

Department of Women's Studies

Syllabus for M.A. Gender Studies 2021-2022 onwards



Bharathidasan University  
Khajamalai Campus  
Tiruchirappalli

**Bharathidasan University, Tiruchirappalli-23**  
**M.A Gender Studies- Course Structure under CBSC-2021-2022**

Course	Course Title	Inst. Hr	credit	Ex. Hr	Marks		
					CI	UE	Total
<b>Semester-I</b>							
CC-I	Gender Concepts, Theories and Masculinities	5	4	3	25	75	100
CC-II	Feminism: Global, National and Regional Contexts	5	4	3	25	75	100
CC-III	Gender , Health Nutrition	5	4	3	25	75	100
CC-IV	Culture: A Gender Critique	4	4	3	25	75	100
	<b>Optional(CC):</b> Psychology: Gendering Process	5	4	3	25	75	100
EC-I	Literature, Religion and Culture: Gender Questions	5	4	3	25	75	100
	<b>Optional(EC):</b> Policies, Programmes and Interventions: Gender & Inclusive Perspective	5	4	3	25	75	100
IFC-I	( <b>Inter Faculty Course</b> ) Green Enterprises	4	2	3	25	75	100
<b>Semester-II</b>							
CC-V	Research Methodology in a Gender Perspective	5	4	3	25	75	100
CC-VI	Development Theories and Approaches: A Gender Critique	5	4	3	25	75	100
CC-VII	Gender Representation in Media: Feminist Critique	5	4	3	25	75	100
CC-VIII	Field Internship ( one month during Summer )	100	6	3	25	75	100
	<b>Optional(CC):</b> Gender History and Social Institutions	5	4	3	25	75	100
EC-II	Counselling and Guidance with Gender Lens( <b>Optional</b> ) Life Skills for Adolescents and Youth in a Gender Perspective	5	4	3	25	75	100
EC-III	Introduction to Feminism(NME)	4	2	3	25	75	100
<b>Semester-III</b>							
CC-IX	Polity and Governance – A Gender Analysis	5	4	3	25	75	100
CC-X	Globalization, Economy and Gender Questions	5	4	3	25	75	100
CC-XI	Inequalities and Exclusion: Intersectionalities	5	4	3	25	75	100

	and Inclusive Social Policy Needs						
	<b>Optional (CC):</b> Grass Root Developmental Models in a Gender and Inclusive Perspective	5	4	3	25	75	100
EC-IV	Gender Analysis: Tools and Techniques	5	4	3	25	75	100
EC-V	Entrepreneurship and Skill Development : Gender Concerns	5	4	3	25	75	100
	<b>Optional(EC):</b> Capacity and Skill Building towards Self-Empowerment- Gender Questions	5	4	3	25	75	100
EC-VI	Human Rights and Legal Systems – Gender Concerns (NME)	4	2	3	25	75	100
<b>Semester-IV</b>							
CC-XII	Legal Rights : Gender Implications	5	4	3	25	75	100
CC-XIII	Gender Based Violence: Global National &Regional Perspectives	5	4	3	25	75	100
CC-XIV	Science and Technology : Gender Concerns	5	4	3	25	75	100
	<b>Optional (CC):</b> Sustainable Development , Environment: Gender Questions	5	4	3	25	75	100
CC-XVI	Research Project	8	8	<b>Evaluation-75 Viva-25</b>			100
EC-VII	History of Social and Women’s Movement in Tamil Nadu	5	4	3	25	75	100
	<b>Optional(EC):</b> Resource Mobilization and Consultancy for the Marginalized	5	4	3	25	75	100
			90				
VAC-I	Social and Gender Auditing-( <b>Value Added Course</b> )	3	2	3	25	75	100

CIA- Continuous Internal Assessment    UE –University Examination    Inst Hours: Instruction Hours

## CC-I CONCEPTS AND THEORIES ON GENDER AND SEXUALITIES

### Course Objectives

- Define and apply basic terms and concepts central to this field of Gender Studies
- Present the need for gender inclusiveness
- Apply the gender concepts and gender theories of Women's and Gender Studies to life experiences and historical events and processes thereby make the students understand the subject and its application
- Communicate effectively about gender issues in the society with class room and field work components, drawing upon Women's and Gender Studies scholarship and addressing a public audience.

### Unit I: Gender Concepts

Sex and Gender, Sex roles, gender stereotype, gender socialization, gender shaping institutions -Patriarchy and Sexism - gender politics of privilege and oppression –gendered conditioning and cultural impositions- historical existence of matriarchy-engaging men in eliminating gender inequalities- Gender Studies concepts- Gender Studies Vs Women's Studies –need for doing gender studies, Gender and Women's studies as Academic Discipline-Exercise to capture pictures of gender differences in the private and public spheres and group discussion.

### Unit II: Theoretical Perspective and Approaches of Gender

Four major gender theories- the functionalist- the conflict perspective –biological, psycho analytical – the interactional perspective- the feminists' perspective –applications of gender theories- Liberation and Resistance to patriarchal oppression - Evolving approaches, strategies towards gender equality-identifying gender stereotyping and presentation, Queer theories.

### Unit III: Understanding Sexualities

Understanding Sexualities - emerging multiple gender - LGBTIQ- socialization- gender stratification- gender stereotypes-masculinity-femininity-process of masculinisation – building male perspective system -male chauvinism – institutionalization of masculinity-internalization of values of patriarchy-intersection with feudalism and capitalism- gender reinforcement-double standard among social institutions-family, society, market, state religion, caste. law informal and unwritten cultural norms– Documenting and presenting the proverbs, customary laws followed and locating the gender biases and discriminations.

### Unit IV: Changing Context and Content of Gender

Historical Evolution of Concept of Gender- Changing gender context, content and roles- Rigidity of Socio –Cultural Norms- differential impact on men and women-public vs private space dichotomy- gender role divisions- male disposability-Power relations and gender politics- challenges of feminist-gender issues and concerns. Rights, Duties and responsibilities towards changing gender role context- case studies and role models.-Interviews with elderly and the young generation on changing gender roles and presentation.

### Unit V: Field Work and Assignment

Towards theorizing gender- grass root social movements- Women's organization, Women in Alternative fields, Media portrayal, providing alternative media perspectives- Recent Developments on Gender and Emergence of Gender non-conformity groups- Gender Inclusive policies and practices across global, national, regional and local contexts- Transgender Needs and concerns – Policy Provisions- Interview Transgender, Gay, Lesbian Couples and analysis.

### Unit VI-Current Contours

Policy Provisions- Interview Transgender, Gay, Lesbian Couples and analysis.

### Course Outcome:

- Students will be introduced and understand gender and the Politics of gender
- Students must have got the Women's Studies/Gender Perspectives built.
- The existing sexist focus in the society would have been exposed and identify alternative focus
- Students would have learnt the theories of gender, feminism and understand the need for formulating new theories
- The gender inclusiveness and various forms of gender in the society must have been understood and also recognize and treat the gender –non-conforming group equal to everyone.
- Must have got an idea to view the gender issues with gender lens
- Gained knowledge on critical thinking and questioning the existing gendered norms.
- Must have got informed various institutions safeguarding the gendered norms.

