMESTER-III

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 301 (GenericElective)	FEMINISTTHEORIES	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	



## **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;

## **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 Beauvoir'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,



CO <sub>2</sub>	2	2	2	3	3	3	3	3	-	3
CO <sub>3</sub>	2	2	2	2	3	2	2	2	-	2
CO <sub>4</sub>	2	2	2	2	3	2	2	2	-	2
CO <sub>5</sub>	2	2	2	2	3	3	2	2	-	2

Level: 1. Slight/ Low, 2. Moderate, 3. Substantial

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-302 Core	HUMAN RESOURCE MANAGEMENT WITH FOCUS ON GENDER PERCEPTION	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### 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.

#### **UNIT–I: Human Resource Management: Context, Concept and Boundaries**

- i. The Changing Social Context and Emerging Issues.
- ii. The Concept and Functions of Human Resource Management
- iii. Structuring Human Resource Management
- iv. Special Focus on Women

#### **UNIT–II: Getting Human Resource**

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

#### **UNIT–III: Performance Management and Potential Assessment**

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

#### **UNIT–IV: Human Resource Development**

- (a) Human Resource Development System–Training



CO <sub>2</sub>	2	2	3	3	3	3	3	3	2	3
CO <sub>3</sub>	3	2	3	3	3	3	3	3	-	3
CO <sub>4</sub>	2	2	3	3	3	3	3	3	-	3
CO <sub>5</sub>	2	2	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-303 Core	INRERNSHIP CUM SEMINAR PRESENTATION	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

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

**Action Plan:**

Duration : 30 Days for Data Collection

Time : During the winter vacation after completion of III semester Examinations.

Area of study : Depending upon the topic selected.

**Preparation of Time Plan:**

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

**Evaluation Process**

S. No	Particulars	Assessment	Marks
1	Seminar	Internal	20
2	Dissertation	Report evaluation	50

3	Viva-voce Examination	Dept. Committee with external member	30
			<b>Total -100</b>

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 304 A (Compulsory Foundation)	CAPACITY BUILDING AND LEADERSHIP	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

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

**UNIT-I: Leadership qualities and skills of a leader**

Meaning, definition, scope and importance of leadership, Essential Characteristics an Effective Leader, leadership status- ascribed and achieved: need of leadership for women, and status of women leadership.

**UNIT-II: Types and Theories of Leadership**

TYPES OF LEADERSHIP AND TRAITS: Autocratic/participative, Laissez-faire, Theories, trait, behavior, situational and transformational.

**UNIT-III: Barriers and ways for promoting leadership**

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

**UNIT-IV: Capacity building and structure**

Concept and definition, scope, need and importance of capacity building for individuals and organizations/institutions/projects, types of capacity building: trainings, workshops, conferences, seminars, symposiums, field visits, observation/exposure visits/cross learning visits....etc., planning a training Programme: Training Programme: Training needs Assessment (TNA) at different levels

### UNIT-V: ROLE AND SKILLS REQUIRED FOR A TRAINER AND TRAINING OF TRAINERS (TOT)

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

### REFERENCES

Web based references:

- Capacity building Activities: A compendium – Second Edition January 2004 <http://www.ainc-inac.gc.ca/bc/proser/proser/fna/ccp/cpcpdme.htm>
- Leadership Wikipedia
- Gender Awareness and sensitivity applications- Training Resources pack: Unnathi Organization for Development Education; [www.unnati.org](http://www.unnati.org)
- Leading to choices: A leadership Training Handbook for women; [www.learningpartnership.org](http://www.learningpartnership.org)

#### Book References:

- By Stydzienski, Jill, ed., Women Transforming Politics (1992); World-wide Strategies for Empowerment, Bloomington, Indiana: Indiana University Press
- Chambers, Report (2003): participatory workshops, Eathscan, India
- Hollander, E. P. (1978). Leader dynamics. New York: The Free Press
- Udaipareek (1996): Organizational behavior process; New Delhi, Rawat Publications

### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Identify the skills, qualities and characteristics required for a successful leader;
2.	CO <sub>2</sub>	Explain various types and theories of Leadership;
3.	CO <sub>3</sub>	Analyze the barriers to become a leader and the methods of acquiring necessary skills and traits to become an efficacious leader among women;
4.	CO <sub>4</sub>	Define the concept of 'Capacity Building' and list out various means to build the capacity of a popular leader;
5.	CO <sub>5</sub>	Evaluate the roles, skills and qualities of Trainer and Trainer

		of Trainers to train successful leaders
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	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 304B (Generic Elective)	<b>GUIDANCE AND COUNSELLING WITH FOCUS WITH GENDER PERCEPTION</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**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.

**Unit-I :Guidance**

- i) Meaning, Scope, Purpose, functions and role of guidance, principles underlying guidance,



## Historical Development of Guidance

### ii) Types of services in a guidance programme:

#### a) Appraisal Service–

Observation, interview, autobiography, Cumulative record, test data, socio-metric techniques.

#### b) Informational Service–

purpose, types, principles and material involved, Career Planning and Placement Service.

### **Unit– II :Counselling**

i) Meaning, Scope, Purpose, functions and role of Counselling, principles underlying Counselling, Types of Counselling, Historical Development of Counselling.

ii) Expectations and goals of Counselling, roles and functions of Counselor, characteristics of counselor and counselee, qualities of a good counselor, factors facilitating counseling relationships.

### **Unit– III :Counselling Theories**

i) Trait-factor, Client-centered, Eclectic counseling, Behavioural Counselling, Rationale motive, Reciprocal inhibition, existentialism.

ii) Role of non-verbal communication in counseling.

### **Unit– IV:Group Guidance and counseling**

(i) Concept, Characteristics, individual Vs Group Techniques; Similarities and Differences; Advantages and limitations.

ii) General principles of evaluation of guidance and counseling programme, Major approaches, concept of accountability.

iii) Guidance and counseling to women & adolescent girls.

