

M.ASRI PADMAVATI MAHILA VISVAVIDYALAYAM
(WOMEN'S UNIVERSITY)
TIRUPATI, CHITTOOR DISTRICT
ANDHRA PRADESH

WOMEN'S STUDIES PROGRAMME

[Two Year Regular FullTime Programme]



DEPARTMENT OF WOMEN'S STUDIES

Curriculum
(Choice Based Credit System)

[Revised Syllabus]

W.E.F.2020-2021

**SRI PADMAVATI MAHILA VISVAVIDYALAYAM: TIRUPATI, AP
DEPARTMENT OF WOMEN'S STUDIES**

M.A. WOMEN'S STUDIES PROGRAMME

**COURSE STRUCTURE FOR M.A SYLLABUS
CBCS MODEL w.e.f – 2020-21**

The Department of Women's Studies was established in the year 1989. Since its inception, started post-graduation programme in Women's Studies with an intake of 20 per year.

In 2002, the Department started to offer the post-graduation program in Women's Studies in Distance mode and also introduced Research Programme both in M.Phil. and Ph.D.

INSTRUCTIONS:

M.A. Women's Studies Programme & Courses: Under Choice Based Credit System [CBCS]

1. Duration: M.A. Women's Studies Programme is of Four Semesters/Two Year duration.

2. Credit Requirement for the Master's Degree: 86 Credits

3. Number of Courses for M.A. Women's Studies Programme: 20 +3 Foundation

Courses - 5 Courses per Semester 80 (2 courses Internship and Dissertation with 4 Credits) + 2 Credits for 3 Foundation Courses in 2year duration =80+ 6= 86Credits

4. Breakup of Total Number of Courses in M.A. Women's Studies Programme is as follows:

Number of Courses for 86 Credits = Total 23 Courses [I-Semester: 6 Courses + II-Semester: 6 Courses + III-Semester: 5 Courses + (1 Internship) + IV Semester: 4 Courses + 1 Dissertation]

Semester-wise No. of Courses for M.A Women's Studies Programme: 86 Credits

| Sl.No | Semester | Number of courses in M.A Gender Studies Programme | | | | | Number of Credits |
|-------|-------------------------------------|---------------------------------------------------|---------------------------|---------------------------|--------------------|--------------------|---------------------|
| | | Core Courses | Internal Elective Courses | External Elective Courses | Foundation Courses | Credits Per Course | |
| 1 | First Semester | 5 | - | - | 1 | 2 to 4 | 22 |
| 2 | Second Semester | 5 | - | - | 1 | 2 to 4 | 22 |
| 3 | Third Semester | 3 | 1 | 1 | 1 | 2 to 4 | 22 |
| 4 | Fourth Semester | 3 | 2 | - | - | 4 | 20 |
| | Total :Courses & Credits | 16 | 3 | 1 | 3 | | 64+12+4+6=86 |

5. Definition of Courses:

i) **Core Course:** A Course which should be compulsorily studied as a Core requirement.
[Requirement: 4 Credits]

ii) **Internal Elective Course (EIEC):** A course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study which provides an extended scope or which enables an exposure to discipline/subject/domain or nurtures the proficiency/skill. All courses are approved by Board of Studies .

iii) **External Elective:** In III Semester, Students may select one course which is offered by other departments of the university. A Course chosen generally from an unrelated discipline/subject with an intention to seek exposure.

[Requirement: 4 Credits]

iv) **Internship:** To expose students to avail practical experience of working in Institutions, Industries, NGO's Organizations and Govt. Department and Hospitals. Students need to work, with or without pay, in order to gain work experience.

V) **Project Work/Dissertation:** work involving application of knowledge in solving/analyzing/exploring a real life situation/difficult Challenges . A A project/dissertation work is compulsory During the IV semester (November to March). Depending upon the topic selected students will work for 40 Days.

vi) **Foundation Course:** specially designed for all students- to deliver as part of our postgraduate programmes. Communicative English, Computer Applications, Gender studies and self defence mechanism with 2Credits

6. Breakup of Number of Courses:

(i) Core Courses [Compulsory] : 16 [4 Credits for each Course-16x 4=64]

(ii) Internal Elective Course (EIEC): 03 [03 Courses x 4 Credits per Course = 12 Credits]

(iii) External Elective : 01 [4 Credits per Course = 4 Credits]

(iv) Foundation Course - 3 (3 x 2 credits each=6 Credits)

7. Teaching Hours: 4 to 5 Hours per week for each course. [About 60 Hours for each course per semester] [This shall be inclusive of Theory/Application/Practical Work/Tutorials/Seminars depending on the content of the course and approach by the faculty for each course.

8. Allocation of Marks for M.A Gender Studies Programme: Total Marks for M.A Gender Studies with 6 courses per semester with 86 Credits = 2150 Marks [550 Marks in I, II, & III Semester and 500 Marks in the IV Semester]

Number of Marks for Each Course: 100 Marks

Out of 100 Marks: 80 Marks is for Theory Examination [Comprehensive end Semester Examination] 20 Marks for Continuous Assessment [for all the Courses in 4 Semesters] through Two Internal Assessments, Assignments, Seminar Presents by students

Note: Out of total internal marks, Minimum 30% marks have to be secured by students to write end Examination. [i.e., a student is not permitted to write the end Semester Examination without securing 30% of marks in Internal Assessments.

9. Internship: To expose students to avail practical experience of working in Institutions, Industries, NGO's Organizations and Govt. Department and Hospitals.

Preparation of Time Plan:

1. Students will plan During the summer vacation after completion of II semester Examinations. Duration of the Internship is from 15 to 20 days.
2. Preparation of Internship Report
3. Submission of Project Report in III semester before examinations.
4. Viva-Voce Examination, after End semester examinations of III semester.

Evaluation Process

| S.No | Particulars | Assessment | Marks |
|------|-----------------------------------|-------------------------------------|-------|
| 1 | Internship Seminar | Internal | 20 |
| 2 | Internship related Project Report | Report evaluation Internal Guide | 60 |
| 3 | Viva-voce Examination | Dept. Committee | 20 |
| | | Total | 100 |

9. Project Work :

Project Work is mandatory in final semester to expose students to work with the society. Make them to apply knowledge acquired in class room in practical situations.

- To make them to understand with the avenues available and equip them with necessary skills to be suitable to the demands of the competitive job market.
- Topic for the Project Work as mentioned, can either be selected by the Student or suggested by the Faculty on the issues related to: Specialization Elective Course or Core Courses or latest developments, or current issues in Gender Studies .
- Submission of Project Work by the Students to the Department shall either be before the end of the Fourth Semester [i.e., on or before the last working day of the Semester].

4. Marks for the Project Work: 20 + 60 + 20 = 100 Marks.

| S. No. | Particulars | Assessment | Marks |
|---------------|------------------------|----------------------------------------|--------------------|
| 1 | Seminar | Internal | 20 |
| 2 | Dissertation | Report Evaluation Internal Guide | 60 |
| 3 | Viva- Voce Examination | Dept committee | 20 |
| | | | Total = 100 |

Eligibility for Admission

Candidates possessing a Bachelor's Degree from any University equivalent thereto and complying with the eligibility criteria indicated in the Admission Regulations of the SriPadmavati Mahila Visvavidyalayam, Tirupati are eligible for admission to Post-Graduate Degree Programme in M.A. Economics.

15. Attendance: 75% Attendance is mandatory for the student in each Course/Paper to appear for End Exam.

- Note: In two years P.G. Programme one MOOC course is mandatory. It will be given in any one of the four semesters based upon their availability in Swayam Platform.
- In fourth semester choice will be given to the students to opt. either MOOCs/ one Elective Course from the approved list of Electives offered in Fourth semester.
- Dissertation is compulsory – 80 marks for Dissertation Report and 20 marks for viva.

Cognitive Level:

K1: Remember

K2: Understand

K3: Apply

K4: Analyse

K5: Evaluate

K6: Create

Sri Padmavati Mahila Visvavidyalayam: Tirupati
Dept. of Women's Studies, P.G. Course in Gender Studies
Choice Based Credit System (CBCS)
Revised in 2019 with Effect from 2020-21

| Course Code | Course No. | Women's Studies Core Courses (WCC) | No. of Hrs. (L-P-T-D) | No. of Credits | Internal Assessment | Semester End Exam | Total Marks |
|-------------------|------------|--------------------------------------------------------------------|-----------------------|----------------|---------------------|-------------------|-------------|
| I-Semester | | | | | | | |
| GSCC | 1.1. | Introduction to Women's and Gender Studies | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSCC | 1.2 | Women's Movements | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSCC | 1.3 | Research Methodology and Statistics | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSCC | 1.4 | Gender Inclusive Policies, Programs and Interventions | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSCC | 1.5 | Documentation | 1-1-0-2 | 4 | 100 | - | 100 |
| FC1 | | Foundation Course: Communicative English and Soft Skills | | 2 | | 50 | 50 |
| | | | | 22 | | | 550 |

| Course Code | Course No. | Women's Studies Core Courses (WCC) | No. of Hrs. (L-P-T-D) | No. of Credits | Internal Assessment | Semester End Exam | Total Marks |
|---------------------|------------|--------------------------------------------------|-----------------------|----------------|---------------------|-------------------|-------------|
| II- Semester | | | | | | | |
| GSCC | 2.1 | Feminist Theories | 4-0-2-0 | 4 | 20 | | 100 |
| GSCC | 2.2 | Gender and Health | 4-0-2-0 | 4 | 20 | | 100 |
| GSCC | 2.3 | Computer Applications and Software Packages | 4-0-2-0 | 4 | 20 | | 100 |
| GSCC | 2.4 | Laws for Gender Equality | 4-0-2-0 | 4 | 20 | | 100 |
| GSCC | 2.5 | Field Visit and Report Writing | 1-1-0-2 | 4 | 100 | - | 100 |
| FC2 | | Foundation Course : Computer Applications | | 2 | | 50 | 50 |
| | | | | 22 | | | 550 |

| Course Code | Course No. | Women's Studies Core Courses (WCC) | No. of Hrs. (L-P-T-D) | No. of Credits | Internal Assessment | Semester End Exam | Total Marks |
|---------------------|------------|------------------------------------------------------------|-----------------------|----------------|---------------------|-------------------|-------------|
| III-Semester | | | | | | | |
| GSCC | 3.1 | External Electives | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSCC | 3.2 | Gender, Media and Governance | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSCC | 3.3 | Internship | 0-4-2-0 | 4 | 100 | - | 100 |
| GSCC | 3.4 | Gender, Environment and Livelihood | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSIEC | 3.5 A | Participatory Learning and Action | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSIEC | 3.5 B | Counselling and Guidance with Gender Lens | | | | | |
| GSIEC | 3.5C | Disaster Management | | | | | |
| GSIEC | 3.5D | Training in Gender Sensitization | | | | | |
| GSIEC | 3.5E | Extension and Out Reach Programme | | | | | |
| FC3 | | Foundation Course : Gender Studies and Self Defence | | 2 | | 50 | 50 |
| | | | | 22 | | | 550 |

| Course Code | Course No. | Women's Studies Core Courses (WCC) | No. of Hrs. (L-P-T-D) | No. of Credits | Internal Assessment | Semester End Exam | Total Marks |
|--------------------|------------|----------------------------------------|-----------------------|----------------|---------------------|-------------------|-------------|
| IV-Semester | | | | | | | |
| GSCC | 4.1 | Gender and Development | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSCC | 4.2 | Entrepreneurship and Skill Development | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSCC | 4.3 | Dissertation | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSIEC | 4.4 | Gender Perspectives on Human Rights | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSIEC | 4.5A | Leadership and Capacity Building | 4-0-2-0 | 4 | 20 | 80 | 100 |
| GSIEC | 4.5B | Women, Gender and ICT | | | | | |
| GSIEC | 4.5C | Social and Gender Auditing | | | | | |
| GSIEC | 4.5D | NGO Management and Women Development | | | | | |
| | | | | 20 | | | 500 |

- In two years P.G. Programme one MOOC course is mandatory. It will be given in any one of the four semesters based upon their availability in Swayam Platform.
- In fourth semester Dissertation is compulsory – 80 marks for Dissertation Report and 20 marks for viva.

SRI PADMAVATI MAHILA VISVSVIDYALAYAM, TIRUPATI (AP)
DEPARTMENT OF Women's Studies
M.A. Gender Studies

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|-------------|------------------------------------------|-------|---|---|---|--------|
| WCC1.1 | Introduction to Women and Gender Studies | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- The course provides an insight into the basic concepts related to sex, gender, and femininity.
- The students will understand the rationale for women's studies
- It discusses contemporary Gender Equality Issues and Movements and key debates in Women's Studies

• **Course Outcomes:**

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|---------|------------------------------------------------------------|-----------------------------------------------------|
| CO1 | Identify the basic concept of Gender Studies. | K2,K3 |
| CO2 | Describe the Gender studies and institutionalization. | K1,K2,K3, |
| CO3 | Make aware of Women in Indian Society. | K1,K2,K4 |
| CO4 | Evaluate the women development agents | K2,K3,K5 |
| CO5 | Critically analyse the life style and challenges of women. | K2,K3,K4,K5, |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | M | M | S | M | W | S | S | S | M | M |
| CO2 | S | M | S | S | S | M | S | S | S | S | M | S |
| CO3 | S | S | S | M | M | M | M | S | S | S | M | S |
| CO4 | S | M | M | S | S | S | M | S | S | M | M | S |
| CO5 | S | S | M | S | S | M | M | S | S | S | M | M |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>Unit I : Concepts and Genesis of Women’s Studies and Gender Studies :-</p> <p>Definition, Meaning, Genesis, Growth, Objectives and Scope of Women’s Studies – National and International perspectives – Women’s Studies as an Interdisciplinary Subject.</p> <p>Women’s Studies to Gender Studies: Women’s Studies and Gender Studies as an Academic Discipline. Challenges of Women’s Studies and Gender Studies.</p> | 9 |
| 2 | <p>Unit II : Gender Concepts and Theoretical Perspectives:-</p> <p>Social Construction of Gender, Sex VS Gender, Femininity and Masculinity. Gender Discrimination, Gender Stereotyping, Gender Roles and Gender Needs- Private VS Public Dichotomy , Gender Theories The Functionalist, Conflict, Biological Perspectives.</p> | 9 |
| 3 | <p>Unit III: Gender Socialization</p> <p>Socialization- Meaning, Definition and Stages of Socialization, Agency of Socialization- Family, School, Peer group, Mass Media, Gender Socialization Theories- Gender Schema Theory, Psychoanalytical Theory Social Learning Theory.</p> | 9 |
| 4 | <p>Unit IV: Gender and Social Institutions:-</p> <p>Family-Meaning, Definition, Joint Family and Nuclear Family Advantages and Disadvantages- Patriarchal, Patrilineal, Matriarchal and Matrilineal Families. Patriarchy and Gender Power.</p> <p>Marriage- Definition, Meaning- Type of Marriage Function of Marriage, Gendered Division of Labour in Family, Institutionalization of Masculinity – Internalization of Values of Patriarchy Religion and Caste, Informal and Unwritten Cultural Norms, Customary Laws.</p> | 9 |
| 5 | <p>Unit V: Gender Issues and Problem Related to Marginalized and Deprived Group</p> <p>Gender Issues Across Life Stages, LGBT Community, Trans Gender Needs and Concerns. Marginalized and Deprived Women MathammaDevadasies, Sex Workers Problems of Specially Challenged Women Trafficking of Girls / Women.</p> | 9 |