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## **CC-II FEMINISMAND FEMINIST THEORIES:GLOBAL, NATIONAL AND REGIONAL CONTEXTS**

### **Course Objectives**

- To provide an understand the globalized views on Feminism and the power Politics
- To impart the knowledge about various feminist schools of thought and critically link to the Indian Context.
- Guide the students to debate on the various schools of thought and its applications
- To prepare the students to identify local issues and attempt to formulate new theories.

### **Unit I:Concepts of Feminism**

Conceptual understanding of Feminism: Meaning - Objectives Feminism- Patriarchy- Sexism- Consciousness Raising – Biological determinism – Otherness - Personal is Political – Dialectics of Sex- Division of Labour – Production Vs Reproduction – Sisterhood – Motherhood-Sex vs Gender- Feminist Critique of Patriarchy and Capitalism – Neo liberal policies- LPG and SAP- Theorizing the everyday challenges of the marginalized- gathering data and presentation-Post feminism.

### **Unit II: Women's Movements**

Emergence of Women's Liberation movement – Global Women's Movements struggles – Europe, USA, Latin America -Africa- Asia – India – Challenges of Women's movements – Global, National & Regional.

### **Unit III: Waves of Feminism**

First wave feminism- Second wave feminism– Third wave feminism – Fourth wave Feminism – Differential focus of Fourth Wave feminism–Feminist Theories – Liberal Feminism – Marxist Feminism – Radical Feminism - Socialist Feminism – Existentialist Feminism - Psychoanalytic Feminism – Post Modern Feminism – Post Structural Feminism – Eco Feminism – Lesbian Feminism - Gay Feminism- Black Feminism- Queer Feminism – Difference in Feminist Ideology- role of Class and Caste – divide in Feminist thoughts. – Critical analysis of the various schools of feminism and identify the school most relevant to real life and connect to the current contexts and Making presentation of the four waves- the changing world and rigidity of social norms – connecting to life cycle.

### **Unit IV: Emerging Feminism in India**

Indian Feminism – Pre-colonial – Colonial – Post colonial – Contemporary India – Feminism Caste Class and Gender – Dalit Feminism –Eco feminism Islamic Feminism – Linguistic Feminism – feminism in the current consumerist context- feminist helplessness on Neo liberal policies- Demonstrating the inter-sectionalities drawing native examples and presentation.

### **Unit V: Field Work**

1. Identifying the feminist concerns in the regional context in a gender perspective, present the kind of gender issues and theorize the same
2. Application of various Feminist Theories for the Local context and analyseand present the relevance and directions for new theories
3. Multiple Inequalities in the society and its influence on differential gender impact and concerns
4. Socially Excluded and Marginalized population, how different their issues and concerns are with Mainstreaming Thinking? Analyseand Present
5. Perceptions of the Mainstream, educated and elite Vs the Socially excluded population on the Western Feminist thought and Indian Feminisms interpreting through the issues in the Indian context.

## Unit VI: Current Contours:

Emerging New schools of Feminism- Critic of earlier Feminism – Grass root activism among women in Tamil Nadu – creating a new feminism with the low rung marginalized perspectives.

### Course Outcome

- Students' horizons must have got broadened considerably from the mainstream to alternative perspectives.
- Gender awareness among the students will be deepened further to apply the theories to the local context.
- Must have understood the context in which various feminist theories had emerged
- Will prepare the students to collectively discuss on the contemporary feminist theories
- Enable the students to understand Indian feminism and its difference from West
- Must have realized the need of women's movement in the Regional, national and international level
- Must have exposed to the linkages between women's movement and women's Studies
- Would apply the knowledge to the field and engage themselves with feminist collective of any form.

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## **CC-III-GENDER HEALTH AND NUTRITION**

### **Course Objectives**

- To introduce the students the nature of gender issues with health
- To inform the students, the socio-cultural determinants of health
- To critically present the gender and health and its association with Nutrition
- To introduce the poverty, development and health nexus
- To present the life cycle approach to women's health
- To expose the students the specific health issues of the marginalized and focus on inclusive health policy perspectives

### **Unit I: Introduction to Health in a Gender Perspective**

Conceptual Understanding and overview of health- Health Indicators- Integration of gender health and Sexuality- Gender identity and sexual orientation:- access to health-Reproductive and Sexual rights as human rights – politics of gender and sex, masculinity– masturbation and self sexual practices as scientific human sexual behavior – cultural barriers and conditioning and silencing on understanding science of growing up- hormonal changes and physical changes in men, women, transgender- Gender issues in sexuality in the modern ICT-social media contexts- implications on adolescence – gender deconstruction on sex and sexuality- Sharing of experience of challenges of absence of scientific inputs on sex education and gender issues –group discussion and presentation.

### **Unit I: Understanding Food and Nutrition from Gender Perspective**

Linkages between gender and nutrition- Childhood-Adolescence-Adult- gender transformative approaches-gender barriers and challenges in accessing nutrition- nutrition deficiencies -Strategies to enhancing gender equality in nutrition-National and International policies programmes and initiatives-need and importance of gender mainstreaming of nutritional programmes.

### **Unit III: Reproductive Health: Gender Implications**

Approaches and components of reproductive and Sexual health- New Assisted Reproductive Technologies and its Gender Implications-Gender Issues in physical and mental health morbidity and mortality- RTI/STI-HIV-AIDS-Child marriage- malnutrition-declining sex ratio-unintended pregnancy and abortion-infertility-cancer-menstruation and menopause, Menstrual hygiene-Work Hazardous Health Issues of Women, Children, Sex Workers and LGBTs- gender issues of infertility, son-preference, neglect of girl child- indifferent attitude towards male and female sexualities- women's objectification and commoditization- Field visit to AIDS/Transgender /Disabled/HIV affected children/Mental Health children home and study and make a presentation Debates on abortion, Burden of Infertility, Reproductive technology, Surrogacy, Family Planning.

## **Unit IV: Health consequences of Gender based Violence**

Gender based violence and impacts on physical and mental Health- Challenges and importance- Need to integrate gender- Global and National Initiatives to ensure gender equity and equality issues in Health- Health Policy -health for all-Gender differences in mental, reproduction- domestic- gender concerns of mentally ill women and men- liability- teen age pregnancy, early marriage- vulnerability,- transgender -lack of acceptance on breaking the silence on menstruation- Discuss and share the health issues faced by men and women in their teen age- mutual understanding- sharing of concerns of the marginalized, reproduction, menstruation etc.- National Family Health Survey (NFHS).

## **Unit V: Field Work**

Gender Analysis of global, national, state health conventions, laws, policies and programmes- Visit to health care services, providers, programme managers, NGOs, activists, movements and community to understand the challenges in access to health.-Conduct micro-level health Awareness camps with integration of gender, surveying gender and sexuality issues in the region.

## **Unit VI: Current Contours**

Need for convergence of Health, Education, Rural development and Women Development Departments- Challenging the existing stereotyped focus on women's health- incorporating Menstrual Health Needs to total sanitation – Policies – Swacha Bharath- BetiBachoBetiPadhavo, Adolescent Health Initiatives- Assisted Reproductive Technologies.