### **Unit–V:Report Presentation of a Case Study on Guidance and Counselling.**

#### **PRACTICALS:**

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

#### **References:**

1. Narayana Rao, "Counselling and Guidance"–2<sup>nd</sup> Edition, Tata Mc. Graw-Hill Publishing Ltd., New Delhi, 2000.
2. Masch. "Principles of Guidance and counseling"–Sarup and Sons, New Delhi, 2000.
3. Sitaram Jayaswal. "Guidance and Counselling–An eclectic approach"–Prakash Kendra, Lucknow, 1990.
4. Kukhopadhyaya, "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. Krumboltz, John D. and Carl E. Tharasen, "Counselling Methods" - Holt, Rinehart, Winston, New York, 1976.
12. Pepinsky, Harold B. and Pauline Nichols Pepinsky, "Counselling, Theory and Practices" - The Ronald Press Co., New York, 1954.
13. Shertzer, B. and Stones, C. "Fundamentals of Guidance" - Houghton Mifflin Co., Boston, 1976.
14. Shertzer, B. and Stones, C. "Fundamentals of Counselling" - Houghton Mifflin Co., Boston, 1976.
15. Waters, Jane, "Techniques of Counselling" - McGraw Hill Book Co., New York, 1965.
16. Brammer, L. M. and Shatram, E. L. "Therapeutic Psychology" New Delhi, Prentice-Hall of India, 1968.
17. Fuster, "Counselling in India", New York: The Macmillan and Co., 1964.
18. Goldman, L. "Using Tests in Counselling", New York, Appleton Century Crafts, 1971.
19. Jones, A. J. and Steward, N. B. "Principles of Guidance" Tata - McGraw Hill, Bombay, 1970.
20. Kemp, Gratoon, C. "Foundation of Group Counselling", McGraw Hill Book Co., New York, 1970.
21. Krumboltz, John D. Tharasen Carl, E. "Behavioural Counselling" - Holt, Rinehart and Winston Inc., New York, 1966.
22. Miler, F. W. "Guidance Principles and Services" Charles Ohio, F. Merrill Publishing Co., Columbus, 1968.
23. Miller, Carol, H. "Foundations of Guidance" - Harper and Row Publishers, New York, 1971.
24. Ohlsen, Merie, M. "Group Counselling" - Hold Rinehart and Winston inc., New York, 1970.
25. Parricha, Prem, "Guidance and Counselling in Indian Higher Education" NCERT, New Delhi, 1976.
26. Tolber, "Counselling for Career Development" - Houghton Mifflin Co., Boston, 1973.

**Journals:**

1. British Journal of Guidance.
2. Counselling Psychologist.
3. Indian Journal of Clinical Psychology.
4. Journal of Counselling Psychology.
5. Personnel and Guidance.
6. The School Counsellor.
7. Journal of Community Guidance and Research.

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Define the concept of Guidance, its types, functions and role;
2.	CO <sub>2</sub>	Explain the meaning, scope, types and functions of Counselling;
3.	CO <sub>3</sub>	Illustrate various theories of counselling theories and the role of non-verbal communications in providing counselling;

4.	CO <sub>4</sub>	Compare the Individual and Group Techniques of counselling and reiterate the need for counselling women and adolescence girls;
5.	CO <sub>5</sub>	Prepare a model project proposal taking a critical case study for guidance and counselling.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	2	2	3	3	3	3	3	3-	-	3
CO <sub>3</sub>	2	2	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	2	2	3	3	3	3	3	3	-	3

Level: 1. Slight/ Low, 2. Moderate, 3. Substantial

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS – 304(c) (Compulsory Foundation)	GENDER BASED VIOLENCE: ISSUES AND CONCERNS	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### 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.

### Unit – I: Voluntarism and Social Action

#### Unit - I: Conceptual Framework of Violence against Women

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

## **Unit - II: Gender Based Violence in Family**

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

## **Unit - III: Gender Based Violence in Community and State**

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

## **Unit – IV: Cultural Practices Violating Women's Right**

Forced Polyandry and Widowhood, Devadasi System and Mathamma Culture, Honor Killing, Witch Hunting, Genital Mutilation

## **Unit - V: Response to Violence State**

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

### **Class room Activities:**

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

### **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.

### **Course Learning Outcomes (CLOs)**

S.No.	Course Number :	CO's Description
1.	CO <sub>1</sub>	Define the concept of Violence and its various manifestations with particular reference to violence against women

2.	CO <sub>2</sub>	Gain awareness on different forms of domestic violence against women and children
3.	CO <sub>3</sub>	Explain the different forms of violence against women in the society and those by the law enforcing authorities
4.	CO <sub>4</sub>	Analyze various types of violence meted against women on the pretext of culture and traditions of the society
5.	CO <sub>5</sub>	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

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	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-304D(Core)	WOMENSCIENCE&TECHNOLOGY	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### **Objectives of the Course:**

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

### **Unit–I: Gender and Development in Science Technology and Management**

- Definition of Gender, Focus on Gender, Gender Analysis
- Mainstream Gender in Science and Technology
- Gender Management System - Objectives- GMS Structures- GMS Mechanisms
- Mainstreaming Gender development policies

### **Unit–II: Environment and Sustainable Development: The Gender Dimension**

- Women's Local and Indigenous Knowledge Systems- Agriculture, Biodiversity and Food Security
- Education, Careers and Decision-Making
- Science for women: supporting women's development and livelihood activities through Science & Technology

### **Unit–III: Approaches for applying Gender in Science and Technology**

- Capacity development for technology choice
- Capacity development for promoting women in innovation systems
- Approaches for action: interconnections and empowerment through a gender Perspective

### **Unit–IV: Rural Women and Technology Development**

- Women in Technology roles
- Women in Microfinance
- Impact of Technology on Women and Vice Versa
- Transfer Technology for Development of Women
- Self-Help Group Women Beneficiaries and Adoption of Science & Technology

### **Unit–V: Technology Support Systems**

Financing– Information Systems– Organizing at Enterprise Level– Women and Information Technology Systems.