- **Learning Resources**

Text Books / References:

1. Maithreya Krishna Raj :Contribution to Women’s Studies, (Bombay SNTD,1991)
2. Maithreya Krishna Raj:Women Studies in India – Some Perspectives (Bombay : Popular prakashm 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. Government of India,(1989),Shramashakthi: A Report on the Status of Women .
5. Govt. of India,(1988), National Perspective Plan for Women 1988 -2000 A.D., (Ministry of Human Resources Development, Department of Women and Child Development.
6. Upadhyay H.C (1992), Status of Women in India, Vol. I & II. (New Delhi: Anmol Publications 1991)
7. Paul Chowdary (1992), Women Welfare and Development,(New Delhi: Inter India Publications 1992).
8. Neera Desai and MaithreyiKrishnaraj(1987), Women and Society in India,(New Delhi: Ajantha Publications.
9. MadhuSastri(1987), Status of Hindu Women, Jaipur, RBSA Publications.
10. SushmaSood(1987), Violence against Women, (Jaipur: Arihant Publishers.
11. LeelammaDevasia&DevasiaV.V(1990), Girl Child in India, (New Delhi: ashish publishing House.
12. Reddy P.R. and Sumangala .P (1995), Women in Development, Vol.I& II, (New Delhi: B.R. Publishing Corporation.
13. RehnaGhadially (Ed.) (1988), Women in Indian Society, (New Delhi: Sage Publications ,)
14. ArunKumar(2002), Empowering Women(Sarup& Sons, New Delhi).
15. PromillaKapur: Empowering the Indian Women (Ministry of Information and Broadcasting) Govt. of India, 2001).
16. SangeethaPurushothaman(1999), The Empowerment of Women in India ,Sage publications, New Delhi.
17. SakuntalaNarasimhan(1999), Empowering Women, Sage Publications, New Delhi.

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|-------------|------------------|-------|---|---|---|--------|
| WCC1.2 | Women's Movement | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- The course will facilitate students to understand feminism and feminist consciousness.
- The students will have a detailed understanding of different waves of feminism such as liberal, radical and black feminism.
- It familiarizes students with key contributions of pioneers in feminism

• **Course Outcomes:**

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|---------|-------------------------------------------------------|-----------------------------------------------------|
| CO1 | Illustrate the concept of feminism | K2,K3 |
| CO2 | Explain the feminist theories and feminist thinkers. | K1,K2,K3, |
| CO3 | Make aware of feminist thoughts in Indian society. | K1,K2,K3,K4,K5 |
| CO4 | Rephrase the Women's Movement | K1,K2,K3 |
| CO5 | Critically analyse the life style and women Movements | L1,K2,K3,K4 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | M | S | S | S | S | S | S | S | S | S | S |
| CO2 | S | M | S | S | S | W | S | S | S | M | S | S |
| CO3 | S | S | S | M | M | S | S | S | S | S | M | S |
| CO4 | S | M | S | S | S | S | M | S | S | M | M | S |
| CO5 | S | S | M | M | S | M | M | S | S | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>UNIT – I: Feminist Movements in Europe and United State</p> <p>First Wave Feminism: Anti-Slavery Movement, Suffrage and Political Inequality in 18th Century, Second Wave Feminism: Combating Social Inequality – 1960-1980, Third Wave Feminism: Renewed Campaign for Women and Politics.</p> | 9 |
| 2 | <p>UNIT –II: Feminist Movements in Third World Countries</p> <p>China, South Africa, South Asian Movements / Back Feminist Movement Middle East Women’s Movements.</p> | 9 |
| 3 | <p>UNIT –III: Women’s Movement in India</p> <p>Social Reform Movements and Emancipation of Women, National Movement and Women’s Liberation, Women’s Movements in the Post Independent India: Chipko, Narmada Bachao Andolan, Nirbhaya Agitation, Trade Union Movement, Autonomous Women’s Movements and Violence Against Women and Issue based Movements.</p> | 9 |
| 4 | <p>UNIT –IV: Women’s Movements in Andhra Pradesh</p> <p>Anti-Arrack Movement, Telangana Movement and Srikakulam Movement, Dalit Women’s Liberation Movement, Contemporary Grass Root Activism/ SHG and Feminism, Transgender – Queer Movement A.P.</p> | 9 |
| 5 | <p>UNIT - V: International and National Conferences and Organizations for the Advancement of Women</p> <p>First World Conference on Women in Mexico 1975, Second World Conference on Women in Copenhagen 1980, Third World Conference on Women in Nairobi 1985, Fourth World Conference on Women in Beijing 1995, Fifth World Conference on Women Beijing +20-2005- UN Women. National Organizations: Women India Associations, National Council of Women in India, All India Women’s Conference, Indian Association for Women’s Studies (IAWS), All India Democratic Women’s Association (AIDWA).</p> | 9 |

b. Learning Resources

Text Books / References:

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

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|--------------------------------------------|--------------|----------|----------|----------|---------------|
| WCC1.3 | Research Methodology and Statistics | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- To enlighten the students on the Research Methodology in Social Sciences/Feminist Research.
- To enable the students to understand different tools, techniques in the Social Science Research/ Feminist Research.
- To make them to understand about various statistical techniques and their use in the analysis of the data in Social Science Research

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Learn the common statistical techniques and terminologies for sample data and summarise the distribution by the diagrams | K2,K3 |
| CO2 | Apply fundamental concepts and use appropriate data summary and exploratory data analysis. | K1,K2,K3, |
| CO3 | Interpret examples of methods for summarising data sets and gain knowledge in statistics. | K1,K2,K3,K4,K5, |
| CO4 | Classify the basic concepts of probability, random variables, and sampling distribution of a statistic. | K1,K2,K3,K4,K5 |
| CO5 | Students would learn the measurement of central tendency, hypothesis testing, analysis of variance and multiple regression and correlation analysis in research. | K2,K3,K4,K5, |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | M | S | M | S | S | S | S | S | S |
| CO2 | S | S | M | S | S | M | S | M | S | S | S | S |
| CO3 | S | M | S | M | S | S | M | S | S | S | M | S |
| CO4 | S | S | M | S | S | S | S | M | S | M | S | M |
| CO5 | S | S | S | M | M | S | S | S | M | S | M | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>Unit – I: Research in Social Sciences</p> <p>a. Definition, Meaning, Scope, Significance of Research in Social Sciences, objectives and functions of Research, Need and Importance of Interdisciplinary Research, Steps involved in the Research Process.</p> <p>b. Feminist Research Methods: Meaning and Importance of Research in Women’s Studies, Understanding Feminist Research – Concepts, Debate and Limitations.</p> <p>c. Feminist Epistemology, Feminist Stand Point, Sexist and Non Sexist, Research Methodology, Ethnography.</p> | 9 |
| 2 | <p>Unit – II: Research Design and Sampling</p> <p>Steps in Research Design, Types of Research Design : Exploratory, Diagnostic and Experimental, Types of Sampling such as Probability Sampling- Random Sampling, Multistage Sampling, Cluster Sampling, Stratified Sampling, Systematic Sampling and Non-Probability Sampling- Purposive Sampling, Convenience Sampling, Quota Sampling, Snow-Ball Sampling).</p> | 9 |
| 3 | <p>Unit – III: Qualitative and Quantitative Techniques of Data Collection</p> <p>Characteristics of Qualitative and Quantitative Techniques, Qualitative Data Collection Techniques such as Observation, Case Studies, Focus Group Discussions, Action Research, Oral History and Participatory Research, Quantitative Data Collection Techniques</p> | 9 |

| | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| | – Survey -Interview Schedules and Questionnaires. | |
| 4 | Unit – IV: Measures of Central Tendencies, Dispersion, Tests of Significance, Correlation and Regression Mean, Median, Mode – Range, Quartile Deviation, Mean Deviation, Standard Deviation – Coefficient of Variation – Hypothesis testing – ‘t’ Test – Chi-Square Test – Correlation – Regression analysis. And Scaling Techniques – Likert and Thurston Scales. | 9 |
| 5 | Unit – V: Research Report Writing Ethics in Research - Steps involved in the Research Report Writing; Interpretation and Report Writing Bibliography, References, Footnotes Project Proposal Writing and Research Report Writing . | 9 |

b. Learning Resources

Text Books / References:

1. Bruce L. Berg (2001) : Qualitative Research Methods for the Social Sciences, California Stole University, Long Beach,
2. David Kaplan (2004) : The SAGE Handbook of Quantitative Methodology for the Social Sciences, *SAGE Publications, Inc*
3. Goode W.J &Hatt P.K.: Methods in Social Research (London: Mc. Granw Hill 1952)
4. Gupta B.N. : Statistics (Agra : SahityaBhavan, 1994)
5. Gupta S.P. (2014) : Statistical Methods, Sultan Chand & Sons, New Delhi
6. Young P.V. (1996) : Scientific Social Surveys and Research, Prentice hall, New York
7. Michael S. Lewis-Beck, Alan E Bryman, Tim Futing Liao (2004) :The SAGE Encyclopedia of Social Science Research Methods, Volume 1, SAGE Publications.
8. Kothari, C R &Garg, *Gaurav* (2014): Research Methodology: Methods and Techniques, New Age International (P) Ltd., Publishers, New Delhi
9. Bogdan, R.C. and Biklen, S.K. (2007). *Qualitative research for education: An introduction to theories and methods*. Boston, MA: Pearson. LB1029.B56 2007
10. Best, J. (2004). *More damned lies and statistics: How numbers confuse public issues*. Berkeley, CA: U of California P. HM535.B474
11. Denzin, N.K., and Lincoln, Y.S. (eds.). (2008). *Collecting and Interpreting qualitative materials*. Los Angeles, CA: Sage. H62.C566 2008
12. Grbich, C. (2013). *Qualitative data analysis: An introduction*. London, England: Sage. H62.G722 2013
13. Herr, K. and Anderson, G.L. (2005). *The action research dissertation*. Thousand Oaks, CA: Sage. H62.H447 2005

14. Hennink, M. M., Hutter, I., & Bailey, A. (2011). *Qualitative research methods*. London, England: Sage. H85.H44 2011
15. Creswell, J. W., & Plano, C. V. L. (2011). *Designing and conducting mixed methods research*. Los Angeles, CA: Sage. H62.C6962 2011

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|--------------------------------------------------------------|--------------|----------|----------|----------|---------------|
| WCC1.4 | Gender Inclusive Policies, Programs and Interventions | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- To familiarize the students to a holistic view of gender inclusive policies programmes and interventions in redefining the changes in Gender roles, Gender images and Gender Status.

- **Course Outcomes:**

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Classify the Definition and Meaning of Gender Inclusive Growth along with Paradigm shift. | K2,K3 |
| CO2 | Explain the Gender Mainstream Initiatives, Policies and Programmes to Sustain Gender Balance. | K1,K2,K3, |
| CO3 | Acquaint with the overall Development of Significant issues Relating to Current Gender Development with Practical Involvement and Discussion. | K2,K3,K4,K5 |
| CO4 | Gender Development Globalisation and its Impact on Women, New Economic Policy and Structural Adjustment Programs | K2,K3,K4,K5 |
| CO5 | Develop the Institutional Mechanism | K3,K4,K6 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | M | S | S | S | S | S | M |
| CO2 | S | S | S | M | S | S | S | S | M | S | S | S |
| CO3 | S | S | S | S | M | S | S | S | S | M | S | S |
| CO4 | S | S | S | M | S | M | S | S | M | S | S | S |
| CO5 | S | S | S | M | S | S | S | S | S | S | M | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | Unit –I Gender Inclusive Development Definition, Meaning and Scope of Gender Inclusive Development, Socio- Economic Determinants of Gender Development, Theoretical Perspectives - Gary Becker, AmartiyaSen, Rights Based Approach - Mohammad Unis. | 9 |
| 2 | Unit –II Paradigm Shift in Women’s Empowerment (5 year Plans) Welfare perspective (I to V Plans), Development Perspective (VI to VII Plans), Empowerment Perspective (VIII Plan) Inclusive Growth Perspective (XII plan till now). NITI AYOOG - Initiative of Women Empowerment. | 9 |
| 3 | Unit – III Gender Mainstreaming Initiatives towards Gender Development Education, Employment, Health and Nutrition, Housing, Political Participation, Media and Information and Communications Technology (ICT). | 9 |
| 4 | Unit -IV:Policies of Government of India Gender Development Globalisation and its Impact on Women, New Economic Policy and Structural Adjustment Programs-1991, National | 9 |

| | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | Policy for the Empowerment of Women- 2001-2016, National Mission on Empowerment – 2010, New Educational Policy - 2016, Higher Level Committee Report on Status of Women -2017. | |
| 5 | <p>Unit V: Programmes for Gender Development:</p> <p>a) Central Programme</p> <p>ICDS, MSY, TRYSEM, SJRY, IAY, KBP, Sabala or (RGSEAG) Rajiv Gandhi Scheme for Empowerment of Adolescent Girls 2010, Swayamsiddha 2001, Nutrition Programme for Adolescent Girls (NPAG)2002-03, Mother and Child Tracking System (MCTS)2009, Indira Gandhi Matritva Sahyog Yojana (IGMSY)2010, Kasturba Gandhi Balika Vidyalaya (KGBV)2004, Janani Suraksha Yojana 2005, Panchayat Mahila Evam Yuva Shakti Abhiyan (PMESY)2007, Ujjawala 2007, National Rural Livelihood Mission (NRLM) 2011, National Mission for Empowerment of Women 2011, MGNREGS 2005, Beti Bachao Beti Padhao Scheme 2015.</p> <p>b) State Programmes : New Programmes</p> <p>c) Institutional Mechanism: Departmental of Women and Child Development, National and State Commission for Women, Central and State Social Welfare Board.</p> | 9 |

b. Learning Resources

Text Books / References:

1. ESTER, BOSERUP : Women's Role in Economic Development, (London : George Allen and Unwin Limited, 1970).
2. Maithereyi Krishna Raj : women and Development – The Indian Experience, SNDT Women's University., Monographs – Sociology - (pune : Shubharada Saraswath Prakasham 1988)
3. Committee on the Status of women in India: Towards Equality (New Delhi: Government of India, Department of School Welfare, Ministry of Education- 1975).
4. National Commission on Self employment of Women in the formal sector – Shramasakthi (New Delhi : Government of India, Department of Labour, 1988)
5. Govt. of India : Sixth Five year plan (1980-85), Women and Development, Chap.27) (New Delhi : Planning Commission).
6. National Policy on Education, 1986, (New Delhi : Ministry Of Human Resource Development, Department of Education)
7. Ramala. M. BaXMUSAGUPTA SIRIJA: Assistance for Women's Development from National Agencies SNDT (Bombay: popular prakasam Pvt., Ltd., 1992)

8. National Council of Applied Economic Research: South India Human development report (New Delhi : Oxford University press, 2001)
9. MAHABUB UL HAW HUMAN DEVELOPMENT CENTRE: Report on Human Development in South Asia the Gender Question (Karachi : Oxford University press, 2000)
10. Department of Women and Child Development – Annual Report 2010- 2018
11. National Policy for the Empowerment of Women – 2010 and 2015 and government Website.
12. Saha, Chandana, Gender, Equity and Equality, New Delhi: Rawat Publication, 2003.
13. Singh.S.K (ed) Self – Governance for Tribal’s Capacity – Building Vol.VI, Hyderabad: NIRD, 2005.