## **Course Outcome**

- Students must have realized how women's health were ignored and give more importance to women's health
- Students would have understood the relationship between sex and sexuality and Health
- The gendered focus of health must have been learnt
- Feminist perspective of viewing abortions and other reproductive rights must have been understood.
- Students must have prepared to work on Women's Health in a Rights perspective
- A global understanding of women's health, nature and the environmental linkages must have gone to the Students.
- Students must be affirmed the gender based violence as a health issue
- Would have understand the components of Health Policy and how it could fulfill the Beijing Platform of action

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## CC-IV - CULTURE: A GENDER CRITIQUE

### Course Objectives

- To present the gender and culture nexus and Politics of culture on gender reinforcement
- To sensitize the students on cultural conditioning and the social construction of gender
- To impart skill to analyse critically as to how culture has been a barrier in promoting gender equality .
- Introduce students to gender perspectives on popular culture; with an emphasis on the discourse and practices of cinema, television, magazine, calendar art, popular music and counter publics as sites of modernity in India.
- Introduce students to the theoretical approaches to gender, culture and development.
- Equip students to understand different approaches and alternatives through case analysis.

### Unit I: Changing Faces of Women

The Indian Women: Colonial construct-The 'exotic' western imagination vs the oppressed traditional housewife. Contemporary Indian woman today- Changing gender roles and the impact at the Household – public participation over the period- Case study presentation.

### Unit II: Cultural Impositions and Gender Questions

Tradition, Cultural Practices and Gender - The politics of exclusion. Folklore and Gender. Gender politics of language- Locating the gendered languages, analysis and alternative language and presentation –Group discussion.

### Unit III: Migration and Gender Implications

Culture and influences: Colonization, Migration, Tourism, Education, Work – cultural tourism and gender impact- review of trafficking and kidnapping of women, children – Political economy.

### Unit IV: Marketization of Beauty- Gender Implications

Gender, Culture and Dress, the culture of beauty salons and the Indian Woman – Market for Beauty- Survey with different class of men and women about beauty and presentation.

### Unit V: Female Body – Gender Concerns

Corporeal feminism, Disability feminism Science and Body Question in Development: Sexuality, Reproduction and Interrogating the 'Female Body-Group Discussion on visibility of physical presence of women and invisibility of women's and other marginalized –debate and resolve-presentation

### Unit VI: Current Contours

Changing definition and concept of gender –inclusiveness-emerging issues for the gender non-conformity groups – fundamentalists and patriarchal perspectives of LGBTQIA- Rigidity of culture – presentation of the new legislations and provisions for transgender- Article 377- and implications.

## **Course Outcome**

- Students will get developed into critical thinking and analysis with the gender perspective
- Will understand the gender and culture nexus and its contributions towards gender oppression
- Will gain the body and identity politics and work towards eliminating the same
- Will get exposed to the various forms of cultural violence and gender subordination
- Will understand the linkages between culture, media and capitalism
- Students will gain critical questing power to understand the gendered capitalism and its role in promoting monoculture
- Will get trained and exposed to do content and case analysis
- Will get motivated to do documentation and documentary films

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- Volatile Bodies: Toward a Corporeal Feminism by Elizabeth Grosz

## CC - PSYCHOLOGY: GENDERING PROCESS (OPTIONAL)

### Course Objectives

- To introduce the gender concepts and psychology concepts
- To prepare the students to analyse the origins and psychological effects of stereotypes and gender differences on women.
- To explore to show that gender discrimination manifesting to gender based violence.
- To recognise the gender in a psychological perspective and vice versa
- To present Psycho –Analytic theory of gender and its applications to the gendered society
- To relate the personal experiences of the students on gender stereotyping and its impact on reinforcing gender.

### Unit I: Conceptual Understanding of Gendering Process

Introduction to psychology of gender-Conceptual understanding: sex-gender- gender role, gender role identity-sex typed-cross sex typed- androgynous- gender role stereotype-components effects and altering gender role stereotypes Group Discussion and sharing and presentation of gendering process of the Self in the society.

### Unit II: Psycho Analytic Theories and Gender

Freudian perspectives and feminist critic of Freud (Adler, Thompson and Horney)Theoretical Perspectives of sex related comparisons-gender socialization: influence of parents and others-environment-Gender Schema Theory- social learning theory-Psychoanalytic theory- Testing the theories and locating the changes and constants- Presentation.

### Unit III: Forms of Violence

Patriarchy-Capitalist nexus(Dorothy Dinner stein and Nancy Chodorow on motherhood and parenting -Psychology and gender based violence- nexus- intimate partner violence-incidence-characteristics of perpetrators and victim theories – rape and other forms of sexual coercion; characteristics of perpetrators – role of culture, patriarchy and capitalism- Visit to interview with rape victims- analysis of the judgments on rape victims reported on the website in a gender perspective.

### Unit IV: Gender Analysis of Psychological Health

Overview of mental health and gendered psyche-sex difference theories-incidences of gender paradox- causes- depression- mania-suicide-Eating disorders- Treatment and rehabilitation- survey of mental and psychological health issues in a gender perspective and presentation.

### Unit V: Field Work

An observational case study analysis submission by visiting Counseling centers and mental health institutions. Content analysis of media reporting cases.

### Unit VI Current Contours

Emerging Mental health issues- gender concerns an inevitable component- State Initiatives and recent researches-Group project on various class of women, gender, and transgender on their issues.

## Course Outcome

- Students will learn gender in a psychological perspective
- Develop a critical understanding on the concept, sex, gender, sexuality and relate the same with psychoanalytic feminism.
- Understand the pluralities and ambiguities of genders and learn to treat them equal.
- To learn about theories of gender and the role of socialization in shaping gender
- To expose to the mental health issues and the role of gender
- Learnt through field work the social realities of gendered norms and psychological health
- Will be able to analyse the association between gender based violence and the human psychology and gender
- socialization
- Understand the gap between perceptions and practices and how perceptions shape the psychology

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## EC – I LITERATURE, RELIGION AND CULTURE: GENDER QUESTIONS

### Course Objectives

- Critically analyse the conventional conceptualization of gender roles bodies and sexuality within poetry drama prose
- Exploration of relationship between literature and gender
- Analyzing the expression of feminist writers to deconstruct gendered values
- Understanding the linkage between gender language and written text

### Unit I: Women in Religion

Early Phase of Women's Movement in India-Cultural and religious theories- Role of Vedic and Sangam literature in presenting the status of women -Women and literature- cultural conditioning through religion – Women's representation in religion – leadership positions 19<sup>th</sup> Century representation of women – women in different religion – presentation of women in religion in a historical perspective- Group work and presentation.

### Unit II: Religious Texts and Teachings

Women in Post-colonial India-Patriarchy – culture and other social institutions- Literature, epics and mythology- Religious text of different religion- Manu- Geethai-Bible –Quran-Gender Questions- Invited discussion with experts and survey of status and beliefs of women in different religion.

### Unit III: Religious Intersection with Gender

Cultural Perspectives of women across class, caste and religion-Status and faces of women in India in a historical contexts- gender stereotyping and gender division of labour – religious and cultural nexus- women's subordination – quest for liberation – post-modern feminist discourses- debates – critics – debate on religion and gender stereotyping and alternatives- survey and presentation.

### Unit IV: Identity Crisis and Religion

Emerging Religious Domination, culture and gender Initiatives of the State and Politics of religious conversion- religious conflicts and violence- fundamentalism, identity – strengthening the movements with alternative and gender perspective- Reading newspaper articles on religion riots and conflicts and presentation in a gender perspective.