### **Practicals:**

- Report on Case Studies on Women and Technology

### **References:**

- Jain,S.C.,“womenandTechnology”–RawatPublications,JaipurBeghs,1985.
- Poonacha, Veena, Coverage of Women in the Print Media: Content Analysis of theSundayObserver, Research Centre for Women’s Studies, SNT Women’s University,Bombay,1988.
- Singh, InduPrakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi,1991.
- Everts, Saskia (1998). Gender and Technology: Empowering Women, EngenderingDevelopment.London:Zed Books
- Carr,Marilyn(2000).‘Gender,ScienceandTechnology forDevelopmentintheContextof Globalization’, inAWISMagazine,Volume 29, Number (4)pp 13–16,Fall2000.
- Elizabeth McGregor and FabiolaBazi (2001)Gender Mainstreaming in Science andTechnologyAReferenceManualforGovernmentsandOtherStakeholdersJune2001.
- Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist SociologicalKnowledge,Sage,NewDelhi, 2003.
- Mohanty,Manoranjan,(eds),Class,Caste,Gender,Sage,NewDelhi,2004
- Malini Bhattacharya (Ed)., Women and Globalization, Tulika Books in Association ofSchoolof Women’sStudies, Jadapur University,New Delhi, 2005

### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO’s Description
1.	CO <sub>1</sub>	Define the basic concepts of Gender, Science, Technology and Management and discuss how science and technology can be mainstreamed in the development process of women;
2.	CO <sub>2</sub>	Explain how environment and science education would support the livelihood system of women and ensure food

		security and sustainable development;
3.	CO <sub>3</sub>	Analyze how capacity building can be used to mainstream women in innovation system at national and grassroots levels;
4.	CO <sub>4</sub>	Evaluate how rural self-help group women incorporate science and technology to become successful entrepreneurs;
5.	CO <sub>5</sub>	Design and develop a model project that would incorporate the appropriate technology in the industrial or business activity

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	3	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	2	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-305A(Open Elective)	GENDERSENSITIZATION&TRAINING	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

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



2. To impart knowledge on different methods of training to inculcate gender sensitivity among the students;
3. To assess the relative roles of government, NGOs and Self-help groups in evolving a Gender Sensitive Society.

### **UNIT–I: Conceptual Framework of Training**

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

### **UNIT– II: Training Methods and Techniques**

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

### **UNIT–III: Gender Components of Training Strategy**

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

### **UNIT-IV: Practicum– Areas of Gender Sensitization**

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

### **UNIT–V: Livelihood Management**

Role of Government, Role of NGO's, Grass – Root Initiatives: Role of SHGs, Micro Credit and Micro Enterprises, Patriarchy and Oppression, Social Institution: A Gender Lens, violence against women, Gender Equality.

### **Class Room Activity**

- Developing training module for gender sensitization training programmes on varied themes.

### **Recommended Reading List for WSC-106:**

- *Gender Analysis Framework*: <http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdf>
- Murthy Ranjani K. 2001. *Building Women's Capacities*. New Delhi: Sage Publications.
- Grambs Jean. 1976. *Teaching About Women in the Social Studies: Concepts, Methods and Materials*. Virginia: National Council for the Social Studies.
- *Participatory Planning for change*: <http://www.dfggmoi.gov.kh/documents/Learning-Theme-01/1-Handout/Module4-SA-Tools/Module4-8-SA-Tool-En/M4-1-Participatory-Planning-6-Handout-En.pdf>
- [http://hcfp.gov.in/downloads/manuals/Training\\_Manual\\_on\\_Gender\\_Sensitization.pdf](http://hcfp.gov.in/downloads/manuals/Training_Manual_on_Gender_Sensitization.pdf)
- <http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf>
- <http://timesfoundation.indiatimes.com/articleshow/1254836.cms>

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Have conceptual clarity on Education, Training and Teaching and will be able to design a good training programme for gender sensitization;
2.	CO <sub>2</sub>	Assess relative merits of different methods of training and select one or combination of different types of training methods;
3.	CO <sub>3</sub>	Analyze basic methodologies for planning gender sensitive programs and projects to the target groups;
4.	CO <sub>4</sub>	Identify the areas where Gender sensitivity is required and impart the same to the target groups.
5.	CO <sub>5</sub>	Evaluate the role of Government, NGOs, SHGs and Microfinance institutions in the management of livelihood resources for women and in evolving a Gender sensitive Society.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

Level: 1. Slight/ Low, 2. Moderate, 3. Substantial

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 305 B(OpenElective)	GENDERIDENTITYANDLEADERSHIP	06	4

Sessional Marks: 20	End Semester Examination Marks: 80
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### Objectiveness of the Course

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

#### UNIT –I

Meaning and Definition of Gender – Identity, Freedom and Empowerment: Some theoretical reflections – analyzing structures of Patriarchy with relation to gender, family and social change.

#### UNIT– II

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

#### UNIT– III

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

#### UNIT– IV

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

#### UNIT– V

Psychodynamic Approach and Leadership Ethics – Net 1 + Work.