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|----------------------|--------------|----------|----------|----------|---------------|
| WCC1.5 | Documentation | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- The students have to identify a topic relating to current Gender Issues.
- Collect the information through print media and electronic Media.
- Critical Analysis of the content, situational analysis through secondary data and identification of the causes and consequences of the issue will be focused.
- In-depth narration of case studies to understand life and experiences from GenderStudies perspective. Not less than two case studies of their topic are to be chosen.
- Documenting the cases through Audio Visual aids.

Second - II Semester

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|-------------|-------------------|-------|---|---|---|--------|
| WCC 2.1 | Feminist Theories | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- The course will facilitate students to understand feminism and feminist consciousness.
- The students will have a detailed understanding of different waves of feminism such as liberal, radical and black feminism.
- It familiarizes students with key contributions of pioneers in feminism

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|---------|-------------------------------------------------------|-----------------------------------------------------|
| CO1 | Illustrate the concept of feminism | K1,K2,K3 |
| CO2 | Explain the feminist theories and feminist thinkers | K2,K3,K4,K5 |
| CO3 | Make aware of feminist thoughts in Indian society | K2,K3,K4,K5 |
| CO4 | Rephrase the women's movement | K1,K2,K3 |
| CO5 | Critically analyse the life style and women movements | K2,K3,K4,K5 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO2 | S | S | S | M | S | S | M | S | S | S | S | S |
| CO3 | S | M | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | S | S | S | S | M | S |
| CO5 | S | S | S | S | M | M | S | S | S | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>UNIT – I: Historical overview of Feminist Theories</p> <p>Concept and Definition of Feminism, Types of Feminism, Phases of Feminism, First Wave, Second Wave and Third Wave and Fourth Wave Feminism, Historical Development of Liberal Feminist Thought, Rationality – Political Philosophy – Feminist thoughts of Mary Wollstone Craft, Harriet Taylor, J.S. Mill and Betty Friedan.</p> | 9 |
| 2 | <p>UNIT – II: Marxist, Radical and Socialist Feminism</p> <p>Marxist Feminism: Production, Reproduction, Class, Alienation, Marriage and Family, Feminist thoughts of Marx and Engels. 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. Socialist Feminism: Class and Gender, Unified and Dual Systems of Theory, Feminist Thought of Juliet Mitchell, Allison Jaggar and Iris Young.</p> | 9 |
| 3 | <p>UNIT – III: Psycho Analytic and Existentialist Feminism</p> <p>Psychoanalytic Feminism: Feminist Critique of Freud; Feminist Rejection of Freud’s Biological Determinism; Feminist on ‘Dual Parenting’ ‘Reproduction of Mothering’- Existentialist Feminism: ‘Simone de Beauvoir’s ‘Second Sex’, Usage of Existentialist, Categories in ‘Second Sex’, Concept of ‘Women as other’.</p> | 9 |
| 4 | <p>UNIT - IV: Post Colonial and Post Modern Feminism</p> <p>Post Colonial Feminism: Post modern Feminism, Deconstructionism Critique of Binarism, Cultural Feminism, Subaltern Feminist Thought, Intersectionality, Black Feminism; Eco Feminism: Eco Feminism, Nature as the Feminism Principle, Critique against Eco Feminism.</p> | 9 |
| 5 | <p>UNIT – V: Indian Feminism</p> <p>Indian Feminism, Caste, Class and Gender, Dalit Feminism and Transnational Feminism Contribution of Men on Indian Feminism. Feminism in Contemporary Telugu Literature.</p> | 9 |

b. Learning Resources

Text Books / References:

References

1. Derrida.J, Of Grammatology, translated by GayatriSpivak, Baltimore, MD: Johns Hopkins University Press.
2. Hazel Henderson, Alternative Futures, Pedigree Books, New York, 1978.
3. Mohanty.C et al, Third World Women and the Politics of Feminis, Bloomington, India University Press, London, 1991.
4. Maria Mies and Vandana Shiva, Ecofeminism, Zed Books and Kali for Women, Delhi, 1993.
5. Marianne H. Marchand& Jane L. Parpart (eds), Feminism, Postmodernism Development, Routledge, London and New York 1995.
6. Nye, A, Feminist Theory and the Philosophies of Man, Routledge, New York, 1988.
7. Simone de Beauvoir, second Sex, penguin Books, London,1949.
8. Rosemarie tong: Feminist Thought – A comprehensive Introduction (London: Unwin Hyman, 1989)
9. KumariJayawardane: Feminism and nationalism in the third world, (New Delhi: Kali for women, 1989)
10. Dale Spender: Women of Ideas, (London: ARK,183)
11. Mary Daly: Pure Lust, (London: Women’s press 1984)
12. Andrea Lye: Feminist theory and the philosophies of man, (New York: Croom helm,1988)
13. Ella Rule (Ed.) : Marxism and the Emancipation of women(great Britain: Harpal Brar,200)
14. MarchandH.,Marianne& Janet L.Parpart (Eds.): Feminism postmodernism development, (New York: Routledge, 1995)
15. GayatriChakravortySpivak – selected worler of spivak – Routledge 1996.
16. Canthesulaltern speak – Gayatrispivak.
17. RanjithGuha -1988 slectedsulalternstrdies.
18. Padma Anagor -2006, the Emergence of Feminism in India – 1850 – 1920 – Ashgate U.K.
19. KalpanaMizra 2008, Indian feminism and post colonial state (edi) women and politics on line.
20. Uma Narayan (2008) Dislocating cultures identifier, Tradition and third world Feminism Rutledge.

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|--------------------------|--------------|----------|----------|----------|---------------|
| WCC 2.2 | Gender and Health | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- To become aware of Women's health, status of women's health in India.
- The students will know the accessibility of health care services and critical issues in women's health.
- This course discusses on health policy in India and international perspectives on health.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Aware of the concept of women health | K1,K2,K3,K4 |
| CO2 | Knowledge on health indicators | K2,K3,K4,K5 |
| CO3 | Make aware of women's health empowerment and technology | K2,K3,K4,K5 |
| CO4 | Knowledge of various diseases that affect women and women's discrimination in the society. | K3,K4,K5 |
| CO5 | Critically analyze promotion of Gender and empowerment. | K2,K3,K4,K5 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | S | S | S |
| CO2 | S | S | S | M | S | S | S | M | S | S | S | S |
| CO3 | S | S | S | S | M | S | S | S | S | S | M | M |
| CO4 | S | S | S | S | S | S | S | M | S | S | S | S |
| CO5 | S | S | S | S | M | S | S | S | S | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1 | Unit –I: Introduction to Health in a Gender Perspective Conceptual Understanding and Overview of Health- Health Indicators and Gender Gap, Feminist Perspectives on Health, Role of International and National Agencies in Promoting Women’s Health- WHO, NRHM, NVHM, National Health Mission. | 9 |
| 2 | Unit - II: Women’s Health Issues in Socio- Cultural and Gender Context Life cycle Approach to Women’s Health- Health Status of Women in India, Factors Influencing Health and Nutritional Status of Women, Occupational and Mental Health, Sexuality and Women’s Health, Controlling Sexuality of Women and its Policies, Gender Base Violence and Impact on Physical and Mental Health. | 9 |
| 3 | Unit –III: Health Hygiene and Sanitation Relationship between Health, Hygiene and Sanitation, Lack of Access to Health care Services Under Utilization of Health care services, Hygiene and Sanitation Programme – WASH, ODF, SWATCH BARATH. | 9 |
| 4 | Unit -IV: Reproductive and Child Health Gender Implications Maternal and Child Health to Reproductive and Child Health approaches, Meaning and Definition of Reproductive Health and Reproductive Rights, Maturation and Menopause, Components of Reproductive and Sexual Health (RTI/STI/HIV-AIDS), Gender Issues of Infertility- Reproductive Technologies and its Gender Implication, Surrogate Mother hood, its Implications. | 9 |

| | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 5 | Unit- V: Polices and Programme National Health and Population Polices, National Initiatives to ensure Gender Equity and Equality issues in Health, Trans Gender Policies Related to Health. | 9 |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

b. Learning Resources

Text Books / References:

1. Sanjoytiwari: women's entrepreneurship and Economic development , Swarup and sons , New Delhi(2007).
2. M.Walter population and Poverty Current Statics and Future Approaches Publishers and Distributers New Delhi (2004)
3. Namite Sharma HIV/AIDS in Women and Children Perl books New Delhi (2007)
4. K.Shanthi, Women in India retrospect and Proposed Ammol Publishers Pvt ltd New Delhi (2005)
5. Hart .H.R. Belsey A.M. and Child Health Services with Primary Health Care , who, geneva B.R. Publishing, New Delhi.
6. Usha Sharma, Women Education in Modern India common wealth publishers New Delhi 1995
7. Patel N Ed: Health and environment and development ,Ashihpub house New Delhi (-1995)
8. T.SambasivaRao: health status of women and children in India.
9. Wignarajapooona : women poverty and resources Sage Publication, New Delhi (1990)
10. Vijayakumar ED Environment and women development lessons from third world, Ashis Publication, New Delhi(1995).
11. World Health organization (2000), "Women of Soth East Asia – A Health Profile " WHO.
12. Human Development Report, Delhi: UNDP, 1995, 2015-16.
13. Census of India Report – 20011, Ministry of Home Affairs, Government of India, New Delhi.
14. Rao, Mohan, From Population Control to reproductive Health, New Delhi, Sage Publications,2004.
15. Sama, ARTs and Women Assistance in Reproduction or Subjugation?, New Delhi: Sama Resource Group for Women and Health, 2006.

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|----------------------------------------------------|--------------|----------|----------|----------|---------------|
| WCC 2.3 | Computer Applications and Software Packages | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- To Provide basic skills on computer Applications in Economics
- To equip the students with necessary skills for enhancing their opportunities for employment in Job market.
- To solve a range of problems using office productivity applications, and adapt quickly to new software releases.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Work effectively with a range of current, standard, Office Productivity software applications. | K2,k2,k3,k4 |
| CO2 | Apply basic adult learning and assessment principles in the design, development, and presentation of material produced by office productivity applications. | K2,k3,k4,k5,k6 |
| CO3 | Operate a variety of advanced spread sheet, operating system and word processing functions. | K2,k3,4,5,k6 |
| CO4 | Demonstrate employability skills and a commitment to professionalism. | K2,k3,k4,k5 |
| CO5 | Maintain quality assurance through critically evaluating procedures and results. | K2,k3,k4,k5,k6 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | M | S | S | M | S | M | S | S | M | S |
| CO4 | S | S | S | M | S | S | S | M | S | S | S | M |
| CO5 | S | S | S | S | M | S | S | S | M | SS | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>Unit- 1: Fundamentals of Ms- OfficeMs-Word, Ms- Excel, Ms- Power Point</p> <p>Electronic Spread Sheets: Meaning of Spread Sheet – Advantages of Spread Sheet – Features of Spread Sheets – Opening, Saving and Managing Spread Sheets – Entering Data – Editing and Formatting - Sorting, Filtering Data - Creating Pivot Tables - Data Analysis - Preparation of Frequency Distribution - Creating Graphs and Charts in Excel.</p> | 9 |
| 2 | <p>Unit- 2: Applications of Excel</p> <p>Mathematical and Statistical Functions in Excel - Data analysis pack in Excel - Descriptive Statistics - Calculation of Mean, Median, Mode, Standard Deviation, Co-efficient of Variation - Correlation and Regression – Estimation of Correlation and Regression Coefficients in Excel - Trend Line using Method of Least Square and Moving Averages - Test of Significance and ANOVA.</p> | 9 |
| 3 | <p>Unit- 3: Power Point Presentation (PPTs)</p> <p>Power Point Presentation - Uses of Power Point Presentation – Features of a Good Presentation – Opening a Presentation – Creating Presentation Slides – Use of Design Templates – Entering Text, Editing Text and Working with Outlines – Formatting and Enhancing Text – Animating Slides - Creating and Editing Tables and Graphs – Colouring Presentation.</p> | 9 |
| 4 | <p>Unit- 4:Data Analysis with SPSS</p> <p>SPSS – Features – Advantages over Excel - Opening Excel files in SPSS, Variables, labels and values, Analysis tools - Descriptive</p> | 9 |

| | | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | statistics, Selection of Variables in Multiple Linear Regression - Stepwise, Forward and Backward Procedures - Factor analysis and Discriminant analysis (Stress on procedures and syntax only), Qualitative Data Analysis (Atlas – chi). | |
| 5 | Unit – 5: Applications of IT in e-Commerce, E- Banking and E-Governance e-commerce -Meaning and Definition - e-commerce vs. Traditional Commerce - Scope of e-commerce -Models of e-commerce – On-line shopping – Web-advertisement -Electronic Trading and Marketing -e-banking –Electronic transactions, Security - Digital Certificate - Authentication and validation of Transaction Processing (Like Phone Pay, Google Pay, Paymetc) - Credit Cards and Debit Cards – Electronic Fund Transfers and On-line Banking - e-Governance – Meaning, Scope of e-Governance – Applications, Advantages and Disadvantages of e-Governance | 9 |

c. Learning Resources

Text Books / References:

1. Shelly and Hunt, Computers and Common sense, prentice Hall of India, New Delhi (1984).
2. Rajaraman V, Fundamentals of Computers 5th Edition, Prentice Hall of India, New Delhi (2010).
3. Tom Sheldon, Windows 95 Made Easy, Tata McGraw Hill Publishing Company, New Delhi (1997).
4. Russel A Stultz, Learn Microsoft Office 97, BPB Publications, New Delhi (1997).
5. Peter Dalgaard (2008):Introductory Statistics with R, 2nd Edition, Springer, New York (2008). (Chapters 1, 2, 3,4,5,6 and 7)
6. Peter Norton’s Introduction to computers, Tata McGraw Hill Publishing Co., New York.
7. Foster,J.J.(2001)Data Analyzing using SPSS For Windows 8.0 – 10.0, A Beginner’s Guide.
8. Michael J. Crawley (2005) Statistics: An Introduction Using R, Thomson Press (India) limited, New Delhi.
9. B.S. Everitt& T. Hothorn, [A Handbook of Statistical Analyses Using R \(2nd Ed.\)](#) (July22, 2009).
10. J. Maindonald& J. Braun, [Data Analysis and Graphics Using R: An Example-based Approach](#) (3rd Edition) 2010, Cambridge, New York.
11. P. Murrell, [R Graphics \(2nd Ed.\)](#) – 2nd June, 2011, CRC Press, Taylor & Francis Group, London, New York.

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|---------------------------------|--------------|----------|----------|----------|---------------|
| WCC 2.4 | Laws for Gender Equality | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- The course will focus on the legal concepts, law and feminism, sources of law etc. and students will have an understanding of the foundational aspects of women and law.
- The course enables students to be aware of Indian constitution, the specific rights of women and children, laws related to family and marriage .
- It also discusses laws related to gender based violence and work, Labour law related to women, women and criminal law etc.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Students develop the Knowledge on Human Rights and Social change | K1,K2,K3,K4 |
| CO2 | Students develop the Knowledge about Indian constitution and women | K2,K3,K4,K5 |
| CO3 | Make themselves aware of women rights | K2,K3,K4,K5 |
| CO4 | Understand labour laws and welfare of women | K2,K3,K4,K5,K6 |
| CO5 | Critically analyze laws pertaining to violence against women and legal consequences& Utilise Constitutional guarantees for women wherever necessary | K3,K4,K5 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO2 | S | M | S | S | S | S | M | S | M | S | S | S |
| CO3 | S | S | S | S | S | M | S | S | S | M | S | S |
| CO4 | S | S | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | M | S | M | S | M | S | S | S | M |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | UNIT – I: Women and Constitutional Law Constitutional Law and Gender Equality Constitution of India and Gender Equality. Fundamental Rights(Act 14,15 16) Directive Principles (Act 37 – 57) Role of Executive, Role of Police and Women’s Rights and Role of Judiciary. | 9 |
| 2 | UNIT –II: Women and Labour Law Wage Code 2019, Factories Act, 1948, Maternity Act, 1976 Amendment, Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act, 2013, Protection of Children from Sexual Offences Act 2013. | 9 |
| 3 | Unit – III: Women and Family Law Marriage, Child Marriage, Widow Remarriage, Divorce, Maintenance, Inheritance and Succession, Dowry Prohibition. Under Different Religions: Hindu, Muslim and Christianity, Protection of Women from Domestic Violence Act, 2005 | 9 |
| 4 | UNIT – IV: Women and Criminal Law Women related crimes under: Indian Penal Code (IPC) 1860, Criminal Procedure Code (CrPC) 1973, Criminal Amendment Act 2013, Pre Conception and Pre Natal Diagnostic Technique (PCPNDT)1994, Medical Termination of Pregnancy (MTP) Act, 1971. | 9 |

| | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 5 | <p>UNIT– V: Agencies and Mechanisms for Women’s Protection</p> <p>State Response: NHRC, NCW, SCW; Law Enforcing Agencies: Women’s Police Stations, Vigilance Cells, Legal aid Cells, Family Courts, Service Provides: Women and Children Help lines, Non – State Actors :INUOs and NGOs, Collective Protects, Restorative Justice.</p> | 9 |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

b. Learning Resources

Text Books / References:

1. GoordassBenerjee, The Hindu Law of Marriage and Stridhana, (Delhi: Mittal Publication, 1984)
2. VepaP.Sarathi, Law of Evidence (Lucknow : Eastern Book Company, 1989)
3. K.Sharma, Divorce Law in India (New Delhi: Deep & Deep Publications, 1990).
4. DwarakanathMitter, The Position of women in Hindu Law (New Delhi: Inter India Publications, 1984)
5. 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)
7. M.Krishnan Nair, Family Law Vol.I (Tiruvanananthapuram: The academy of Legal Laws, 1993)
8. ArchanaParashan, Women & Family Law reform in India(New Delhi: Sage Publishers, 1991).
9. Dilip Chand ManojaTheFamily Laws of Islam (New Delhi: International Islamic Publishers, 1993)
10. MukhopadhyMahewari The employees provident Fund acts (New Delhi: allied schemes book corporation, 1991)
11. ParasDiwan, Dowry and Protection to married Women (new Delhi: Deep & Deep Publications, 1987)
12. Multiple Action our laws (Vol.1 to 10) (New Delhi: Dept of Women Research Group, Status of Women in India).
13. KiranDevendra, Changing Status of Women in India (New Delhi: Vikas Publishing House, 1994)
14. NirojSinha Women and Violence (New Delhi :Vikas Pub. House, 1989)
15. InduaPrakash Singh Women Law and Social Change in India (New Delhi: Radiant Publishers, 1989)
16. Sinha B.S. Law and Social change in India (New Delhi: Deep & Deep Publications, 1983)
17. VimalaVeenaRagavan Rape and Victims of Rape (New Delhi: Northern Book Centre, 1987)
18. Srivastava Women and Law (New Delhi: Lectural Pub. 1954)
19. The Indecent Representation of Women (Prohibition) Act, 198

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|-------------|--------------------------------|-------|---|---|---|--------|
| WCC 2.5 | Field Visit and Report Writing | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- To enable students to understand the changing concept of extension and expose them to outreach programmes
- To equip students with skills of extension work.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| CO1 | Field Visit brings change in their outlook and enhances their understanding levels about the society and helps to bridge the gap between the class room learning and outside world. | K1,K2,K3,K4, |

Action Plan

Weekly : 1 day (8 hours)

Place : Adopted Village

Overall development of the Village – Conducting Survey to identify problems on Gender Perspective, Arranging Awareness Programmes on Gender Issues, Conducting Medical Camp, Promoting Entrepreneur Development, Conducting Case Studies , In-depth Interviews, focus Groups Discussions etc.

Evaluation Process

| S. No. | Particulars | Assessment | Marks |
|--------|-----------------------------------|-------------------------------------|------------|
| 1 | Field Work Seminar | Internal | 20 |
| 2 | Field Work related Project Report | Report evaluation Internal Guide | 60 |
| 3 | Viva – Voce Examination | Department Committee | 20 |
| | | Total | 100 |

GS- III – Semester

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|---------------------------|--------------|----------|----------|----------|---------------|
| WCC 3.1 | External Electives | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|-------------------------------------|--------------|----------|----------|----------|---------------|
| WCC 3.2 | Gender, Media and Governance | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- To provide insights on key concepts of gender, media, culture, fundamentals of mass communication.
- To give an importance to media and representation, types of media, women as producers of media.
- To discussions about cultural construction of gender, need for alternative media, Indian women and media it provides better understanding of gender related issues in mass media

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Knowledge about social life of women and media | K2,k3,k4,k5 |
| CO2 | Identifies the representation of women in media | K1,k2,k3,k4,k5 |
| CO3 | Promotes communication and women empowerment | K2,k3,k4,k5 |
| CO4 | Critically analyze Violence against women in social media | K1,k2,k3,k4,k5 |
| CO5 | Students will get hands on experience and exposure with internship and utilise the skills and talents necessary for job market. | K2,k3,k4,k5,k6 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO2 | S | S | M | S | S | S | M | S | S | S | S | S |
| CO3 | S | M | S | S | S | S | M | S | S | S | S | M |
| CO4 | S | S | S | S | M | M | S | S | S | S | S | S |
| CO5 | S | M | M | S | S | S | S | S | S | S | M | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | 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 Political Participation in Parliament and Legislative Assembly. | 9 |
| 2 | Unit – II: Women and Governance Gender Issues in Governance; Women in Local Governance; Women Leaders and Panchayath Raj Institutions; 73 rd and 74 th Amendment for Women Empowerment; Women’s Reservation Bill and Gender Questions; Role of Women for Good Governance. | 9 |
| 3 | Unit – III: Gender and Political Empowerment Challenging Gender Stereotypes and Political Conscientisation of Women; Gender Auditing and Budgeting in Governance; Leadership Development and Capacity Building. SHG Movement and Leadership. | 9 |
| 4 | Unit – IV: Gender and Media Mainstream Media and Feminist Media, Portrayal of Women and Men | 9 |

| | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| | in Media, Coverage of Women's Issues and Issues of Women in Mass Media and Media Organizations (Audio- Visual and print Media), Digital Media and Legal Protection, Indecent Representation of Women (Prohibition) Act, 1986, Impact of Media on Women. | |
| 5 | Unit –V: Gender and Alternative Media Gender Stereotyping in Media- Print, Radio and Electronic Media. Censor Board and Film Appreciation; Gender and Alternative Media; Folk Art, Street Play and Theatre; Gender Perception in Programmes; Policies and Planning in Media; Media and Social Responsibility. | 9 |

b. Learning Resources

Text Books / References:

1. Ambedkar, S.N. Nagendra, SHilaja(2005) *Women Empowerment and PanchayatiRai*-Jaipur, ABD Publisher.
2. Jha, Ashok Kumar(2004) *Women in Panchayat Raj Institutions*, New Delhi, Anmol Publications Pvt.Ltd.
3. Johns D.H. Downing (2004) *The Sage Hand book of Media Studies*, New Delhi, Sage Publications
4. Bonnie J.Bow, Julia T.Wood (2006) *The Sage Hand book of Gender and Communication*, New Delhi, Sage Publications.
5. PoojaKataria (2007) *Women and Media, Changing Roles, Struggle and Impact*, New Delhi, Regal Publications.
6. Singes (2005) *Media and Society* New Delhi Sumit Enterprises.
7. Brush, Lisa D (2007) *Gender and governance*, New Delhi, Rawat Publication.
8. SaxenaAlka (2011), *Women and Political Leadership*, New Delhi Altas Publishing House.
9. SaxenaAlka (2011) *Situational Analysis of Women in Politics*, New Delhi Altar Publishing House.
10. SaxenaAlka (2011) *Role of Women in Reservation politics*, New Delhi, Altan Publishing House.
11. Panda, SmitMinhra (ed) (2008) *Engendering Governance Institutions : State, Market and Civil Society*, Londory, Sage Publications
12. Singer, Narpat (2008) *Changing Status of Women*, Delhi Vista International Publishing House.
13. Singh, Dreeti (2010) *Women and Politics World Wide*, New Delhi, Axis Publications.
14. Charlotte Krolokke, Anne Scott Sorensen(2006) *Gender Communication; Theories and Analysis* New Delhi, Sage Publication.
15. V. Vilainilam,(2004) *Communication and Mass Communication in India*, B.R. New Delhi, Publishing Corporation.

16. PradeepMandav,(2005) Visual Media Communication(2005) New Delhi, Authors Press.
17. Kiran Prasad(ed) (2005) Women and Media: Challenging Feminist Discourse, New Delhi, The Women Press.
18. Alexandra Howson, Embodying Gender, (2005) New Delhi: Saga Publication.
19. Indubala Singh, (2007) Gender Relations and Cultural Ideology in Indian Cinema, New Delhi; Deep& Deep Publications.

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|-------------------------------|--------------|----------|----------|----------|---------------|
| WCC 3.3 | Internship/ Field Work | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- To expose students to avail practical experience of working in Institutions , Industries, NGO's, Organizations and Govt. Department and Hospitals.
- To make them to apply knowledge acquired in class room in practical situations.
- To make them to understand with the avenues available and equip them with necessary skills to be suitable to the demands of the competitive job market.

Outcome

Students will get hands on experience and exposure with internship. They can understand the skills and talents necessary for job market.

Action Plan:

Duration : 15 Days

Time : During the summer vacation after completion of II semester examinations.

Place : Selected Institutions/Organizations

Preparation of Time Plan:

1. Internship in Institutions/ Organizations
2. Preparation of Internship Report
3. Submission of Project Report in III semester before examinations.
4. Viva-Voce Examination, after End semester examinations of III semester.