### Unit V: Post-Modern Feminist Literature

Culture, Literature and feminist historiography in Tamil nadu Tamil Literature–Avvai-Andaal, KaraikalAmmayar - to contemporary feminist thinkers -Novels, short stories, poems in the historical and contemporary feminist writings and films – a Critique– Bama,Sugirtharani-Vennila, Mythilisivaram- Kutti Revathi, Salma, MalathiMaithreyi, Prabhanjan, Gnani, Arivumathi, Mangai- V. Geetha, S.V Rajadurai - Manushi-Documenting other post-modern feminist thinkers in Tamil and supplement.

### Unit VI: Current Contours

Emerging Young feminist writers- Emerging Alternative perspectives and media- Documenting their contributions- Project.

## Course Outcome

- Ability to analyse gendered literature through gender lens
- Capacity to inculcate knowledge to analyse socio cultural aspects of gender perception and gender interpretation in literature
- Understand the gendered image and ideas depicted in different periods of society
- Analyse the role gender plays in our individual and collective lives through literary writings and texts  
link and distinct construction of gender in different genres of literature
- Explore the modes of patriarchal social structures function in the oppression of the marginalised by rereading literature

## References

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## **OPTIONAL (EC): POLICIES, PROGRAMMES AND INTERVENTIONS: GENDER & INCLUSIVE PERSPECTIVE**

### **Course Objectives**

- To understand various constitutional and policy provision of the State towards women empowerment
- To gain knowledge on the affirmative action of the State towards women empowerment
- To get exposed to the UGC initiatives towards gender sensitization
- To facilitate the students to understand the schemes, programmes, policies, initiated by the Government towards gender equality
- To provide the space for critical analysis of the policies and programmes with gender sensitivity
- To guide the students to evaluate and critically analyse the various programmes and policies with a gender perspective.

### **Unit I: Constitutional Provisions towards Gender Equality**

Legal and constitutional provisions- articles favouring women's rights- Fundamental rights- Directive Principles- an overview of various Legislations safeguarding and affecting women- Policies and Public Expenditure Programmes – National Policy on Empowerment of Women – CEDAW- and other International Conventions- Gender budgeting – Exercises on Household Gender Budgeting – Institutional budgeting- Possible issues— Policies of Social Inclusion and Exclusion.

### **Unit II: Women Empowerment Policies and Programmes**

Women Empowerment programmes and schemes through various five year plans – Women Perspective Plan- Ministry of Women and Child Development- State government initiatives- Government Programmes on women's literacy, education, Health and food security – Initiatives of UGC from Women's Studies Centres- Capacity Building – Women's hostels, Gender Champion Clubs, Research Fellowship- measures for safety of women and gender sensitization- SAKSHAM- Institutionalization of Women's Studies- Analyzing the implementation of gender sensitization programmes in various institutions and reporting.

### **Unit III: Initiatives towards Women in Decision Making**

Gender Empowerment Measures- GEM- Access to land- Land ownership – Recognition of women's work as work- Census amendments- Constitutional amendments to promote women in political participation –issues and concerns- Women entrepreneurship development- skill training, access to credit, and self-employment initiatives- measures with Tamil Nadu Government towards women empowerment – Schemes for adolescent girls in India and Tamil Nadu- Mobilising and organizing grass root women-SHG movement- Case studies of SHG women movement and analysis in a gender perspective.

### **Unit IV: Violence Against Women- Causes Policies and Practices to Curb Gender**

Based violence-Measures towards combating violence against women -Initiatives towards addressing issues of declining sex ratio- Domestic violence- sexual harassment at places- safe cities and public space- issues in implementation and strategies to improve the status of women- Parliamentary Committee, National and State Commission for women.

## **Unit V: State Initiatives and Policies Critiquing the State Policies and Programmes in a Gender Perspective**

Education, Health, social welfare, capacity building, women entrepreneurship, women political participation, addressing violence and increasing crimes against women-Evaluation of the Programmes and Policies, schemes on literacy, education, health, political participation, legal rights, land ownership, access to credit and their schemes in a gender and social justice perspective.-Transition from 5years planning to NitiAyoga.

## **Unit VI: Current Contours**

Recent Development towards women empowerment – Status of Women report 2016-POCSO 2012- Criminal Law Amendment 2012- SHWP Act 2013- Beti Bacho-Beti Padhavo- Stand Up India- Skill Development – documentation and presentation.

## **Course Outcome**

- Students will gain information on national and international initiatives to prevent gender based violence
- Will gain knowledge on initiatives of various ministries, Departments, UGC, etc.
- Will understand the scope for Higher Studies with fellowship
- Gain information on the various affirmative action being taken to improve the gender empowerment
- Will understand the provisions for gender sensitivity initiatives and gain knowledge to become gender sensitivity ambassadors
- To gain knowledge and skills to become leaders and get capacity building to become trainers.
- Students will be exposed to the gendering processing done by the institution of culture and appreciate the diversity, and accommodate by accepting the pluralism but with focus on gender construction
- Students will get exposed to the recent developments and critically analyse the same with the gender perspective

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- Human Development Report-1995,OXFORD:UNDP,1995

## **IFC-IGREEN ENTERPRISE (Inter Faculty Course)**

### **Course Objectives**

- To expose the students to the concept of Green enterprises, their contribution for the environment, and sustainable development
- To inform the process of startups and motivate them to involve in green enterprise startups as their career
- To promote the students to become entrepreneurs in eco-friendly areas to contribute toward sustainable development

### **Unit I: Green Enterprises- Environment – Circular Economy Nexus**

Introduction to Environmental - Green Enterprises- Definition – raising awareness-features- the concept of Circular Economy- Scope for Enterprise Development- Green Enterprises as Social Enterprises- Green Computing – Green IT Strategy- Green Enterprises Advantages.

### **Unit II: Green Businesses -Strategy Towards Gender Inclusion Sustainable Development**

Sustainable Development Goals (SDGs) and Targets related to Environment, Sanitation, and Gender Concerns- achieving SDGs – Women’s contributions in Green Enterprises-Wangari Mathai-Vandana Shiva- Arundhati Roy and Others.

### **Unit III Environment Movements towards Green Enterprise Promotion**

Introduction to Global Clean Green Movements -National and Regional Movements -The Chipko Movement in 1973 -Climate Strike of 2019 -Green Movements, Late 19th Century -Anti Nuclear Movements in America, 1970-1980 -The Earth Day Movement of 1970 - Danish Environmental Movement in 1969.-Women Initiated Ecological Movements in India.

### **Unit IV: Green Enterprise Startups and Corporate Social Responsibility (CSR)**

How to Start a Green Business- Green Finance-Marketing-Government Supportive Schemes –Eco-Friendly Retail – Green Supply Chain-Profit in Triple Bottom Line -Women-Owned Green Enterprises-Successful Circular Economy Models International-National and Local- Challenges of Sustenance.

### **Unit V Best Practices of Green Enterprises**

CSR based and other Green Enterprise Models on Various Environment Safeguarding Initiatives- Water, Sanitation and Hygiene- Solid and Liquid waste management- kitchen and terrace gardening, organic farming- water and energy conservation models- market linkage and sustainability.

### **Unit VI Exposure Visit to Green Enterprises and Report Submission**

Outcome:The students must have gained primary inputs on green enterprises, their base, and need Must have got motivated to associate with green movements and initiate green enterprisesGained inputs on successful green enterprise models and get inspired.

#### **Outcome:**

- The students must have gained primary inputs on green enterprises, their base, and need.
- They must have got motivated to associate with green movements and initiate green enterprises.
- Gained inputs on successful green enterprise models and get inspired.