#### References:

- Bina Agarwal (1994) ***A Field of One's Own: Gender and Land Rights in South Asia***, Cambridge University Press.
- Bina Agarwal, Jane Humphries and Ingrid Robeyns (ed) (2006) ***Capabilities, Freedom and Equality: Amartya Sen's Work from a Gender Perspective***, New Delhi, Oxford University Press.
- Dorothy P. Moore & E. Holly Buttner (1997) ***Women Entrepreneurs: Moving Beyond the Glass Ceiling***, New Delhi, Sage Publication.
- Gary N. Pwell (ed) (1999) ***Handbook of Gender & Work***, New Delhi, Sage Publications.
- Mats Alvesson & Yvonne Due Billing (1997) ***Understanding Gender and Organization***, New Delhi, Sage Publications.
- Meena Kelkar & Deepti Gangavane (ed) (2003) ***Feminism in Search of an Identity: The Indian Context***, New Delhi, Rawat Publications.
- Marth Fetherolf Loutfi (ed) (2002) ***Women, Gender and Work: What is Equality and How do we get there?***, Jaipur and New Delhi, Rawat Publications.
- Peter G. Northouse (2007) ***Leadership: Theory and Practice***, Sage Publications, New Delhi.
- Suzanne Staggenborg (1998) ***Gender, Family and Social Movements***, New Delhi, Pine Forge Press.
- Tapan Biswal (2006) ***Human Rights, Gender and Environment***, New Delhi, Viva Boo

ksPrivateLimited.

- W.GlennRowe(2007) CaseinLeadership,Sage Publications,NewDelhi.

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Define the concept of 'Gender Identity' and distinguish clearly between 'Freedom and Empowerment';
2.	CO <sub>2</sub>	Explain the Interaction between the Gender and Work in the new Millennium;
3.	CO <sub>3</sub>	Relate Gender Identity with Caste, Class and Ethnicity in a society;
4.	CO <sub>4</sub>	Compare different categories of leadership like Team Leadership, Strategic leadership;
5.	CO <sub>5</sub>	Evaluate the effectiveness of Psychodynamic Approach in building women leadership.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	2	2	2	2	3	2	2	2	-	3
CO <sub>2</sub>	2	2	2	2	2	2	2	2	-	2
CO <sub>3</sub>	2	2	2	2	2	2	2	2	-	2
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	2	2	2	2	3	3	3	3	-	3

Level: 1. Slight/ Low, 2. Moderate, 3. Substantial

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 305C ( OpenElective)	<b>GENDER PERSPECTIVE AND GOVERNANCE</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

## **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.

### **Unit-I: Concepts and nature of Women's political participation**

- Definition, meaning, scope and nature of political participation of women
- Reasons for low political participation of women
- Impediments and problems faced by women for political participation.
- Role of women in Government institutions and their contribution in the development of nation

### **Unit-II: Components of political participation of women**

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

### **Unit-III: Interventions for Women's political participations**

- 73<sup>rd</sup> and 74<sup>th</sup> amendment to the Constitution of India and their representation in local bodies.
- Women's reservation Bill for upper bodies - current scenario, debate, Affirmative action
- Strategies by Indian Government and NGO's for women's share in politics

### **Unit-IV: Governance through Democratic Decentralization**

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

### **Unit-V: Women and Governance in the Indian context**

- Women in local government - Panchayat Raj and Urban governance
- Women in State Assemblies
- Women in Parliament
- Problems and remedial measures for their effective participation in governance
- Major issues, problems and remedial measures for women's effective participation in governance

### **Recommended Readings:**

- 1) **Sanjay Prakash Sharma**, *Panchayati Raj*, Vista International Publishing, New Delhi, 2006.

- 2) **S.P.Sharma**, *Rural Development and Panchayati Raj*, Vista International Publishing, New Delhi, 2006.
- 3) **Dr L.M. Singvi**, *Democracy and the Rule of Law*, Ocean Books Pvt. Ltd., New Delhi 2002.
- 4) **Laxmi Devi**, *Women in Politics Management and Decision Making*, Anmol Publishing Pvt. Ltd. New Delhi, 1998.
- 5) **S.N Ambedkar**, *Women Empowerment and Panchayati Raj*, ABD Publishers, Jaipur 2005.
- 6) **Kumar Raj**, *Women in Politics*, Anmol Publishers Pvt. Ltd., New Delhi, 2000.  
**Kumar Raj**, *Women and Leadership*, Anmol Publishers Pvt. Ltd

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Define the concept of 'Political Participation' and identify the reasons or the impediments for the low levels of participation of women in politics.
2.	CO <sub>2</sub>	Explain different components of political participation by women;
3.	CO <sub>3</sub>	Analyze interventions made by the government through 73 <sup>rd</sup> and 74 <sup>th</sup> Amendments to the Indian Constitution and the current stalemate in the Women's Reservation Bill in the Indian Parliament;
4.	CO <sub>4</sub>	Summarize the entire struggles and agitations by women since 1930 to gain political power at various levels;
5.	CO <sub>5</sub>	Evaluate the current low level of women's share in Parliament and State Assemblies and suggest measures to improve the situation.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	2	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

Level: 1. Slight/ Low, 2. Moderate, 3. Substantial

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#### SEMESTER-IV

<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours Per week</b>	<b>No of Credits</b>
<b>SVUWS-401</b> (Core)	<b>Entrepreneurship Management &amp; Development</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**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.

**Unit-I:EntrepreneursandEntrepreneurship–WhoisEntrepreneur?**

QualitiesofEntrepreneur,ConceptanddefinitionofEntrepreneurship–

Entrepreneurialfunctions–originand growth ofEntrepreneurshipinIndia

**Unit–II:EstablishingNewEnterprises–ChoiceofEnterprise–MarketAssessment for SSE–**

Choice ofTechnology Financing, Preparation of the BusinessPlan.