Evaluation Process

| S. No | Particulars | Assessment | Marks |
|--------------|-----------------------------------|-------------------------------------|--------------|
| 1 | Internship Seminar | Internal | 20 |
| 2 | Internship related Project Report | Report evaluation Internal Guide | 60 |
| 3 | Viva-voce Examination | Dept. Committee | 20 |
| | | Total | 100 |

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|-------------------------------------------|--------------|----------|----------|----------|---------------|
| WCC 3.4 | Gender, Environment and Livelihood | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- To know about the meaning of ecology, relationship between women and environment and Nature.
- To provide inputs for understanding the negative impact of ecological/environmental destruction on women and raise of Eco-feminist's philosophy and activism.
- To discuss about the need for environmental awareness and challenges faced by ecofeminism.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|----------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Knowledge environment, nature and women | K1,K2,K3,K4 |
| CO2 | Knowledge on environmental concepts | K2,K3,K4,K5 |
| CO3 | Make aware of ecology and eco system | K2,K3,K4,K5 |
| CO4 | Aware of Eco feminism and women role in preserving environment | K1,K2,K3,K4,K5 |
| CO5 | Critically analyzes Bio diversity management and pollutions causing things | K2,K3,K4,K5 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | M | M | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | M | S | M | M | S | S | M | S | S |
| CO4 | S | S | S | M | M | S | S | S | S | S | M | S |
| CO5 | S | S | S | S | S | S | S | S | S | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W

No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>UNIT- 1: Gender and Environment</p> <p>Concept of Sustainable Development, Sustainable Development Goals in relation to Environment and Climate Change. Nature and Concept of Livelihood and Environment, Environment and Livelihood Resources, Gender Roles in Rural and Tribal Societies, Women's Access to Land and Natural Resources.</p> | 9 |
| 2 | <p>UNIT- II: Environment and Livelihoods of Rural Women</p> <p>Male and Female Farming System: Differential Roles, Rural Women Livelihood in Subsistence Economy, Gendered Impact of Globalization and Loss of Livelihoods, Changing Scenario of Rural Economy and Livelihood of Women.</p> | 9 |
| 3 | <p>UNIT –III: Environmental Degradation and Livelihoods of Tribal Women</p> <p>Environmental Degradation; Deforestation, Population and Environment, Climate Change, Depletion of Water Resources, Gender specific Consequences of Environmental Degradation, Development, Displacement and Loss of Livelihood, Livelihood Resources, Rights and Entitlements, Exploitation of Middle Men and Money Lenders.</p> | 9 |
| 4 | <p>UNIT – IV: Role of Women and Men in Sustainable Environment Livelihood Management</p> <p>Gender Perspective in Natural Resources Management: Forest Management –Afforestation, Social Forestry and VanaSamrakshanaSamithi (VSS); Energy Management-Solar and Bio gas, Adoption of latest Technology; Green Revolution, Garbage and Waste Management. Policies and Legislations related to Environment, Green Audit. Role of Public-Private Partnership(PPP) in Natural Resource Management; Role of Government, Role of NGO's, Grass-Root Initiatives: Role of SHGs, Micro Credit and Micro Enterprises. Natural Resource Management and Eco feminism.</p> | 9 |
| 5 | <p>Unit- V: Climate Change – Causes and Consequences</p> <p>Meaning of Global Warming and Green House effect – Contributing factors, Consequences and Results of Global Warming on Climate Change, Response to Green House effect - Ozone Depletion and its effect on Climate Change –Climate Change Convention(UNFCCC).</p> | 9 |

b. Learning Resources

Text Books / References:

1. Amarendra Das and Padmaja Mishra (2014): Environment, natural resources and the Indian Economy-New Century Publications, New Delhi.
2. AtanuSengupta(2014): Facets of Sustainable Development ;Regal Publications, New Delhi
3. Baumgartner R & Hogger R (eds), In Search of Sustainable Livelihood System, Managing Resource and Changes(2004) New Delhi, Sage Publications
4. Burra N, Randive J & Murthy R (eds), Micro- Credit Poverty and Empowerment, Linking the Triad(2005) New Delhi, Sage Publication
5. ChanrdaPradan K Rural, Women, Issues and Options (2008), New Delhi, Sonali Publication.
6. Datta S & Sharma V (eds), State of India's Livelihood Report 2010, The 4P Report(2010), New Delhi, Sage Publication
7. Harcourt W (ed), Feminist Perspective on Sustainable Development(1994) London, Zed Books.
8. Karmakar K G (ed), Microfinance in India (2008) New Delhi, Sage Publication
9. Krishna S (ed), Livelihood and Gender, equity in community resource management (2004), New Delhi, Sage Publication
10. Srinivasan N, (2009), Microfinance in India; State of the sector report 2008 New Delhi, Sage Publication
11. Krishna S (ed), Women's Livelihood Rights, recasting citizenship for development in the Third World (1991) London , Earthscan Publication
12. Ramaswamy.S, and Kumar,G.S (2014): Environmental Sustainability: Approaches and Policy Options; Regal Publications, New Delhi
13. VidyaBhagatNegi(2014):Environmental Laws: Issues and Concerns, Regal Publications, New Delhi
14. Wal S & Bhanerji S , Women and Globalization (2007) New Delhi , Sarup and Sons

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|---------------------|--------------|----------|----------|----------|---------------|
|--------------------|---------------------|--------------|----------|----------|----------|---------------|

| | | | | | | |
|-----------------|------------------------------------------------|------------|----------|----------|----------|----------|
| WCC 3.5A | MOOCs/Participatory Learning and Action | 100 | 4 | 2 | - | 4 |
|-----------------|------------------------------------------------|------------|----------|----------|----------|----------|

Course Category: Core paper

Preamble:

- To expose the students to know the concept, principles and philosophy of participatory learning and action.
- To Acquire skills in practicing participatory appraisal methods in the field;
- To apply the participatory learning and action methods in monitoring and evaluating different types of project.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Describe the theoretical underpinnings of community based participatory learning and action research including principles of adult learning theory | K1,K2,K3,K4,K5 |
| CO2 | Evaluate the role of participatory research and participatory learning activities (PLA) specifically, in implementation and facilitation of community based research | K2,K3,K4,K5 |
| CO3 | Assess best practices in community-based participatory research | K2,K3,K4,K5 |
| CO4 | Evaluate the ethical implications of using participatory research with a given community. | K2,K3,K4,K5 |
| CO5 | Select the most appropriate activities for different situations and community objectives | K2,K4,K5,L6 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | M | M | S | S | S | S | S |
| CO2 | S | S | S | M | S | S | S | S | S | M | S | S |
| CO3 | S | S | S | S | S | M | S | S | S | S | M | S |
| CO4 | S | S | S | S | S | S | M | S | M | S | S | S |
| CO5 | S | S | S | S | S | S | S | S | S | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>UNIT – I : Emergency of Participatory Approaches</p> <p>a). Emergency of participatory approaches - Concepts of Participation, Participatory Action Research, Agro – eco system Analysis, Applied Anthropology (Ethnic and Emic methods), Field Research on farming system , Rural Development Tourism.</p> <p>B) Rapid Rural Appraisal – Concept, merits and limitations of Survey.</p> | 9 |
| 2 | <p>UNIT – II :Concept of PRA/PLA</p> <p>Definition, Concept of PRA/PLA - Salient Features, Principles, Methods – Social Map, Resource Map, Transect (space – related PRA Methods), Time Lines, Seasonal Diagram, Daily Activity Schedule (Time – related PRA Methods) Venn Diagram, Matrix Ranking/ Scoring (PRA/ relation Method), Validity and Reliability test of PRA/PLA.</p> | 9 |
| 3 | <p>UNIT-III :Areas of PLA Applications</p> <p>PRA/ PLA Utility – Areas of PLA Applications - Poverty-Participatory Poverty Assessment (PPA), Gender – Health, Relevance of PLA tools for local level planning.</p> | 9 |

| | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4 | UNIT –IV: Attitude and Behavior of PRA PRA/ PLA attitude and Behavior: Empowerment and Equity, Reversals of Professional Values, PLA Myths and Misconceptions, PLA Criticisms. | 9 |
| 5 | UNIT – V: Monitoring and Evaluation Participatory Monitoring and Evaluation - Traditional and Alternative Models of Evaluation with a Gender Perspective, PLA report writing. | 9 |

Learning Resources

Text Books / References:

1. Robert Chambers, Rural Development: Putting the Last First, London, Longman , 1985.
2. Robert Chambers, Whose Reality Counts, Intermediate Technology Publication, London, 1997.
3. Katar Singh, Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 1999.
4. Jules N. Pretty, Regenerating Agriculture : Policies and Problems for Sustainability and Self Reliance, Vikash Publishing House, New Delhi 1996.
5. BrithaMikkelson, Method's For Development Work and Research, Sage Publications, New Delhi, 1995.
6. Jule N. Pretty, Irene Gujjit, Ian Scoones and John Thompson, A Trainer's Guide for Participatory Learning and Avction, IIED , London , 1995.
7. Neela Mukherjee, Participatory RuralAppraisal : Methodology Applications, Concept Publication Company, New Delhi, 1994.
8. Narayanaswamy, Boraian, M.P. Ramesh. R., Analyzing Community Problems: Tentacles of PRA Methodology, Himalaya Publications, New Delhi, 1998.
9. Irene Guijit, and MeeraKaul Shah, (Eds)., The Myth of Community : Gender Issues in Participatory Development, Saga Publications, New Delhi, 1999.
10. Somesh Kumar, Methods for Community Participation :Vistar Publications, New Delhi, 2002.

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|--------------------------------------------------|--------------|----------|----------|----------|---------------|
| WCC 3.5B | Counselling and Guidance with Gender Lens | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

1. To enable the students to learn the various principles, techniques and process involved in Counselling.
2. To made learn different approaches and techniques to counselling practice and
3. To equip the students with counselling skills to enable them to take up counselling as a profession.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Create awareness on linkages between participation and Learning Environment of the women in PRA methods. | K2,K3,K4,K5 |
| CO2 | Select the appropriate methods, tools and techniques of evaluation as per the requirement of particular guidance activities. | K2,K3,K4,K5 |
| CO3 | Identify a suitable evaluation model for evaluation of guidance and counselling programme; | K2,K3,K4,K5,K6 |
| CO4 | Enlist the steps involved in conducting evaluation; | K2,K3,K4,K5,K6 |
| CO5 | Describe the criteria of evaluation specific to guidance and counselling programme | K2,K3,K4,K5,K6 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | M | S | S | S | S | S | S | S |
| CO2 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO3 | S | S | S | S | M | S | S | S | S | M | S | S |
| CO4 | S | S | S | S | M | S | S | S | S | S | S | S |
| CO5 | S | S | S | M | S | S | S | S | M | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>Unit- 1: Introduction on Counselling and Guidance Gender Concerns</p> <p>Definition, Characteristics, Scope and Need of Counselling, Purpose Functions and Role of Guidance, Principles underlying Guidance, historical Contexts for Counselling and Guidance; Types of Services in a Counselling Programme.</p> | 9 |
| 2 | <p>Unit –II: Development of Counselling Skill</p> <p>Adjust mental Temperament, Orientation Capacity, Developmental Skills. Non-verbal Behaviour, Minimal Encouragement, Open-closed Questions Reflecting Feelings, Paraphrasing, and Summarizing.</p> | 9 |
| 3 | <p>Unit – III: Types of Counselling</p> <p>Need for Counselling – Expectations and goals of Counselling, Roles functions, Characteristics of Counsellor and Counseee, Qualities of a Good Counsellor, Factors Facilitating Counselling Relationships.</p> <p>Types of Counselling</p> <p>Counselling for Alcohol and Drug Addiction, Child and Adolescent Counselling, Premarital Counselling, Psychological Counselling, Family Counselling, Health Counselling, Sex Counselling, Education and Career</p> | 9 |

| | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | Counselling, Occupation Counselling, Elderly Counselling. | |
| 4 | <p>Unit –IV: Approaches to Counselling Theoretical Perspectives Gender Concerns.</p> <p>Counselling Theories, Client-Cantered Approach, Behavioural Approach, Cognitive Approach, Systems Approach, Eclectic Counselling, Group Counselling, Stress Management Techniques, Role of Non- Verbal Communication in Counselling, Gender Behaviour, Social Conditioning, Group Discussion on Different forms of Gender Discrimination and Current work Pattern, Dual Role balancing home and career- work place stress- need for natural Stress relief Methods.</p> | 9 |
| 5 | <p>Unit -V : Counselling in Different Settings</p> <p>Counselling in Family CounsellingCentres; Industries; Schools ; Colleges; Social Welfare Institutions, Correctional Institutions ; Hospitals, Issues for Counselling and Processes of Counselling in E Learning Setting, Structure, Functions and Management of a Counselling.</p> <p>Career Guidance and Counselling, Gender Inclusion.</p> | 9 |

Learning Resources

Text Books / References:

1. Ellen noovan 1983: Counseling young people, London, Methuen.
2. Sue Culley 1991: Integrative a counseling skills in Action, Sage publication, New Delhi.
3. Fransella Fay and Peggy Dalton, 1990: Personal Construct counseling in action, Sage publications, London.
4. Richard Hallam 1992: Counselling for Anxiety problems, Sage, London
5. Thompson L Chales and Linda BRudolph, 1983: Counselling for children, Brooks/\ Cole Publishing Company, California.
6. RashmiAgarrwal, 1995: Drug Abuse, Shipra Publications, Delhi
7. MathewLFerrara,1992: Group counseling with Juvenile Delinquents, Sage, London.
8. Gerald Corey – (5th Ed.): Theory and practice of counseling and Psychotherapy, U.S.A., Books Cole Publishing Co.,1977.
9. Nayak A.K., 2004: Guidance and counseling APH, New Delhi.
10. Narayana Rao.S.2000: Guidance and counselingTata Mechhill (P.B.); New Delhi