**References**

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## Semester – II

### CC-V – FEMINIST RESEARCH METHODOLOGY

#### Course Objectives

- To expose the students to understand research methodology in a gender perspective
- To introduce the research process, and the steps in research
- To introduce the feminist research components
- To teach the students to apply the feminist research methods in their research
- To guide the students on the need for participatory and qualitative research
- To train the students as to how to write a report

#### Unit I: Need for Feminist Research: Addressing Sexism in Research

Understanding Gender blindness of mainstream research, Need and Importance of Inter disciplinary Research – Gender as analytical category of Analysis – Need to Engendering Social Science Research – Debates in interdisciplinary research – Sexism in Research- Report and presentation of highlights of the sexist research in the mainstream methodology.

#### Unit II: Feminist Research Methods

Salient features of feminist research methodology. Understanding feminist methods: Quantitative Research – Qualitative Research – Ethnographic Research – Action Research – Feminist Research – Reading and Reviewing literature through Gender lens – Types of literature – Writing Review of literature – Presentation on review of literature methods- discussion with experts and preparation of PPT.

#### Unit III: Sampling and Data Collection Techniques

Research Design – Defining Research Problem – Sampling Techniques: Probability and Non Probability – Tool Development – Techniques of Data Collection – Questionnaire, Interview schedules, Interviews, Observation, Content Analysis – Meta Analysis – Case Study – Oral History, FGD, PRA, Discourse Analysis – conducting a survey and FGD and show the richness of the analysis.

#### Unit IV: Data Processing & Report Writing

Data Processing – Basic Statistics for Data Analysis – Statistical Package for social sciences (SPSS) – Qualitative Data Analysis (Atlas - chi) - Interpretation and Report Writing – Meaning and Techniques of Interpretation – Signification of Report Writing – Types – Steps- mechanics of writing research report – Collection of Data and feed into statistical package and present the results defining the variables.

#### Unit V: Field Work

1. Visiting various institutions working for gender equality to get institutional exposure
2. Meeting of experts who are working and doing research in gender issues to understand the field realities and documentation
3. Doing Social analysis of gender issues to gain the critical perspectives on social institutions like religion, caste, class, gender, family, market, state, media etc and their intersections
4. Participating in field camps to analyse the ethnographic dimensions of gender issues
5. Field Practicum – case study or report of the discussion with informants and documentation
6. Based on field research- writing thematic working paper – presentations



7. Review of reports of NGOs with research perspective.

### **Unit VI: Current Contours**

Recent Developments in Qualitative and Feminist Research- Triangulation- Ethnography- Narratives- other Developments- presentation on the need for integrating gender question to social science methodology.

#### **Course Outcome**

- Students will understand various components of research process
- Will gain knowledge on doing research in a gender perspective
- Will understand the difference between quantitative and qualitative research and the need for focusing on both in social science and Women's Studies Research.
- Get to know the various methods of qualitative research and apply same in their dissertation
- Will gain knowledge on various data processing techniques and apply them will understand the need to keep the subjects at the Centre
- Will gain the ability to implement the feminist research methodology tools for analysing the data
- Gain skills to write report with gender perspective manner

#### **References**

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- Giri Kumar, Anantha, Creative social Research, New Delhi: Vistaar publications, 2005.
- Mukherjee Amitava, Participatory Rural Appraisal Methods and Applications in Rural Planning New Delhi: Vikas Publishing House, 1995

## **CC-VI - DEVELOPMENT THEORIES AND APPROACHES: A GENDER CRITIQUE**

### **Course Objectives**

- To introduce the development models and its application at the global context
- To teach the relationship between gender and development
- To discuss the various development theories and approaches and enable the students to choose the application part of the theories
- To explain the students the, poverty, gender, work and development nexus.
- To present the Human development in a gender perspective.
- To describe various approaches towards gender and development and the contexts in which the focus of the approaches differed

### **Unit: I Gender and Development**

Gender as a Development Issue – Gender Issues in the Society - Intra Household Distribution of Resources- Poor representation of Women in Public Life- Men, Masculinity and Institutionalization of Gender and Power Relations -- Global initiatives- Beijing Conference – Platform of Action – Beijing +20- UN and State Initiatives towards Gender Inclusion – CEDAW Promises and fulfillment- Emerging concerns of Men – Review of the Developments from Beijing Conference to Beijing +20 Platform of Action.

### **Unit II: Development Theories and Approaches**

Theories of Development- Theories of Development: Modernization, Dependency, World-System, and Globalization-Gender Analysis of Hunger, Poverty and Economic vulnerability- Global Trade, Environment and Poverty Human Growth and – Basic concerns of Trickle Down Theory– Human Capital Theories -Human Capability Approach- Pipeline Theory-Human Development Approaches- Sustainable Development -Male Centric Development Theories and Approaches – Critical Questioning and Alternatives – Group discussion and presentation on gender impact of globalization.

### **Unit III: Work Participation, Resource Ownership and Gender**

History and Occupational Divisions and Gender –Hierarchy of Caste- Trends in Gender Work Participation since Independence in India-Accounting for Women’s Household Work and Debates- Gender division of space and roles- Politics of denial of Resource Ownership and access to Credit and Gender, Class and Caste- Globalization and Neo liberal Polices and Labour Market- Masculine pressures and impositions on women and men- social exclusion of third gender - Challenges- Needfor Gender Disaggregated Data and Analysis- Initiating data collection exercise on Sex disaggregated data- Need and Scope- Presentation.

### **Unit III: Human Development Index and Gender Inclusion**

UN initiatives towards Engendering Human Development – HDR 1995- Human Development Index[HDI]- Gender Development Index[GDI]- Gender Inequality Index- {GII} Gender Empowerment Measure [GEM]- Global, National and Regional –HDI-GDI Gaps- Policies and Interventions- National Women Empowerment Policy, Ministry of Women and Child Development, National Mission for Women Empowerment- State government initiatives towards improving HDI – Discuss taking the secondary data the Gender Gap in Human Development- the areas to be strengthened.

#### **Unit IV: Gender Development Approaches**

Representation and Reinforcement in popular culture may be added -Defining Gender and Development- Approaches-WID-WAD-GAD – Critical analysis in a Gender Perspective- Concept of Work-Productive and Non-Productive –Use Value and Market Value- Gender Division and labour market dynamics in the globalization context- Capitalism and gender – Changing nature of Women’s Work- dual burden- Agenda of Women’s Movements- Feminist Approaches and arguments towards measuring and accounting for Women’s Work – changes in Census – defining women’s work and other initiatives in India- Identification of the application areas of WID, WAD and GAD – locating the issues on which GAD to work capability approach of Amartya Sen and Martha Nussbaum.

#### **Unit V: Field Work and Assignments**

1. Identify the 24 hours Work Schedule of Men, Women, Transgender in the Household and Work place – rural, urban, one spouse, both spouse working context – Analyse in a gender justice perspective
2. Present a report of the issues of Transgender and suggestions to mainstream third gender needs
3. Verify the HDI and GDI in the local context presenting the case studies in terms of literacy, education, sanitation, skill building, income generation activities – intra household member’s access and distribution.
4. Analyse how gendered the Feminization of Labour in the rural context- Export Processing Zones- Migration-Drought –distress feminization
5. Evaluation of the State Programmes, Policies and Interventions in a Gender Perspective.
6. Gender Budgeting at the Household- Allocation of Intra Household Resources, on Nutrition, health, Education, Skill building , Additional Skill Building, Professional and Technical Education
7. Gender Mainstreaming initiatives in India in accounting for women’s household work.