**Unit–III:BusinessPlanforEntrepreneurs–**

GeneratingaBusinessidea,DevelopingaBusinessplan,MarketAnalysis,FinancialAnalysis, Realisticplanning,Marketing,Costing and Pricing, Operational Management, Record- Keeping,Saving

**Unit – IV : Women and Entrepreneurship – Concept and definition of**

WomenEntrepreneur–GrowthofwomenEntrepreneurshipinIndia(RecentTrends)–

ChallengesbeforewomenentrepreneursinIndia(SWOTAnalysis)–

Entrepreneurshipdevelopment,thethrustareasforaction–

IndustrialestatesforwomenEntrepreneurs(A CasestudyofALEAP)

**Unit–V:PerformanceAppraisalandGrowthStrategies–ManagementPerformance**

Assessment Control–Strategiesfor Stabilization and Growth –

ManagingFamilyEnterprises

**Practicals:**

1. CollectingCaseStudiesofWomenEntrepreneurs.
2. VisittoEnterpriserowbywomenentrepreneursandregionalentrepreneurships upportsystem.
3. VisittoEntrepreneurial DevelopmentCell(Campus.SVUniversity)
4. PreparationofProjectProposalforaSelectedEnterprise.

**References:**

1. SivaKamaSundari,S.“EntrepreneurshipDevelopmentforRuralWomen”(Vol.1), Asianand PacificforTransfer ofTechnology, New Delhi, 1995.
2. LalithaRani,D–“WomenEntrepreneurs”APHPublishingCorporation,NewDelhi, 1999.
3. SundaraPandianM.“WomenEntrepreneurship:Issues andstrategies”,KanishkaPublishers, Distributors, New Delhi, 1999.

**Course Learning Outcomes (CLOs)**

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Define the concept of Entrepreneurship and highlight the qualities and functions of an Entrepreneur;
2.	CO <sub>2</sub>	Explain the prerequisites to establish new enterprises and prepare a blue print for the same;
3.	CO <sub>3</sub>	Demonstrate a business idea, business plan and SWOT analysis;
4.	CO <sub>4</sub>	Analyze the recent trends in growth of Women Entrepreneurship and challenges being faced by women



		entrepreneurs in India;
5.	CO <sub>5</sub>	Asses the management performance and successfully implement the strategies for stabilization and growth of women enterprises in India.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	2	3	3	2	2	2	3	3	-	3
CO <sub>2</sub>	3	3	3	2	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	2	3	3	-	3
CO <sub>4</sub>	3	3	3	2	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS - 402 (Core)	WOMEN'S LEGISLATIONS-GENDER CONCERNS	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**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.

**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**



<b>CO<sub>3</sub></b>	3	3	3	3	3	3	3	3	-	3
<b>CO<sub>4</sub></b>	3	3	3	3	3	3	3	3	-	3
<b>CO<sub>5</sub></b>	3	3	3	3	3	3	3	3	-	3

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<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours Per week</b>	<b>No of Credits</b>
<b>SVUWS-403 Core</b>	<b>DOCUMENTATION &amp; PROJECT WORK WITHGENDERPERCEPTION</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

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

**Action Plan:**

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

**Preparation of Time Plan:**

- 5.Data collection and analysis
- 6.Preparation of Dissertation during the IV Semester



CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	2	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	2	3	3	3	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-404A (Generic Elective)	Participatory learning, Extension and Outreach programmes & Advocacy, with focus on women	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**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.

**Unit-I: Changing Concept of Extension**

Extension work – Meaning– Scope needs and methods.

Changing concept of Extension – Philosophy – Objectives – Principles functions. Extension education components and dimensions– Characteristic of Extension Work

: Building rapport– Mobilization of rural people–

Interaction with people, Government and NGOs.– 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**

Panchayats, DRDA, CAPART, NIRD, Extension as a third dimension of University Education – Area specific problems.

**UNIT – III: Participatory Extension:** Introduction to 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: Villagemap (Social & resource) – Time related methods: Time line, trend analysis, seasonal diagram – Daily activities schedule, dream map.

## **UNIT- V:**

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.

## **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 Handbook of Education Extension, Jyoti Prakashan, Allahabad.
3. Dahama, O.P. and Bhatnagar, O.P.  
(1987): Education and Communication for Development, Oxford and IBH Publishing Co., Pvt. Ltd., New Delhi.
4. Extension Education in Community Development (1961): Ministry of Food and Agriculture, Government of India, New Delhi.
5. Pankajam, G. (2000): Extension – Third Dimension of Education, Gyan Publishing House, New Delhi.
6. Ray, G.L. (1999):  
Extension Communication and Management, Naya Prakash, 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. Birtha Mikkelsen: Methods of Development work and Research (New Delhi, Sage, 1995).

10. Adhikary, "Participatory Planning and Project Management In Extension Science",
11. Agrotech Publication Academy
12. Mukharjee N. "Participatory Learning and Action", Concept Publishing Company, New Delhi.
13. Mukharjee Amitava, "Participatory Rural Appraisal- Methods and Applications in Rural Planning", Concept Publishing Company, New Delhi.
14. Mukharjee Neela "Participatory Learning and Action With 100 Field Methods", Concept Publishing Company, New Delhi.
15. Mukharjee Neela "Participatory Rural Appraisal And Questionnaire Survey", Concept Publishing Company, New Delhi.
16. Singh BK, "PRA/ PALAND PARTICIPATORY TRAINING" Adhyayan Publication & Distribution. Somesh Kumar, "Methods for Community Participation" Vistaar Publications

### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Understand the evolving concept of extension, principles and functions of extension work.
2.	CO <sub>2</sub>	Learn the procedures to approach the supporting agencies such as DRDA, CAPART, NIRD to pursue the third dimension of university education, Extension;
3.	CO <sub>3</sub>	Apply the principles of Participatory Extension in rural areas and to the needy people;
4.	CO <sub>4</sub>	Demonstrate different tools and techniques of Participatory Extension to achieve desired results;
5.	CO <sub>5</sub>	Evaluate the success of the extension activities for generating sustainable outcomes.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	2	3	3	3	3	2	3	-	3
CO <sub>2</sub>	2	2	3	3	3	3	2	3	-	3
CO <sub>3</sub>	3	2	3	3	3	3	2	3	-	3