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|----------------------------|--------------|----------|----------|----------|---------------|
| WCC 3.5C | Disaster Management | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- Understand key concepts, theories and approaches of Disaster Management with specific reference to Indian context.
- Develop skills to analyze factors contributing to Disaster
- Develop an understanding of the process of Disaster Management
- Develop an understanding of the Role of Gender Disaster Management.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Classify the concepts, theories and approaches of Disaster Management | K1,K2,K3,K4,K5 |
| CO2 | Capacity to describe, analyse and evaluate the environmental, social, cultural, economic, legal and organisational aspects influencing vulnerabilities and capacities to face disasters. | K2,K3,K4,K5 |
| CO3 | Capacity to work theoretically and practically in the processes of disaster management (disaster risk reduction, response, and recovery) and relate their interconnections. | K2,K3,K4,K5 |
| CO4 | Capacity to manage the Public Health aspects of the disasters. | K1,K2,K3,K4 |
| CO5 | Formulate strategies for mitigation in future scenarios with the ability to clearly present and discuss their conclusions and the knowledge and arguments behind them. | K2,K4,K5,K6 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO2 | S | M | S | S | S | S | S | M | S | S | S | S |
| CO3 | S | S | S | S | M | S | S | S | S | M | S | S |
| CO4 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO5 | S | S | M | S | S | S | M | S | S | S | M | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>Unit –I: Introduction to Disasters:</p> <p>i) Disaster, Vulnerability and Development concepts, Definitions. ii) Typology and Phases of Disasters; Natural Disasters- Famine, Drought, Floods, Cyclones, Storms and Earthquakes, Hurricane, Made- Riots, Biological, Warfare, Industrial, Military, Eviction. iii) Physical characteristics and Geographic Distribution- Brief history of Disasters in India iv) Evolution of the field of Disaster Management</p> | 9 |
| 2 | <p>Unit – II: Impact of Disasters</p> <p>Impacts of Disasters in General: Social, Economic, Spatial, Psychosocial. Impact of Disasters on Specific Groups- Women, Children, People with Disability and Elderly Similarities and Differences- need for a Varied focus in response to Disasters Development of Framework for Analyzing Impacts of Disasters(RISK Framework)</p> | 9 |
| 3 | <p>Unit-III: Disaster Response and Mitigation</p> <p>i) Disaster Preparedness- Key elements- What, Why and How ii) Disaster response at various stages of disaster- Evacuation and Rescue- Relief and Emergency Supplies- Rapid Assessment of</p> | 9 |

| | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| | <p>Damage and needs- Coordination with Various Service Providers- Managing Aid.</p> <p>iii) Recovery and Rehabilitation (R&R)- Planning for Recovery and Rehabilitation – Key areas of planning Livelihoods, Health and Housing on a Gender Perspective.</p> <p>iv) Social Accountability International code of conduct Sphere standards; Red cross code of conducts.</p> | |
| 4 | <p>Unit-IV: Disaster Management:</p> <p>i) Policies, legal and institutional framework analysis for Disaster Management-Critical analysis.</p> <p>ii) Gender</p> <p>iii) Monitoring and Evaluation in Disaster Management.</p> | 9 |
| 5 | <p>Unit-V: Planning for Disaster Management:</p> <p>i) Role of various actors/intervening parties- Government, INGOs, NGOs, CBOs and social workers-gender consultants Importance of co-ordination</p> <p>ii) Consolidating the response to Disasters- Preparation of an action plan to respond to disasters covering all phases.</p> | 9 |

b. Learning Resources

Text Books / References:

1. IFRC, 2005- World Disaster Report
2. Birnbaum, F., Coplon, J., “Crisis Intervention after a Natural Disaster”, Social Case Work, Vol.54,No. 9,545-551. And Scharf, T. 1973
3. Blaufard, H. And Levine, J. (1972)” Crisis Intervention in an Earthquake”, Social Work, Vol. 17, No.4, 16-19.
4. Brahme, S. And Gole, P. (1967) Deluge in Poone, Poone: Asia Publishing House.
5. Chen, L. (1973) Disaster in Bangladesh: Health Crisis in a Developing Nation, New York, Oxford University Press.
6. Fritz, C.E., (1968) “Disaster” ,Sills, D(ed.) International Encyclopedia of Social Science. Vol. 4 U.S.A.; The MacMillan Company and the Free Press. 202-208.
7. Gangrade, K.D. and Dhadde, S. (1973) Challenge and Response, Delhi: Rachna Publications.
8. Grossman, L.(1973)”Train Crash: Social Work and Disaster Services” Social Work. Vol. 18, No. 5, 38-44.

9. Hoff, A. (1978) "People in Crisis", Understanding and Helping, California : Addison Wesley Publishing Company.
10. Joint Assistant Centre. (1980) Natural Disaster, New Delhi: AdhyatmaSadhana Kendra.
11. Lindomann, E. (1944) "Symptomology and Management of Acute Grief", American Journal of Psychiatry, Vol. 101.11, No.2, 99-1-4.
12. Shader, I. And Schwartz, A., (1966) "Management of reaction to Disaster", Social Work, Vol.11 No.2, 99-1-4.
13. Siporin, M. (1966) "The Experience of aiding the Victims of Hurricane' Betsy". Social Service Review, Vol. 10.
14. Wolfenstein, M. (1977) Disaster: A Psychological essay, New York, Arno Press.
15. Book: Disaster Management Report(2009), New Delhi.

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|-------------|----------------------------------|-------|---|---|---|--------|
| WCC 3.5CD | Training in Gender Sensitization | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- 1.To equip the students on the capacities to raise gender sensitivity to reduce femininity and masculinity and
- 2.To impart knowledge on the appropriate actions to be taken for sustenance of gender equal society.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| CO1 | Conceptual Frame Work of gender sensitization, Techniques and methods of Training programme and Strategies of livelihood Management. | K1,K2,K3,K4 |
| CO2 | Sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. | K2,K3,K4,K5 |
| CO3 | Attain a finer grasp of how gender discrimination works in our society and how to counter it. | K2,K4,K5 |
| CO4 | Develop a sense of appreciation of women in all walks of life. | K2,K3,K5 |
| CO5 | Acquire insight into the gendered division of labour and its relation to politics and economics. | K2,K3,K4,K5 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | S | S | S |
| CO2 | S | M | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | M | S | S | S | S | M | S | S | S | S |
| CO4 | S | S | S | S | M | S | S | S | S | S | S | S |
| CO5 | S | S | M | S | S | S | M | S | S | S | M | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | UNIT-I: Conceptual Frame Work of Training Basic concepts: Training, Education Teaching; Concept and Scope of Training; Key facets and levels of Training; Steps in Training Design Origin, Need, Programme Objectives, Preparation of Action Plan Consideration in Designing a Programme. | 9 |
| 2 | 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. | 9 |
| 3 | UNIT-III: Gender Components of a Training Strategy Objectives of different Training Approaches: Training in Sensitization of | 9 |

| | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| | Awareness Raising, Skill Transfer in Gender Analysis and Diagnosis Translation of Skill into Planning Practice, Training in Motivation Factors; Defining the Target Group, Operationalizing Training within a institution, Concept of Training, Evaluation Procedures. | |
| 4 | UNIT-IV: Practicum – Areas of Gender Sensitization Social Construction of Gender, Gender Roles, Socialization, Identity formation, Gender Identity: Femininity and Masculinity. | 9 |
| 5 | 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 Institutions: A Gender lens, Violence against Women, Gender Equality. | 9 |

b. Learning Resources

Text Books / References:

1. Agochiya D. (2009) Every Trainer's Handbook, New Delhi: Sage
2. Blanchard P. N& Thacker J. W (2008) 3rd edition, Effective Training: Systems, Strategies and Practices, New Delhi, PHI learning Pvt.Ltd.
3. Williams S.et.al.(2007) , The Oxfam Gender Trainings Manual, UK: Oxfam Publications

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|---------------------|----------------------------------------|--------------|----------|----------|----------|---------------|
| WCC(FC3) 3.6 | Gender Studies and Self Defence | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- This course is designed to familiarize the basic concepts of gender and enhance knowledge on various dimensions of Socio –economic disparities of gender roles in society and family through gender lens.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Define the conceptual definitions of Gender, masculinities and patriarchy and their impact in the society and family. | K1,K2,K3,K4 |
| CO2 | Impacts of this activity has been instilling a sense of fearlessness and enhancing mental strength among the girls. | K2,K3,K4,K5 |
| CO3 | Feel more confident and secured having learnt techniques to defend themselves in times of crisis. | K2,K3,K4,K5 |
| CO4 | Sustain gender equality with practical exposure and learning of recent contours to combat different disparities and to achieve Gender neutrality in the family and society. | K2,K3,K4,.K5,K6 |
| CO5 | A very positive trend is being witnessed across schools where this training has been imparted. | K2,K3,K4,K5 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | S | M | S | S | S | S | S |
| CO2 | S | S | S | S | M | S | S | S | M | S | S | S |
| CO3 | S | S | M | S | S | S | S | S | S | S | S | M |
| CO4 | S | S | S | S | S | S | S | M | S | S | S | S |
| CO5 | S | S | S | S | S | S | S | S | M | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>Unit I: Gender Concepts</p> <p>Gender and Sex, Gender Stereotyping and Discrimination, Emerging Multiple Genders, LGBT, Queer Intersex. Socialisation, Gender Stratification, Masculinity, Femininity, Process of Masculinisation, Internalisation of values of Patriarchy.</p> | 9 |
| 2 | <p>Unit II : Gender, Health and Education</p> <ul style="list-style-type: none"> Gender and Health, Gender Health and Sexuality, Access to Health, Re- productive and Sexual Rights as Human Rights, Health and Nutrition and gender issues across Life Cycle, Health problems. Gender Disparity in Education, Gender gap, Gender Bias and Women’s Education Recent Trends in Women’s Education, New Education Policy-2020. | 9 |

| | | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 3 | <p>Unit III: Gender Polity and Work</p> <ul style="list-style-type: none"> • Gender and Economy, Gender and Globalisation, Gender and Occupational Structure, Informalisation, Casualisation and Marketisation of Labour, Feminisation of Poverty and Labour-Gender Implications. • Gender Perspective in Political Participation of Women, Gender Imbalance in Apex Bodies, Gender Perspectives of Voting Behaviour and Electoral Process, Opportunities and Constrains of Women in Political Sphere, Role of Women in Good Governance; Gender Debate in Women’s Reservation Bill. | 9 |
| 4 | <p>Unit IV: Gender Lens and Legal Rights and Media</p> <ul style="list-style-type: none"> • Constitutional Provisions and Gender Equality, Plurality of Personal Laws and Uniform Civil Code, Gender Perspectives of Laws and Legislations for Women’s Birds eye View. • Women and Human Rights, Gender based Violence, Gender Concerns, Initiates to Combat Violence, Self Defence Mechanisms, Women in Media and Society, Gender Inequality and Gender Construction in Media, Gender Stereotyping and Gender Sensitive Portrayal. Women in Media and Society, Gender Inequality and Gender Construction in Media, Gender Stereotyping and Gender Sensitive Portrayal. | 9 |
| 5 | <p>Unit V: Gender Sensitization for Gender Equality</p> <ul style="list-style-type: none"> • Need for Gender Sensitisation, Areas of Gender Sensitisation, Social Construction of Gender Roles, Gender Socialization, • Violence against Women, Gender and Work, Gender Discrimination on Nutrition and Health, Gender and Media, Gender Bias in School Curriculum and Teaching Practices, Gender Perception of Education Goals. • Self Defence Mechanism | 9 |

b. Learning Resources

Text Books / References:

1. Fergusons, C. (ed) (2010) *Violent Crime, Clinical and Implications*. California: Sage Publications.
2. Khanna, S.(2009) , *Violence Against Women and Human Rights*. Delhi; Swastic Publishers Distributers.
3. Nayar, S. (2010)*Violence Against Women in South Asian Communities: Issues for Policy* , Pracuce. Delhi: Navyug Books International.
4. Prabhakar, V.(2011) *Gender Violence: Women Victims in Man’s World*. New Delhi: Wisdom press.
5. Bhatt, Savita(2010), *Women and Human Rights*. New Delhi: Altar Publishing House Ltd.
6. Wtatt, Robin and Massood, Nazia (2010), *Broken Mirrors: The dower Problems in India*. London : Sage Publications
7. Datt, R. and Kornberg, J.(eds) (2002), *Women in Developing Countries, Assessing Strategies for Empowerment*, London: Lynne Rienner Publishers.
8. Kabber, N. and Subrahmanian, R. (eds)(1999), *Institutions , Relations and Outcomes. Framework and Case Studies for Gender Aware Planning*, London: Zed Books.
9. Kabeer, N.(2003) ,*Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals*, Commonwealth Secretariat . London.
10. Moser, C.O.N. (1993), *Gender Planning and Development: Theory, Practice and Training* London: Routledge.
11. Karl, M. (1995), *Women and Empowerment, Participation and Decision – making*, London: Zed Books.
12. Regan C.(ed) (2006), *Development In An Unequal World*. Lreland: Education and Acting for a Better World.
13. Brush, Lisa D.(2007) , *Gender and Governance* , New Delhi, Rawat Publication.
14. Singh, Direeti (2010), *Women and Politics World Wide*, New Delhi, Axis Publications.
15. Arthur Asa Berger, (2003), *Media and Society; A Critical Perspective* , USA: Rowman& Little field Publishers.

GENDER STUDIES - IV SEMESTER

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|-------------|------------------------|-------|---|---|---|--------|
| WCC 4.1 | Gender and Development | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

1. To enrich the knowledge of students in gender analysis and gender mainstreaming which acts as a tool for women development.
2. To provide skills in gender analysis to undertake effective steps in the economic planning for equality with social justice and
3. To familiarize the students with gender issues from the perspective of development discourse.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|---------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| CO1 | This course enables the students to understand the Frame Work of Gender Analysis and Paradigm Shift in Development. | K1,K2,K3,K4 |
| CO2 | Discuss a range of gender and feminist theories and approaches within different political, social and cultural traditions | K2,K3,K4,K5 |
| CO3 | Explain the role of gender in development | K2,K3,K4,K5 |
| CO4 | Describe the implications of gender issues for the practice of youth development work | K2,K3,K4,K6 |
| CO5 | Critically assess current services have experience in the light of gender and development.. | K2,K4,K6 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | M | S | S | S | M | S | S | S |
| CO2 | S | M | S | S | S | M | S | S | S | S | S | S |
| CO3 | S | M | S | S | S | S | S | S | M | S | S | S |
| CO4 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO5 | S | S | S | M | S | S | S | M | S | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>Unit – I: Concepts and Nature of Gender and Gender Analysis</p> <p>Concept of Gender: Gender Vs Sex, Gender Equity and Equality, Gender Roles and Gender Needs, Triple Roles of Women, Practical and Strategic Needs.</p> <p>Definition, Meaning and Objectives of Gender Analysis; Gender Analysis as a tool for Development.</p> | 9 |
| 2 | <p>Unit – II: Framework of Gender Analysis</p> <p>Harward Analytical Framework; Caroline Moser’s Gender Planning Frame Work; Rani Parker’s Gender Analysis Matrix and Sara Longwe; Women Empowerment Frame Work; NailaKabeer’s Social Relations Frame Work.</p> | 9 |
| 3 | <p>Unit – III: Paradigm Shift in Development</p> <p>Definition and Concepts of Development: Approaches for WID, WAD, and GAD, Human Development Index (HDI), Gender</p> | 9 |

| | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| | Development Index (GDI), Gender Empowerment Measure (GEM), Gender Inequality Index (GII), Women LED Development (WLD) and Millennium Development Goals and Sustainable Development Goals. | |
| 4 | 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; Concept of Work – Productive and non-productive work – use value and Market Value; Gender Division of Labour – Mode of Production – Women in Organized and Unorganized sector; Understanding Differences in Needs and Strengths, Complexity of Gender Relations, Barriers, Constraints, Strategies. | 9 |
| 5 | 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. | 9 |

b. Learning Resources

Text Books / References:

1. Lilja, Nina and Dixon John (2008), Operationlising Participatory Research And Gender Anylisis: New Research And assessment approaches. New York: Development in Practice.
2. Macdonald, M.Sprenger, E., and Dubel, I.(1999)gender and Organisational Change: Bridging The Gap Between Practice, Amsterdam: Royal Tropical Institute.
3. Moser Caroline and AnnaliseMoser(2005), Gender Mainstreaming Since Beijing: A Review of Success And Limitations In International Institutions. New York: Gender and Development Vol.13,No.2,July 2005.
4. Nehen, S.N.(2007) , Gender Development : Dimensions and Policies, New Delhi: Serial Publications.