#### **Unit VI: Current Contours**

State-District Human Development Reports- Application – Emerging new movements among women, transgender- grass root movements on Nutrio at Theni-Nuetrino-Koodankulum-Kathiramaalam, Methane Gas- Sterlite, Anti-alcohol,Jallikattu- Cauvery Water – transgender rights - Women creating History and writing Feminism.

#### **Course Outcome**

- Students will understand the association between gender and power relations, the nature of gender issues at the household and outside will be understood and enable them to analyse the discrimination in a gender perspective.
- Student will learn the development theories and how they are being products of the dominant social order
- Will gain knowledge on the gender and development approaches and try to apply to their field contexts
- Will understand the nexus between gender inequality and challenges of sustainable development
- The globalization and its impact on women and marginalized will be understood.
- Understand various initiatives to engendering by the national and international conventions

- Will learn the need for focus on Human Development and capability approach to sustainable development
- Analyse the association between Human Development Index and Gender and Development Index and the need for improving GDI for better HDI

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## **CC-VII - GENDER REPRESENTATION IN MEDIA:FEMINIST CRITIQUE**

### **Course Objectives**

- To introduce to the history of communication and the development of various Mass communication and media
- Examine the role of media in constructing gender and its intersections with race, ethnicity, class, caste and sexuality
- To understand on the representation of gender in different media and create a critical perspective through content analysis and writing
- To analyse and sensitise about the media gender stereotyping and reinforcing of gendered value
- Explore the role of new media technologies in reaffirming traditional constructions of gender
- To impart skills to create alternative media with the gender perspective.

### **Unit I: Media Advertisement: Gender Portrayal**

Women, Media and Society – Gender inequality and its sources, families on television, Women and Social Life, Women and Literature – Women representation and participation in literature and arts – Women and media culture – Women in advertisements – Women in film and music industry - Mediated images of women and their gender status in contemporary society – Gender construction and media- capture and explain the pictures with gender stereotyping, discuss and analyse and present.

### **Unit II: Feminist Communication Theories**

Feminist communication theories – Structuralism and feminist communication theories – The structuralist paradigm – Muted group theory – Stand point theory – Post structuralism and feminist communication theories – The post structuralist paradigm – Performance and Positioning theory – Transgender and Cyborg theories. – Identify the Women's Perceptions and languages –present the inclusiveness- highlight the positive aspects of gender contributions.

### **Unit III: Communication as Empowerment**

Communication and Women's Empowerment – National Policy for Empowerment of Women – Social and Economic Empowerment of Women – Gender Budget – Role of NGO's for Women's Development.

### **Unit IV:Representation and Reinforcing Population Culture**

Portrayal of women in print and electronic media – Feminist writings – Representation of women in media – Obscenity Pornography, Indecent Representation of Women (Prohibition) Act – Women's Sexuality in films. Women in Indian Soap Operas – Women as Viewers – Themes – Characters – Portrayal of women in Television Soap Operas – Soap Operas and Social Change.- take any episode in any media – analyse and present the gender neutral portrayal of various gender.

### **Unit V:Changing Perspectives of Alternate Media**

Emerging Social Media- face book, twitter- whatsapp- uses and misuses-Development & Communication – Active Research – Feminist Communication Methodology Structuralism and Methodology – Conversation analysis – Critical discourse analysis – Post structuralism and methodology – Post structuralism discourse analysis and transverse discourse analysis.- locate the gender stereotyped portrayal and create visuals, documentaries with alternative and gender

sensitive portrayal.

### **Unit VI: Current Contours**

Interrogating Indecent representation of women in Media act, Censor Board, Gender audit of the reality shows, - various damages and contributions of media and alternative media in the current contexts- Role of Social media – public protest- flood relief-jallikattu- Cauvery issues among youth.

### **Course Outcome**

- Understand the approaches in the study of media, gender and culture, and integrate theoretical perspectives in the media analysis.
- Examine a various mediacontents including visual and print, as well as online and digital media, and use appropriate tools to independently analyse media.
- Reveal on the role of gender mainstreaming in contemporary media culture
- Identifies gender stereotyping in media work and aware of the influences of gender representations in media on individuals and society.
- Engage the research about gender and media and develop strategies to address the misrepresentation of gender identities in the media.

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## **CC-VIII - INTERNSHIP (ONE MONTH SUMMER INTERN)**

### **Course Objectives**

- Practical training to understand administration, field work, mobilization etc in an organization.
- The students will be sent to organizations working on Gender Issues including NGOs, Government Departments, Women's organization, etc.
- Primary to understand the dimensions of issues of gender on which various organizations work and get a hand on experience to work in similar organization in future.
- Exercise on conceptualizing and converting in to theories.
- Internship Report based on the Area of Interest

### **Internship Guidelines**

- The students are expected to take up a 8-10 week Internship (either 3 days a week or on a continuous basis. Vacation time can be utilized for the said purpose)
- This internship is to be undertaken with an institution of their choice with due approval from the center or as suggested by the center
- Students are expected to select/ placed in organizations depending upon their respective area of interest or specialization
- The internship can be taken up with a govt department, an academic/research organization, an NGO, with the private/Corporate Sector, Women's home /shelter/one stop crisis center, Elders Home, SantvanaKendras or as decided by the Department

### **Requirements**

- This internship has to have a minimum duration of 8 weeks.
- Field work diary: The Department will be issuing a field work diary to each student which needs to be carried to the agency every day to get signed by the agency supervisor to monitor the attendance. The student trainee is expected to write a brief note on every day in the diary.

## **CC- G SOCIAL INSTITUTIONS IN A HISTORICAL AND GENDER PERSPECTIVE (OPTIONAL)**

### **Course Objectives**

- To Introduce students to debates on the relations between history and gender discourse
- To expose the students to the gender gap in various forms and documenting the women's contributions and the need for documenting the experiences of women in the contemporary context.
- To make the students understand the role of social institutions in constructing gender and social norms and learn to put to interrogation.
- Equip students to understand caste and gender, and society nexus with the reported testimonies of the marginalized.
- To guide the students to undertake field work to find out social institutions, unwritten social norms and rules governing their society and their intersection acting upon gender unequal power relations in the society
- To present the role of technology, the deviations of the social norms and the silencing of the socio-cultural norms by Market

### **Unit I: Human Evolution: Historical and Gender Perspective**

Human History in the Stone age- pre historic context- Invention of fire, agriculture- barter system, civilization – production for commercial purpose- emergence of private property- capitalism as religion not just an economic system- Emergence of Human Family- Inheritance- Marriage- son preference – Male Centered social norms and values.-gender role division – formation of social institutions- Changing Gender Roles – The role of patriarchy and Private property to be discussed and presented.

### **Unit II: Historical Evolution of Social Institutions**

Historical evolution of the social institutions and Gender- Hierarchical divisions in the society- caste, class, religion, culture, race, language, ethnic and gender- politics of social institutions in creating unequal power relations and divisions among humans-A Critical questioning of emergence and contributions of social institutions – Gendered norms imposed by social institutions be captured and presented.

### **Unit III: Gender Socialization and Social Institutions**

Socialization Meaning and significance- Gender Socialization Theories- Three forces of unification of humankind – Money- Imperialism and Religion- Religious history of the World- Laws of Religion- Politics of religion, economy, World war- conflict – colonization- politics of religion, power and gender.