<b>CO<sub>4</sub></b>	2	2	3	3	3	3	2	3	-	3
<b>CO<sub>5</sub></b>	2	2	3	3	3	3	2	3	3	3

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<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours Per week</b>	<b>No of Credits</b>
<b>SVUWS-404 B Generic Elective</b>	<b>MULTIMEDIASYSTEMS</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

1. To expose the students to multimedia system to create interactive presentations materials.;
2. To apply the computer knowledge gained in the course to multimedia systems;
3. To improve the self-employment or wage employment opportunities for the students in multimedia systems.

**UNIT-I**

Introduction to Multimedia: media and Data Streams: Medium Main Properties of Multimedia System-Multimedia-Traditional data streams Characteristics-Data streams Characteristics for continuous Media – Information Units-Sound/Audio: Basic Concepts-Computer Image Processing.

**UNIT-II**

Video and Animation: Basic Concepts-Television-Computer based Animation-Data Compression: Storage Space-Coding Requirements-Source, Entropy and Hybrid coding-some Basic Compression Techniques-JPEG, H.261-MPEG\_DVI.

**UNIT-III**

Optical storage media: Basic Technology-Video Disks and other WORMs Compact Disk Read Only Memory-CD-ROM Extended Architecture-Further CD-ROM Technologies-Computer Technology: Communication Architecture-Multimedia Workstation.

**UNIT-IV**

Multimedia Operating Systems: Real Time-Resource management-Process Management-File Systems-Additional Operating System issues-



systemArchitecture.

### UNIT-V

Multimedia Communication Systems: Application Subsystem – TransportSubsystem-Quality subsystem Quality of service and Resource Management-Database Systems:Multimedia Database ManagementSystem-Characteristics of MDBMS-Data Analysis

#### REFERENCEBOOKS:

1. *TayVaughan,MultimediaMakingitwork,TataMcGraw-Hill,Edition,2001*
2. *Jeffcoate,MultimediainpracticeTechnologyandApplication,PrenticeHall,1995JohnF. KoeelBuford,Multimediasystems,AddisonWesley,1994.*
3. *FredHalsall,Multimediacommunications,PearsonEdition2001.*
4. *PrabhatKandleighandKiranThatkar,MultimediasystemsDesign,PHI2005.*

#### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Describe the Multimedia system, its properties and major components;
2.	CO <sub>2</sub>	Explain the video Animation and systems of data compression using Entropy and Hybrid coding;
3.	CO <sub>3</sub>	Analyze different methods of data storage, communication architecture and multimedia workstation;
4.	CO <sub>4</sub>	Compare Real Time Resource Management with other methods of data management;
5.	CO <sub>5</sub>	Demonstrate the practical applications of Multimedia animation system in the real world and secure a professional career.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	2	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	2	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	2	3	-	3
CO <sub>4</sub>	3	2	3	3	3	3	2	3	-	3

CO <sub>5</sub>	3	3	3	3	3	3	2	3	-	3
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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-404 C Generic Elective	FAMILYLIFEEDUCATION	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**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.

**UNIT– I ReproductiveHealthStatus**

Introduction–

DefinitionandImportanceofReproductiveHealth,ReproductiveHealthProblems, Antenatal- Natal- Postnatal care, Infant Mortality Rate- Maternal Mortality Rate – Maternal Morbidity Rate ,Immunization ,Family Welfare and fertility behaviours, Importanceof Family Planning and fertility preference, Family Planning and Contraceptive Methods,ReproductiveRights.

**UNIT-II ReproductiveHealthandCommunicableDiseases**

SexuallyTransmittedDiseases/ReproductiveTrackInfection,HumanImmuneVirus /AcquiredImmuneDeficiencySyndrome,Modes ofTransmission,

**UNIT-IIIReproductiveHealthCareServices,Policies&Programmes**

PHCs-

CHCsandSubcentrelevel,Integratedchilddevelopmentscheme(ICDS),Ayushmati scheme, Infant and young child feeding project (IYCF), RH Policies and Reports(MDGGoals, NFHS IIIand NFHSIV)

**Unit IVFamilylifeeducation**

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

#### Unit V Family Law and Public Policy

Family and the law, Family and social services, Family and education, Family and the economy, Family and religion, Policy and the family, Career Opportunities in Family Life Education

#### References

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

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Define the concept of Reproductive Health of women;
2.	CO <sub>2</sub>	Explain the significance of Reproductive Health and Communicable Diseases;
3.	CO <sub>3</sub>	Demonstrate about Reproductive Health Care Services, Policies & Programmes;
4.	CO <sub>4</sub>	Analyze the Family Life Education and Dynamics of Families;

5.	CO <sub>5</sub>	Asses the Family and the law, Career Opportunities in Family LifeEducation.
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	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	2	2	3	3	3	3	2	3	2	3
CO <sub>2</sub>	2	2	3	3	3	3	2	3	3	3
CO <sub>3</sub>	2	2	3	3	3	3	2	3	-	3
CO <sub>4</sub>	2	3	3	3	3	3	2	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	2	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-404D OpenElective	WOMENANDGLOBALIZATION	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

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

**UNIT– I**

Globalizationinhistorical context–TheorizingGenderArrangements.

**UNIT– II**

Globalizationand changing pattern of employment in the Third World – GlobalizationofPoverty–FeminizationofPoverty.

**UNIT– III**

Economic Policies and Patterns of Globalization – Growth as development, humandevlopment and gender inequalities;Macro–economythrough the Genderlens.