5. Regan C. (ed.) (2006) Development In An Unequal World. Ireland : Educating and Acting for a Better World.
6. UNDP, (2006), Human Development Report, New York: Palgrave.
7. Yadav K.P.(ed.)(2010), Gender Equity and Economic Development, New Delhi: Sarup and Sons.
8. SanjuaDasgupta, DipankarSinha and SudeshnaChakravarthi (2011), Media, Gender and Popular Culture in India, Sage Publications, New Delhi.
9. Elaine Enarson and DharChakrabarti P.G.(2010), Women, Gender and Disaster – Global Issues and Initiatives, Sage Publications, New Delhi.

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|-----------------------------------------------|--------------|----------|----------|----------|---------------|
| WCC 4.2 | Entrepreneurship and Skill Development | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

1. To expose the students on the basic knowledge of entrepreneurship.
2. To provide information about the specific policies and programmes targeting the empowerment of women entrepreneurs
3. To enable them to understand the procedures involved in establishing of their own ventures and
4. To equip them skills necessary for establishing enterprises

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Gain basic knowledge on entrepreneurship, Institution and Organization | K1,K2,K3 |
| CO2 | Support for Women Entrepreneurs, importance of Skill Development and Capacity Building to become as Entrepreneur. | K2,K3,K4 |
| CO3 | Develop awareness about entrepreneurship and successful entrepreneurs | K2,K3,K4,K5 |
| CO4 | Develop an entrepreneurial mind-set by learning key skills such as design, personal selling, and communication. | K2,K4,K6 |
| CO5 | Analyse entrepreneurs and assess their strengths and weaknesses from an entrepreneurial perspective. | K2,K3,K5 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | M | S | S | S | S | S |
| CO3 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO4 | S | S | M | S | S | S | S | S | S | S | S | M |
| CO5 | S | S | S | S | M | S | S | S | S | S | S | M |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>Unit – I: Entrepreneurship</p> <p>a. Meaning, Definition and Concept of Entrepreneurship, Evolution of Entrepreneurship in India; Entrepreneurship and Economic Development; Theories of Entrepreneurship - Risk Bearing- Theory of Hawley, Uncertainty Bearing Theory of Knight, Innovations Theory of Schumpeter.</p> <p>b. Characteristics and Functions of Women Entrepreneurs; Problems and Strategies for the Development of Women Entrepreneurs, Growth and Recent Trends of Women Entrepreneurship in India; SWOT Analysis.</p> | 9 |
| 2 | <p>Unit – II: Institutional and Organizational Support for Entrepreneurship</p> <p>i. Training Institutions:</p> <p>National Skill Development Corporation – (NSDC), National</p> | 9 |

| | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | <p>Institute of Micro Small and Medium Enterprises (NIMSME), Entrepreneurship Development Institute of India (EDII), Andhra Pradesh Industrial and Training Corporation- (APITCO), National Science and Technology Entrepreneurship Development Board (NSTEDB), National Institute of Small Industry Extension and Training (NISIET), A.P. Skill Development Corporation.</p> <p>i. Funding Agencies:</p> <p>a) Small Industries Development Bank of India (SIDBI), Small Industries Development Organization (SIDO), Districts Rural Development Agency (DRDA), District Industries Centers (DIC), State Bank of India (SBI).</p> <p>b) Incentives and Subsidies – Central and State Governments.</p> | |
| 3 | <p>Unit – III: Skill Development and Capacity Building</p> <p>Need for the Development of Skills, Types:- Communication Skills – Verbal and Non Verbal, Barriers to Communication; Leadership Skills- Individual and Group Dynamics; Personality Development; Types of Leadership and Traits: Autocratic, Democratic/ Participative, Laissez-faire, Theories: Trait, Behaviour, Situational and Transformational.</p> <p>b. Skill Development Mission – PM’s National Council on Skill Development – Skill Development Initiative (SDI)- KaushalVikasYojana (KVV) – AP State Skill Development Board.</p> | 9 |
| 4 | <p>Unit – IV: Project Proposal Preparation and Appraisal</p> <p>Project Identification and Selection; Formulation of Project Proposal; Guidelines for Project Formulation by Planning Commission; Project Appraisal.</p> | 9 |
| 5 | <p>Unit – V: Practicum</p> <p>a. Workshop on qualities and Skills of an Entrepreneur; (by Inviting Entrepreneurs and Administrators)</p> <p>b. Visit to Successful Enterprises to Provide Training on Organizational, Administrative, Communicative Skills to become effective Entrepreneurs in Future.</p> | 9 |

b. Learning Resources

Text Books / References:

1. Dr. S.S. Khanka (2012), *Entrepreneurial Development for B.Com, M.Com and MBA Student of Indian University*, S. Chand and Company Ltd., Ram Nagar , New Delhi.
2. KironWadhwa and George Koreth(2012), *Empowering Rural Women – Micro Enterprise through Achievement Motivation*, Sage Publication, New Delhi.
3. Narasaiah M.L.(2010), *Small Scale Entrepreneurship Discovery Publishers*, New Delhi.
4. RobitaSorokhaibam(2012), *Enterprise Management- A Creation of Women Entrepreneurs* , Mittal Publications , New Delhi
5. Dr. S.S. Khanka(2012), *Entrepreneurial Development (Revised Edition)*, Chand & Company Ltd., New Delhi.
6. Chambers, Robert (2003): *Participatory Workshops*, Earthscan, India.
7. Palanthurai,(2002): *Capacity Building for Local Body Leaders*, New Delhi, Concept Publications
8. Peter G. Nolrtghouse – *Leadership – Theory and Practice* sage publications – 2007
9. Philip B. Stafford(2000), *Participatory Research and Tools*

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|-----------------------------|--------------|----------|----------|----------|---------------|
| WCC 4.3 | Dissertation / Moocs | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- 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 equip them with necessary skills to be suitable to the demands of the competitive job market.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Students will get hands on experience and exposure with Research on various current topics and get knowledge through Dissertation. | K1,K2,K3,K4,K5,K6 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| CO1 | S | S | S | S | S | S | S | S | S | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

Action Plan:

Time : During the IV semester (November to March).

Area of study : Depending upon the topic selected.

Preparation of Time Plan:

1. Data collection and analysis
2. Preparation of Report
3. Submission of Dissertation before final exams.
4. Viva – Voce Examination

Evaluation Process

| S. No. | Particulars | Assessment | Marks |
|---------------|------------------------|----------------------------------------|--------------------|
| 1 | Seminar | Internal | 20 |
| 2 | Dissertation | Report Evaluation Internal Guide | 60 |
| 3 | Viva- Voce Examination | Dept. of committee | 20 |
| | | | Total = 100 |

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|--------------------------------------------|--------------|----------|----------|----------|---------------|
| WCC 4.4 | Gender Perspectives on Human Rights | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

1. To equip the students with knowledge in International Declarations, Covenants and Conventions on Human Rights
2. To enhance their knowledge on the constitutional guarantees, protective measures and enforcement agencies of human rights.
3. To sensitise the students on Human Rights violations on a Gender Perspective

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Classify the history of gender and Gender Perspectives on Human Rights | K1,K2,K4 |
| CO2 | Explain the concepts of gender stereotypes and sexism as a form of discrimination of oneself and the society | K2,K3,K5 |
| CO3 | Aware of the institutionalization of gender politics, economics, language, family, and socialization. | K2,K4,K6 |
| CO4 | Enhance towards sensitivity issues related to violence. | K2,K4,K5 |
| CO5 | Make aware of national, international Declarations and conventions related to Human Rights. | K2,K4,K5 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | S | M | S | S | S | S | S |
| CO2 | S | S | S | S | M | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | M | S | S | S | S | S | S |

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|
| CO4 | S | S | S | S | M | S | S | S | S | S | M | S |
| CO5 | S | S | S | S | S | M | S | S | S | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | UNIT- I: Introduction Definition and Evolution of the Concept of Human Right, Characteristics of Human Rights: Inherent, Inalienable, Universal, Indivisible, United Nations and Human Rights, Universalisation of Human Right Land Culture and Relativism. | 9 |
| 2 | UNIT-II: 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). | 9 |
| 3 | UNIT- III: Human Right in India Vienna Conference on Human Rights, 1993, 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 Role. | 9 |
| 4 | UNIT - IV: Human Rights Violations Genocide, Torture, War Crimes, Custodial Violence, War Crimes, Criminal | 9 |

| | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| | Against Humanity, Sexual Abuse, Human Rights Violations by State Non – state Agencies, Discrimination/ Political Oppression, Gender Perspectives on Human Rights Violations, Cyber crime, Gender Based Violence (GBV), Violations of Human Rights among SC/ST / Minorities Sexual Minorities. | |
| 5 | UNIT V: Promotion of Human Rights Role of Inter – Governmental Organizations, Human Rights Non Governmental Organizations, Role of HRNGO's, Types of HRNGO 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. | 9 |

b. Learning Resources

Text Books / References:

1. Donnelly, J.(2003) Universal Human Rights in Theory and Practice. New York: Cornell University Press.
2. Evans, T.(1998) Human Rights Fifty Years on: A Reappraisal. Manchester: Manchester University Press.
3. Ishay, M.R.(1997) The Human Rights Reader : Major Political Writings, Essays, Speeches and Documents from the Bible; to the Present. London: Routledge.
4. Ishay, M.R.(2004)The History of Human Rights: From Ancient to the Globalisation Era.Berkeley. University of California Press.
5. Landman, T.(2006)Studying Human Rights. New York: Routledge.
6. Mahoney,J. (2007) The Challenge of Human Rights : Origin, Development and Significance.
7. Mertus, J. (2005) The United Nations & Human Rights: A Guide for a New Era. New York: Routledge.
8. Orend, B(2002) Human Rights: Concept and Context, Ontario: Broadview Press Ltd.
9. Perry M.J.(2000)The Idea of Human Rights: Four Inquiries. Oxford University Press.
10. Ray, A.(2004) National Human Rights Commission of India: Formation, Functioning and Future prospects, New Delhi: Khama Publishers.
11. Seibert – Fohr, A.(2009) Prosecuting Serious Human Rights Violations, New York: Oxford University Press.

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|-----------------------------------------|--------------|----------|----------|----------|---------------|
| WCC 4.5A | Leadership and Capacity Building | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

1. To impart knowledge on leadership and its need for development of women as well as for self-improvement
2. To promote leadership skills among students and
3. To enhance knowledge and skills among students in designing and organization of suitable capacity building programme

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Leadership and capacity building helps them to motivate effective leaders in the society. | K1,K2,K3,K4 |
| CO2 | Develop a comprehensive set of practical skills and tools to rely on through leadership practice. | K2,K3,K4 |
| CO3 | develop relationships, manage conflicts, and work across differences, skills and tools include time management, meeting management and agenda setting, group dynamics, and team building. | K2,K3,K4,K5 |
| CO4 | Extend the learn the skills to engage in conflict productively and work toward conflict resolution | K2,K3,K4,K6 |
| CO5 | Building leadership through capacity building among women | K2,K3,K4,K5 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | S | M | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | M | S | S | S | M |
| CO3 | S | S | S | S | S | S | S | S | S | S | M | S |

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|
| CO4 | S | S | S | S | S | S | M | S | S | S | M | S |
| CO5 | S | S | S | S | S | S | S | S | M | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | <p>Unit-I: Leadership Qualities and Skills of a Leader</p> <p>Meaning, Definition, Scope and Need and Importance of Leadership, Essential Characteristics of an Effective Leader, Functions and Skills/Capabilities required for a Good Leader, Leadership status– ascribed and achieved: Need of Leadership for Women, and status of women in leadership. Gender Perception on Leadership.</p> | 9 |
| 2 | <p>Unit - II: Types and Theories of Leadership</p> <p>Types of Leadership and traits: Autocratic, Democratic /Participative, Laissez-faire, Theories: Trait, Behaviour, Situational and Transformational.</p> | 9 |
| 3 | <p>Unit - III: Barriers and Ways for Promoting Leadership</p> <p>Barriers in Developing Leadership: Glass Ceiling and Tokenism, 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, Problems of Multi Tasking.</p> | 9 |
| 4 | <p>Unit - IV: Capacity Building and Structure</p> <p>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 Needs Assessment (TNA) at different levels (organization, staff and community), Designing a training programme- steps (content development, adopting suitable methodology, preparation of aids and equipments, resource persons).</p> | 9 |

| | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 5 | <p>Unit – V: Role and skills required for a trainer and Training of Trainers (TOT)</p> <p>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 women : ToT programme on Leadership, PRI and gender .</p> | 9 |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|

b. Learning Resources

Text Books / References:

1. By stydzienski, Jill, ed., Women Transforming Politics (1992): Worldwide Strategies for Empowerment, Bloomington, Indiana: Indiana University Press.
2. ChananG(1999): Regeneration and Sustainable Communities, Community Development Foundation .
3. Chambers, Robert (2003): Participatory Workshops, Earthscan, India.
4. Hollander, E. P. (1978). Leadership dynamics. New York: The Free Press.
5. Helgesen, Sally,(1995): The Female Advantage: Women’s Ways of Leadership, New York, New York: Doubleday.
6. Palanthurai,(2002): Capacity Building for Local Body Leaders, New Delhi, Concept Publications
7. Peter G. Nolrtghouse – Leadership – Theory and Practice sage publications – 2007
8. Philip B. Stafford(2000), Participatory Research and Tools
9. Rajani K. Murthy(ed),(2001): Building Women’s Capacities-Interventions in Gender Transformation; New Delhi, Sage Publications.
10. Reason, P. (1998): Political, Epistemological, Ecological and Spiritual Dimensions of Participation. Studies in Cultures, Organizations and Societies, 4, 147-167.
11. From Reservation to Participation(2008) : Capacity Building of Elected Women Representatives and Functionaries of Panchayati Raj Institutions; Report on Women in Panchayats, Ministry of Panchayati Raj, Government of India.
12. Rost, J. C.,(1991): Leadership for the Twenty-First Century, New York, New York: Praeger .
13. Stephen.F.(1985):participatory Training as a Strategy to bring about Social transformation (Banglore,India SEARCH).
14. UdaiPareek (1996): Organizational Behaviour Process; New Delhi, Rawat Publications