### **Unit IV: Gender and Social and Technological Change**

Agencies of Socialization- Social Construction and Hierarchy–Family to State – Traditions of Knowledge vs modern science and technology – Industrial revolution- organized labour – Work place ethics- social change- gender relations – change in gender roles – colonization to globalization-rigid gender values- persisting gender issues and unequal power relations- Gender based violence and its linkages with social institutions – Need for changing the



stereotyping of gender through social institutions – institutionalization of social change through social institutions towards democratic and people based social order – Family, Educational institutions breaking the gender biases- case study presentation.

### **Unit V: Field Work**

- Identify the family Socialization and present a report of how family served as the first social institutions of social construction.
- Research report of focus group discussion with different category of persons including men, women and children on role of caste in gender divisions
- Case histories of caste based violence and opinion from informants in villages about the history of emergence of caste in society and its intersection with gender
- Personal experience sharing of how your family and caste maintain gender unequal power relationship in the society
- History of evolution of Humankind, religion, capitalism, political economy of North and South controversies and its impact on domestic economy.

### **Unit VI: Current Contours**

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

### **Course Outcome**

- Students will understand the political economy of social institutions in fixing different social norms
- Exposed to the role of social institutions framing rules to be followed as unwritten social norms and realise the persistence of gender issues and unequal power relations in the society
- Would gain knowledge to analyse the role of culture in reinforcing gendered social expectations.
- Will understand evolution of social institutions from the collective society to the private property and ownership.
- Will understand the determining factors of gender socialization and the inevitable intervention of such institutions governing the society
- Will understand the resistance of the State in deconstruction of gender
- Will undertake field work applying the gendered norms built in mainstream theories
- To gain knowledge to critically question the existing norms and search for new social order with democratic focus.

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## **EC – II-COUNSELLING AND GUIDANCE WITH GENDER LENS (OPTIONAL)**

### **Course Objectives**

- To introduce the concepts of counselling and guidance
- To expose the types, methods and procedures with gender sensitivity
- To learn on various forms of counselling therapies and the counselling process
- To explore appropriate organisational approaches to gain knowledge on practical issues
- To integrate life skills in everyday life to resolve the issues

### **Unit I: Counselling and Guidance-Gender Concerns**

Couselling - Meaning, Scope, Purpose, functions and role of guidance, principles underlying guidance, Historical contexts for counseling and Guidance ii) Types of services in a Cousellingprogramme-Appraisal Service – Observation, interview, autobiography- Cumulative record, test data, socio-metric techniques. b) Informational Service-purpose, types, principles and material involved, Career Planning and Placement Service- conduct a discussion with Counselling experts and presentation of the therapies.

### **Unit II: Types of Counselling**

Need for Counselling-Types of Counselling-Expectations and goals of Counselling, roles, functions, Characteristics of counsellor and counselee, qualities of a good counselor, factors facilitating counseling relationships- invite an expert counsellor and interact to generate various therapies for treating mental stress- Gender Differences and Gender Sensitivity.

### **Unit III: Stress Management and Couselling Theoretical Perspectives and Gender Concerns**

Counselling Theories -Trait-factor, Client-centered, Eclectic counseling, Behavioural Counselling, Rational emotive, Reciprocal inhibition, existentialism. Group Counselling- Stress management techniques Role of non-verbal communication in counselling- Gendered behavior- social conditioning- impact on gender- group discussion on different forms of gender discrimination and the current work pattern-stress –dual role-balancing home and career-work places stress- need for natural stress relief methods.

### **Unit IV: Career Guidance and Counselling: Gender Inclusion**

Career opportunities for youth- employment oriented additional courses- Self-employment opportunities – various schemes and programmes- Placement Cells- Guidance for career.

### **Unit V: Field Work**

Visit to Child Guidance Counselling Clinic - PPTTC (HIV/AIDS) Counselling centre – Maternity Hospital - Visit to Family Counselling Centre - Visit to Family Counselling Centre – NGO -. Visit Guidance Counselling Centre-.Report on activities of Guidance and Counselling – Visit to micro enterprise Development and presentation.

### **Unit VI: Current Contours**

Emerging Nature of issues- New developments in counselling-news psychological and stress issues – New employment and self-employment programmes- career opportunities for

women and transgender- case studies.

### **Course Outcome**

- Students will be able to Understand the theories and concepts of guidance and counselling
- Understand human lifecycle behaviours and challenges with intersectional perspective
- Recognize the needs and importance of counselling
- Explain different methods and techniques of guidance and counselling
- Develop the skills to administer organisational guidance and counselling with gender sensitivity.
- Know the good qualities of Counsellor

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## **EC III - LIFE SKILLS FOR ADOLESCENTS AND YOUTH IN A GENDER PERSPECTIVE**

### **Course Objectives**

- To introduce the students the life skills and the need for integrating gender into life skills
- To expose the students inculcate life skill with self -awareness and empathy focus
- To understand gender in a life skill perspective and handle the problem in society
- To learn on various forms of counseling therapies and the counseling process
- To visit homes of mentally ill persons to gain knowledge on practical issues faced by them.
- To integrate life skills in everyday life to resolve the issues

### **Unit I: Social Skills and Negotiation Skills**

Introduction-Life Skills Definition- gender and Life Skills- understanding gender in a life skills perspective- life skills types- Generic, Problem Specific and Area Specific Skills Self-Awareness - Definition, Types of Self -- Self Concept, Body Image, Self Esteem - Techniques used for Self Awareness - Johari Window, SWOT Analysis Empathy- Sympathy, Empathy & Altruism - Effective Communication-- Definition, Functions, Models, Barriers - Interpersonal Relationship- - Definition, Factors affecting Relationships – Presentation on Gender Differences and the need for learning life skills – improving the capabilities.

### **Unit II: Thinking Skills**

Thinking- Nature, Elements of Thought- Types of Thinking - Concept Formation, reasoning- Creative and Critical Thinking - Definition, Nature, Stages Problem Solving - Definition, Steps in Problem Solving - Factors Influencing Problem Solving - Decision Making- Definition, Process, Need - Consequences, Models of Decision Making- Goal Setting – Cognitive Development – Thinking out of box and developing creative thinking skills – training module composition.

### **Unit III: Coping Skills**

Coping with Emotions - Definition, Characteristics, Types - Classification: Wheel Model, Two-Dimensional Approach- Coping Strategies - Coping with Stress- Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress - Coping Strategies – Presentation on life style changing pattern- work stress- coping up mechanisms,- case studies.

### **Unit IV: Adolescent – Growing up- Handling Teenage**

Characteristics and Developmental Tasks - Physical changes and emotionality - Adolescent interests, Social change and Moral behavior - Adolescent relationship with parents, siblings peers and society- Adolescent issues and concerns – group discussion on the teen and adolescent needs- assignment – survey and presentation of the results.

### **Unit- V: Youth – Concerns and Perspectives-Gender Questions**

Introduction - Defining Youth - Social Construction of Youth - Changing conceptions of Youth - Perspectives - Cultural Perspective- Comparative Perspective- Biographic Perspective

Approaches - Youth as Action - Youth as Identity - Youth as Transition - Youth and Inequality - Youth in Society - Youth Demographics - Youth and Socio-political Movements - Youth as Social – Capital - Youth as Change agents- Youth in the context of globalisation – group project within the campus to understand gender and youth issues and presentation.