#### UNIT– IV

Gender Implications of Economic liberalization policies and patterns of globalization – Gender and patterns of work in the age of globalization, Trade liberalization, working condition and wage gaps – Impact of gender inequalities on patterns of globalization.

#### UNIT– V

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

#### References:

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

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Understand the concept and components of globalization;
2.	CO <sub>2</sub>	Analyze the impact of globalization on changing patterns of

		employment and poverty.
3.	CO <sub>3</sub>	Judge the effects of globalization on women from macroeconomic perspective;
4.	CO <sub>4</sub>	Assess the tenors of globalization on feminization of labour force, working conditions and wage rates;
5.	CO <sub>5</sub>	Evaluate the challenges that women are facing during the era of globalization.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	2	3	2	3	2	3
CO <sub>2</sub>	3	3	3	3	3	3	2	3	3	3
CO <sub>3</sub>	2	2	3	3	3	3	2	3	-	3
CO <sub>4</sub>	2	2	3	3	3	3	2	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-405 A Generic Elective	GENDER AND HUMAN RIGHTS	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the course:**

4. To enable the students to understand the constitutional and legal provisions;
5. To sensitize the society about legal rights of women and to encourage women's effective participation in the society;
6. To provide knowledge on various agencies and mechanism involved in the protection of women and girl children.

## **UNIT: Introduction**

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

## **UNITII: International Declarations, Covenants and Conventions**

Universal Declaration of Human Rights (UDHR) (1948), International Covenant on Civil and Political Rights (ICCPR) (1966), International Covenant on Elimination of All forms of Discrimination Against Women (CEDAW) 1979, Convention on the Right of Child (1989), Vienna Conference on Human Rights, 1993,

## **UNIT III: Human Right in India**

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

## **UNIT IV: Human Rights Violations**

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

## **UNIT V: Promotion of Human Rights**

Role of Inter- Governmental Organizations, Human Rights Non-Governmental Organizations in promoting Human Rights, Role of HRNGO's, Types of HRNGO's, Consultative Status of HRNGO's General, Special, Roster; Important HRNGO's — International and National;

Amnesty International, Human Rights Watch, Red Cross, International Commission of Jurists

### References:

1. Quil Ahmad, "Mohammedan law" – (Allahabad: Central Law Agency, 1992).
2. Goroodass Benerjee, "The Hindu Law of Marriage and Stridhana" – Delhi: Mittal Publications, 1984.
3. Vepa P. Sarathi, "Law of Evidence" – Lucknow: Eastern Book Company, 1989.
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5. Dwarakanath Mitter, "The Position of Women in Hindu Law" – New Delhi : Inter India Publications, 1984. R.N. Saxena, "The Code of Criminal Procedure" – Allahabad: Central Law Agency, 1990.
6. Rakesh & Singh, "Law of Sexual Offences" – Allahabad : The Law Book Company (P) Ltd., 1994.
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8. Archana Parashan, "Women and Family Law Reform in India" – New Delhi : Sage Publishers, 1991.
9. Dilip Chand Manoj, "The Family Laws of Islam" – New Delhi : International Islamic Publishers, 1993.
10. Mukhopadhyay and Maheswari, "The Employees Provident Fund acts" – New Delhi: Allied Schemes Book Corporation, 1991.
11. Paras Diwan, "Dowry and Protection to Married Women" – New Delhi : Deep & Deep Publications, 1987. Multiple Action Research Group, "Our Laws (Vol.1 to 10)" – New Delhi: Dept. of Women Status of Women in India.
12. Kiran Devendra, "Changing Status of Women in India" – New Delhi: Vikas Publishing House, 1994.
13. Niroj Sinha, "Women and Violence" – New Delhi: Vikas Publishing House, 1989.
14. Indu Prakash Singh, "Women Law and Social change in India" – New Delhi : Radiant Publishers, 1989. Sinha B.S., "Law and Social Change in India" – New Delhi, Deep & Deep Publications, 1983.
15. Sushma Sood, "Violence Against Women" – Jaipur: Arihant Publishers, 1990.
16. Vimala Veena Ragavan, "Rape and Victims of Rape" – New Delhi: Northern Book Centre, 1987.
17. Srivastava, "Women and Law" – New Delhi: Lectural Publications, 1954. The Indecent Representation of Women (Prohibition) Act, 1986.
18. M.T.P. Act., 1971.
20. Pre-natal Diagnostic Techniques (Prevention and Regulation of Misuse) Act, 1984.

### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Remember and recollect the Constitutional Provisions for protection of women which act as an instrument of social



		change.
2.	CO <sub>2</sub>	Have an understanding of plethora of labour laws to ensure the safety and security of women at workplaces;
3.	CO <sub>3</sub>	Analyze various Family Laws including the Domestic Violence Act of 2005 enacted to protect the interests of women belonging to different religions;
4.	CO <sub>4</sub>	Assess the effectiveness of Criminal laws enacted including the Nirbhya Act of 2013 in ameliorating the plight of girls and women subjected to cruelty such as rape;
5.	CO <sub>5</sub>	Evaluate the performance of several law enforcing agencies, NGOs and collective action by women and others in rendering justice to the women victims.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	2	3	3	3	3	3	3	-	3
CO <sub>2</sub>	2	2	3	3	3	3	2	3	-	3
CO <sub>3</sub>	2	3	3	3	3	3	2	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	2	2	3	3	3	3	2	3	-	3

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-405 B Open Elective	Gender and Mass Communications	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

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

**UNIT– I**

Women,MediaandSociety– genderinequalityanditsources,familiesontelevision, Women and Social Life, Women and Literature – Women representationand participation in literature and arts – Women and media culture – Women inadvertisements– Women in film and music industry – Mediated images of womenandtheirgenderstatus in contemporarysociety–Gender construction andmedia.