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|--------------------|------------------------------|--------------|----------|----------|----------|---------------|
| WCC 4.5B | Women, Gender and ICT | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

1. To enlighten the students on the importance of Information and Communication Technology and
2. To enable them to understand the role of Information and Communication Technology in Women's Development.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Aquainted with various forms of information and communication technologies and its role in Women Development. | K1,k2,k3,k4 |
| CO2 | Access to Information, Empowerment through Employment. | K2,k3,k4 |
| CO3 | Empowerment through Entrepreneurship, Challenges of ICT Use for Women's Economic Empowerment | K3,k4,k5k6 |
| CO4 | Social and Gender Indicators and new horizons of ICT for Women, Problems and Prospects | K2,k3,k4,k5 |
| CO5 | Build ICT Legislations and Policies | K2,k3,k6 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | M | S | S | S | M | S | S | S |
| CO2 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO3 | S | S | S | M | S | S | M | S | S | S | M | S |

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|
| CO4 | S | S | S | S | S | S | S | S | M | S | S | S |
| CO5 | S | S | S | S | M | S | M | S | S | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | Unit – I: Women, Gender and ICT Meaning, Nature and Scope of ICT for Women’s Studies, Concepts of ICT, Gender and ICT, Role of ICT in Development , Problems of Women in accessing with ICT- Gender Divide and Digital Divide. | 9 |
| 2 | Unit – II: ICT and Women Empowerment Knowledge, Networking and Empowerment, Access to Information, Empowerment through Employment, Empowerment through Entrepreneurship, Challenges of ICT Use for Women’s Economic Empowerment – Strategies for Women’s Economic Empowerment through ICT. | 9 |
| 3 | Unit – III: ICT and Gender Equality Gender Dimension within ICT Approaches – Social and Gender Indicators – New horizons of ICT for Women, Problems and Prospects – Impact of ICT on Gender Equality | 9 |
| 4 | Unit – IV: ICT and E-governance Central Government Initiatives, National e-Governance Plan, Mission Mode Projects, State Government Initiatives, E-governance, E-sevacenters, E-commerce - National Task Force report - ICT and Governance for Development – Government and NGO Sector – ICT and Social Media – Impact of Social Media on Women. | 9 |
| 5 | Unit – V: ICT Legislations and Policies National ICT Policy 2012 - National Cyber Security Policy 2013 - E-Commerce Regulations and Laws in India - Data Protection Laws in | 9 |

| | | |
|--|-------------------------------------------------------------------------------------------------------------------|--|
| | India and Privacy Rights in India – E-Commerce Laws and Cyber Crimes –Cyber Crimes on Women and Other Minorities. | |
|--|-------------------------------------------------------------------------------------------------------------------|--|

b. Learning Resources

Text Books / References:

1. "National Cyber Security Policy 2013: An Assessment". Institute for Defence Studies and Analyses. August 26, 2013. Retrieved 2013-09-24.
2. "National Cyber Security Policy-2013". *Department Of Electronics & Information Technology, Government Of India*. 1 July 2013. Retrieved 21 November 2014.
3. Anand, A. (1992). *The power to change: Women in the third world redefine their environment* (pp. 1-21). New Delhi: Kali Press for Women
4. Bagga, R.K., K., Kensiton & R.R. Mathur, (Eds.). (2005). *The state, IT and development*. New Delhi/Thousand Oaks/London: Sage
5. Dossani R. (2005), Enabling ICT for rural India. Retrieved from http://iis-db.stanford.edu/pubs/20972/Dossani_Rural_ICT_2005.pdf, 1st December 2010.
6. Gender and Development Group, The World Bank, October 2006, "ICT & Gender Equality: Gender and Development Briefing Notes."
<http://www.datamationfoundation.org/ICT%27s%20for%20development.pdf>
7. ICTs for Development: Case Studies from India, Ministry of Communication & Information Technology, Government of India.
8. Karan, K. (Ed.). (2006). *Cyber communities in rural Asia: A study of seven countries*. Singapore: AMIC/ Marshall Cavendish
9. Kelkar, G., & Nathan, D. (2002) Gender relations and technological change in Asia. *Current Sociology*, 50(3),
10. Mercy Tembon and Lucia Fort, 2008, "Gender Equality, Empowerment, and Economic Growth", The World Bank.
11. Sharma, Usha. (2003) *Women Empowerment through Information Technology*, Authors Press, New Delhi.
12. Spider ICT4D Series (2012) : Empowering women through ICT
13. UNDP (2004) *Promoting ICT for Human Development in Asia(2004): Realizing the Millennium Development Goals. Regional Human Development Report*. UNDP

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|-------------|----------------------------|-------|---|---|---|--------|
| WCC 4.5C | Social and Gender Auditing | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- To Enrich the knowledge of Social and Gender Auditing.
- To provide Skills in Gender Social Auditing, Gender Mainstreaming and Gender Action plan.
- To familiarize the Students with Recent Developments in Social and Gender approaches and Methodologies.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Gender mainstreaming approach to gender and social audit and its process and also social and gender audit initiatives in India. | K1,K2,K3,K5 |
| CO2 | Approach the traditionally preferred is to have an initial announced audit and to follow up with unannounced audits. | K2,K3,K4 |
| CO3 | Top leadership demonstrated strong political will to institutionalize gender throughout organizational policies and procedures | K2,K3,K4 |
| CO4 | Reviewed their projects for gender equality and changed their approaches in several ways to more directly target beneficiaries | K2,K3,K6 |
| CO5 | Disparities in the competence and knowledge of auditors, which has an impact on the effectiveness and findings of social audits | K2,K3,K4,K5 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | S | S | S | S | S | M | S | S | S | S | S | S |
| CO2 | S | S | S | S | M | S | S | S | S | S | S | M |

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|
| CO3 | S | S | S | M | S | S | S | S | S | S | S | M |
| CO4 | S | S | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | M | S | S | S | S | S | S | M | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | Unit- I: Introduction to social and gender auditing Definition and Concept of Social Audit- Gender Audit- Need – Aims and Characteristics- Gender Auditing in the University system –Key factors for successful social audit- Millennium and Sustainable Development Goals (MDGs and SDGs) – PPT on the SDGs and MDGs- understand the gender concerns. | 9 |
| 2 | Unit –II: Gender Mainstreaming Approach to Gender and Social Audit Gender Mainstreaming- social and gender analysis as strategies towards Gender Mainstreaming- Methods and Strategies – Gender Mainstreaming initiatives- Case studies and Best Practices – Assignment on Gender issues and the need for Mainstreaming. | 9 |
| 3 | Unit – III: Social and Gender Audit – Process Gender and Social Audit process- Steps- Suggestive input for social and Gender Auditing- A Critical Analysis – Presentation on the Indicators of Social and Gender Auditing. | 9 |
| 4 | Unit – IV: Methods and Approaches Social and Gender Audit Methodology- Approaches- Need for Participatory Methodologies of Gender and Social Auditing and its Applications – Presentation and Group Discussion on the Strategies to the new Approaches to Gender and Social Audit. | 9 |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------|
| 5 | Unit V-Social and Gender Audit Initiatives in India | 9 |
| Social Policy – Gender and Development Programmes- Gender Budgeting-Social Development Monitoring-Women Component Plan – India’s International Commitment –Central and State Policies and Plans for allocating resources for Women and the Marginalized – Learning the inputs to do the Social and Gender Analysis and Presentation. | | |

b. Learning Resources

Text Books / References:

1. Charles Medawar :The Social Audit Consumer Handbook: A Guide to the Social Responsibilities .. available on line version
2. Vivekananda M. and Sreedharan (2012) “Social audit of Public Service delivery in Karnataka” Public Affairs Centre. ISBN: 9788188816163, 8188816167
3. Caroline Moser (2005) “ An introduction to Gender Audit Methodology- its Design and Implementation in DFID Malawi, Overseas Development Institute London.
4. NatasaQuadlin (2018) “The Mark of a Woman’s Record: Gender and Academic Performance in Hiring” The American Sociological Review”, Vol 83, Issue 2
5. <https://www.tandfonline.com/doi/abs/10.1080/09614524.2016.1136268?journalCode=c dip20>
6. <http://www.fao.org/docrep/006/ad346e/ad346e09.htm>
7. <https://www.interaction.org/sites/default/files/Gender%20Audit%20Handbook%202010%20Copy.pdf>
8. International Labour Organization (2002) “ ILOParticipatory Gender Audit- a Tool to Organizational Change”,www.ilo.org
9. Jeannie Harvey (2010) “-The gender audit handbook – a tool for organizational Self Assessment and transformation “ ISBN 0-678813-3-1 www.interaction.or

| COURSE CODE | COURSE TITLE | Marks | L | T | P | Credit |
|-------------|--------------------------------------|-------|---|---|---|--------|
| WCC 4.5D | NGO Management and Women Development | 100 | 4 | 2 | - | 4 |

Course Category: Core paper

Preamble:

- Enable the Students to understand the role of NGO's in Development with a focus on women.
- Develop skills for NGO management.

Course Outcomes:

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

| CO Nos. | Course Outcomes | Level of learning domain (Based on revised Bloom's) |
|----------------|----------------------------------------------------------------------------------|------------------------------------------------------------|
| CO1 | Assess NGO management structures and procedures for efficiency and effectiveness | K1,K2,K3,K4 |
| CO2 | Solve management problems with NGO staff, volunteers, and board members | K2,K3,K4 |
| CO3 | Develop funding strategies that respond to NGO needs and funder requirements | K2,K3,K4,K5 |
| CO4 | Identify NGO performance issues and appropriate improvement measures | K2,K3,K4,K5 |
| CO5 | Analyze current and future challenges facing NGOs in international development | K2,K3,K4,K5,K6 |

MAPPING OF Cos WITH POs AND PSOs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| CO1 | S | S | S | S | S | S | M | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | M | S | S | S |

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|
| CO3 | S | S | S | M | S | S | S | S | S | S | S | M |
| CO4 | S | S | S | S | M | S | S | S | S | S | S | S |
| CO5 | S | S | M | S | S | S | S | S | S | S | S | S |

Strongly correlating : S; Moderately Correlating: M; Weakly correlating: W
No correlation: N score

COURSE SYLLABUS

Distribution of Hours in Unit – Wise

| S.No | Topic | No. of Hours |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1 | UNIT-I : Concept of Voluntary Action: Non Governmental Organizations: Concept, Structure and Functions – NGOs and Development Functionaries – Distinction between Voluntary Organizations and Non – Governmental Organizations – Role of NGO’s in Development. Interface between NGOs and GOs: Need and Strategies – Sustainability of Interventions. Community Based Organisations (CBO) | 9 |
| 2 | UNIT-II : Registration of NGOs : Societies Registration Act of 1856 and 2001 – Memorandum of Association – Rules and Regulations – Executive Committee – Powers – Duties – Tenure of Office – Funds – Income Tax Exemptions. Registration of NGO’s Under Trust Act and Companies Act. Registration under Foreign Contribution Regulation Act (FCRA) – Guidelines and Procedure. | 9 |
| 3 | UNIT :IIIProject Formulation: Problem identification and assessment – formulation of projects – steps and methods – project appraisal process, project implementation – procedure for project implementation, guidelines for effective implementation, selection of women specific issues for intervention. | |
| 4 | UNIT-IV:Management of Project and Funding Agencies: Organization and Strategy formulation for strategic planning. Funding agencies of NGOs – CAPART – Central Social Welfare Board – State Social Welfare Board – Other Central and State Government Departments. International Donor agencies: DFID – NOVIB – Action Aid – OXFARM, UNIFEM/ UN Women Programmes on Women’s | 9 |

| | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| | Development. Ford, ECO EU, NIVII, GTZ. Corporate Social Responsibility – Case Study of one or two Organisations – Activities in Women Development, Changing Trends in the Financing of NGO. | |
| 5 | UNIT– V Monitoring and Evaluation: Concept, objectives and scope of monitoring and evaluation – Types of evaluation – Relationship between Evaluation and Monitoring – steps in monitoring and evaluation, Evaluation model for programmes and projects – Impact of NGO on poverty alleviation and Empowerment of Women. | 9 |

b. Learning Resources

Text Books / References:

1. Katar Singh, Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 1999.
2. Machael Norton, and Murray Culshaw, Getting Started in fundraising, Sage Publications, New Delhi, 2000.
3. Join G.Sommer, Empowering the Oppressed; Grassroots Advocacy Movements in India, Sage Publications, New Delhi. 2001.
4. M.L.Dantwala, Harsh Sethi, PravinVisaria (Eds), Social Change through Voluntary Action , Sage Publications , New Delhi, 1998.
5. John Farrinton, Reluctant partners? NGOs the State and Sustainable Development, London: Routledge, 1993.
6. John Farrinton, et.al., NGOs and the State in Asia, London :Routledge, 1993.
7. Lawani, B.T.NGOs in Development, Jaipur ;Rawat Publications, 1999.
8. NorthonJ.Kiritz, Programme Planning and Proposal Writing, Los Angels; TheGrantsmanship Centre News, 1980.
9. Vijay Padaki Ed, Development Intervention and Programme Evaluation, New Delhi; Sage Publication, 1995.
10. Voluntary Action Network India, Non –Governmental Organisation Guidelines for Good Policy and Practice , New Delhi ; Vani , 1995.
11. ICSSR, Foreign funding , NGOs in India.
12. Fisher Julie ,Non Government – NGS and Political Development of the Third World. Rawat Publications, New Delhi, 2003.
13. Ravishankar Kumar Singh, Role of NGOS in Socio Economic Development – Abhijeet Publications, Delhi, 2003.
14. B.K. Prasad – 2004, NGOS AND Development, Anmol Publications Private Limited – New Delhi, 2004.
15. Reider Date 2003, Organizations and Development – Strategies Struchers and Processes, Sage Publications, New Delhi.