**UNIT– II**

Feministcommunicationtheories– Structuralismandfeministcommunicationtheories–Thestructuralistparadigm– Mutedgrouptheory–Standpointtheory– Poststructuralismandfeministcommunicationtheories– Thepoststructuralistparadigm– Performanceand Positingtheory– Transgender and Cyborgtheories.

**UNIT– III**

Communication and Women’s Empowerment – National Policy for Empowerment ofWomen – Social and Economic Empowerment of Women – Gender Budget – Role ofNGO’sfor Women’s Development.

**UNIT– IV**

Portrayalofwomeninprintandelectronicmedia–Feministwritings– Representationofwomeninmedia– ObscenityPornography,IndecentRepresentationof Women (Prohibition) Act

– Women’s Sexuality in films. Women in Indian Soap Operas – Women as Viewers – Themes – Characters – Portrayal of women in Television Soap Operas – Soap Operas and Social Change.

#### UNIT– V

Development & Communication – Active Research – Feminist Communication Methodology Structuralism and Methodology – Conversation analysis – Critical discourse analysis – Poststructuralism and methodology – Poststructuralism discourse analysis and transversediscourse analysis.

#### References:

1. Allen, D., Rush, R., and Kaufman, S. J. (eds) (1996) **Women Transforming Communication, Global Intersections**. CA: Sage Publications, New Delhi.
  2. Ammu Joseph, Kalpana Sharma (eds) (1994) **Whose News? The Media and Women’s Issues**, Sage Publications, New Delhi.
  3. Ammu Joseph, Kalpana Sharma (eds) (2006) **Whose News? The Media and Women’s Issues**, Sage Publications, New Delhi.
  4. 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.
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  9. Katharine Sarikakis and Leslie Regan Shade (2008) (eds), **Minding the Gap: Feminist Interventions in International Communication**, USA: Rowman and Littlefield.
  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 from Feminist Perspectives**.
  14. Subhash Joshi and Kiran Prasad (eds) (2008). **Feminist Development Communication: Empowering Women in the Information Age**. New Delhi: The Women Press.
  15. Vidya Dehejia, **Representing Body: Gender Issues in Indian Art, Kali for Women**, New Delhi, 1997.
- **Course Learning Outcomes (CLOs)**

S.No.	Course	CO’s Description
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	<b>Number:</b>	
1.	CO <sub>1</sub>	Understand the concept of Human Rights and their evolution across the globe;
2.	CO <sub>2</sub>	Describe the outcomes of various international declarations, covenants on Human Rights, Women and Child Rights;
3.	CO <sub>3</sub>	Analyze the Constitutional, legal and judicial provisions and the role of Human Rights Commissions in the enforcement and protection of Human Rights;
4.	CO <sub>4</sub>	Critically analyze various types of violations of Human Rights in the country focusing on women and children;
5.	CO <sub>5</sub>	Evaluate the functioning of different government and non-governmental agencies in the enforcement of human rights of women and children.

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	2	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>3</sub>	3	3	3	3	3	3	2	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	2	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	2	3	-	3

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## IV SEMESTER

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS -405c (open Elective)	SOCIAL INSTITUTIONS AND GENDER ANALYSIS	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

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

### UNIT-I History of Human Evolution and Gender

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

### UNIT-II Historical Evolution of Gender and Social Institutions

Emergence of Human Family- Inheritance- Marriage- son preference – Male Centered social norms and values- gender role division – formation of social institutions- politics of social institutions increasing unequal power relations and divisions among humans- A Critical questioning of emergence and contributions of social institutions.

### UNIT-III- Gender- Social & Technological Changes

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

### UNIT-IV: Current Contours in Socialization

Historical roots in socialization – rigid social norms- cultural resistance – sustaining marginalization - Recent developments and State initiatives towards empowering the marginalized.

### UNIT-V- Segregation of Society

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

### References:

1. Jain Jasbir, "Women in Patriarchy", Rawest Publications, New Delhi, 2005.
2. Wharton.S.Amy, The Sociology of Gender: An Introduction to Theory and Research, USA: Blackwell Publishing, 2005.
3. Ram.S, "The Encyclopedia of Women and social change", Commonwealth Publishing, 2003.
4. Misra Geetanjali & Chandramani Radhika, Sexuality, Gender and Rights, Exploring Theory and Practice in South and South East Asia, New Delhi: Sage Publications, 2005.

5. Visvanathan Nalini, Duggan Lynn, Nisonaff Laurie, Wiegersma Nan, "The Women, Gender and Development Reader" Zed Books, USA, 1997.
6. Qureshi, Muniruddin, Social status of Indian Women, New Delhi: Anmol publications, 2003.
7. Remainder of special issue Feminist Legal Studies, Issue 19 (2010) - Haritaworn, Jin, Tamsila Tauqir, and Esra Erdem, Gay Imperialism: The Role of Gender and Sexuality Discourses in the 'War on Terror'.

**Course Learning Outcomes (CLOs)**

S.No.	Course Number :	CO's Description
1.	CO <sub>1</sub>	Understand the historical evolution of gender and social institutions
2.	CO <sub>2</sub>	Judge the role of social institutions in constructing gender and social norms.
3.	CO <sub>3</sub>	Analyze the Social Construction, Industrial revolution, organized labour, workplace ethics in the context of social change and gender relations
4.	CO <sub>4</sub>	Assess the unwritten social norms and rules governing in Indian society
5.	CO <sub>5</sub>	Evaluate the existence of social norms in segregated society

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>2</sub>	3	3	3	3	3	3	3	3	.	3
CO <sub>3</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>4</sub>	3	3	3	3	3	3	3	3	-	3
CO <sub>5</sub>	3	3	3	3	3	3	3	3	-	3

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