### Unit VI- Current Contours

Recent development- Indian Youth Policy- SDGs and youth and gender concerns – adolescent health programmes- Sex and sexuality –Life skills education integration into the curriculum- A survey of the recent developments and presentation.

### Course Outcome

- Will learn life skills conceptually
- Will understand gender and apply life skills with gender perspective to effectively communicate to solve problems
- Apply life skill techniques to resolve issues at the work places, life and other contexts
- Learnt an holistic perspective of life understanding life skills in a gender perspective
- Will learn strategies and therapies for handling stress and coping the stress in life
- Advocate to integrate life skills with gender in academia, industry, research etc.

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- Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, TamilNadu.

## EC-11I - INTRODUCTION TO FEMINISM (NME)

### Course Objectives

- To provide an understand the globalized views on Feminism and the power Politics
- To impart the knowledge about various feminist schools of thought and critically link to the Indian Context.
- Guide the students to debate on the various schools of thought and its applications
- To prepare the students to identify local issues and attempt to formulate new theories.

### Unit I: Meaning, Definition

What is feminism? Feminism and Feminist movements in India and abroad. -Sex and gender-sexuality and sexual orientation- gender non-conformity groups- LGBT- social institutions - Patriarchy - Gender – Intersectionality–Positionality – Perspectives –Stereotyping-Feminism and Feminization - Gender stereotyping to gender mainstreaming – List out the gender Stereotyped practices in everyday life- with different social institutional context Private-public dichotomy- Personal is political.

### Unit II: Feminism- Different Waves

Waves of feminism-First, second and third waves of feminism -Liberal feminism, Radical feminism - - Marxist Feminism Second wave/ Socialist feminism - Psychoanalytic approach to feminism - Care focused approach to feminism.

### Unit-III Third World Feminism

Cultural feminism, Postcolonial feminism - Postmodern feminism/Global feminism, third world feminismEco feminism/ various approaches. Feminist Intersectionalities– Tracing the waves of feminism- Historical developments and concerns- Presentation.

### Unit IV: Dalit and Black Feminism – Contemporary Challenges

Post Modern feminism- emerging new schools of thought among the marginalized- Dalit vs. black feminism- caste and feminist nexus- Gender Questions – Patriarchy- capitalism and caste atrocities – Analysis of the concerns of Dalit and Tribal – Disputing the Middle Class Feminist Thought.

### Unit V: Emerging Grass Root Feminist Movement in Tamil Nadu

Women's movements and new feminism – grass root youth activism – on environment-culture-violence-alcoholism- emerging collectivism – women in movement and creating new feminisms- Case Studies and survey among the participants of the women in contemporary movements and add tot to the literature.

### Unit V: Current Contours

Emerging Feminism across the globe among the marginalized- Need for inclusive feminism- intersectionalities and concerns of the excluded-Recent developments among caste, religious ethnic groups.

## **Course Outcome**

- Students will get broadened considerably from the mainstream to alternative perspectives.
- Gender awareness among the students will be deepened further to apply the theories to the local context.
- Understand the context in which various feminist theories had emerged
- realized the need of women's movement in the Regional, national and international level
- apply the knowledge to the field and engage themselves with feminist collective of any form.

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**Semester – III**  
**CC-IX – POLITY AND GOVERNANCE: A GENDER ANALYSIS**

**Course Objectives**

- To present intersectional understanding of various social factors which shape the identity of women and responsible for their oppression in governance
- To provide the governance in a historical and gender perspective
- To motivate the students to analyse the governance with gender lens and develop strategies for governance in a gender perspective
- To expose them the politics of the governance system devised by the Capitalist system.
- To present the state initiatives towards gender inclusive governance.
- To present the ICT enabled governance system in a gender perspective

**Unit I: Political Participation: Gender Perspective**

History of women's right to vote in India, Political Participation of Women - Gender Imbalance in Political Representation in Parliament and Legislative Assembly Gender perspectives of Voting Behaviour and Electoral Process Political Participation of Women: Opportunities and constraints – conduct a survey on gender issues in voting and participation in politics- Group discussion on ensuring democracy, women as interest group.

**Unit II: Local Governance: Caste and Gender Intersections**

Women in Local Governance Women Leaders in Panchayat Raj Institutions (PRIs) Women's Participation in Local Self Governance Factors Affecting Women's Participation in Local Governance-Role of Caste in determining the Women's and other Marginalized population-Survey and present the pattern of governance among women elected representations with the social and gender concern and present successful and failure cases with reasons(some success stories from across the states including Tamil Nadu).

**Unit III: Good Governance – Gender Priorities**

Women and Governance -Gender Issues in Governance, Role of women for good governance – Concern on basic needs provision among women- restrictions for elected women representatives- presentation of hurdles and obstacles faced by women who wish to work as elected representative - way forward.

**Unit IV: Women's Entry into Politics -Constitutional Amendment- Challenges**

Gender and Political Empowerment Challenges of Political Empowerment of Women Significance of 73rd and 74th Amendment for women empowerment -Women leadership model- Individual, notion of proxy agency and collective proxy agency Presentation and Group Discussion, Seminar by inviting elected women who are participating effectively and not participating-debate and resolutions.

**Unit V: Women's Reservation Bill and Gender Questions**

Local Body Elected Women and Dalit Contributions- Extension of reservation for women in the Parliament-Debates on Reservation Bill- Lack of scope for reservation for women in political parties- Presentation on the Analysis of gender gap in Indian polity - Case study - women leaders in South Asia –need for inclusion of Transgender in Election.

## **Unit VI Current Contours**

Women's Reservation Bill- Acceptance in Loksabha- need for Joint action Committee- Co-operation of the political parties- Women's questions to be treated as a priority among other inequalities- Survey on the willingness of women to participate in elections, and obstacles.

### **Course Outcome**

- Will explore gender subordination in governance and the contributing social factors.
- Students will raise questions as to why women are underrepresented in politics and higher-level jobs, and then it shows how to change that how to strive toward a more just, equal, and vibrant society and try to identify
- strategies to enhance the participation of women in governance.
- Will gain knowledge on gender and governance focus in Tamil literature, and the principles of accountability and appreciate the scientific focus of historical governance system.

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## CC-X- GLOBALISATION, ECONOMY AND GENDER QUESTIONS

### Course Objectives

- To expose the students to theorization of global restructuring of finance capital in a gender perspective
- To present different forms of global resistance to globalization
- To guide to analyse the positive and negative impacts of the Globalization
- To make the students understand the gender implications of globalization and the explanation for the widening inequalities with development
- To impart knowledge on development, employment, participation and contributions women in gender perspective
- To promote critical thinking on the homogenization of culture being focused by globalization

### Unit I: Meaning and Historical Developments of Globalization.

Gender Impact of LPG model i.e., liberalization, privatization and Globalization - health, education and other social security benefits - Meaning of Globalization- World System Perspective- Historical Development of Globalization -Theories of Globalization in a Gender Perspective- World System- World Polity and World Culture Theories- Poverty and Globalization and Gender- Gender Dimensions of Globalization--Strategies for addressing poverty- Globalization of Finance- Feminist Analytic of global economy- Presentation on Feminization of labour- exclusion of the rural and marginalized in employment- presentation.

### Unit II: Migration, Gender Concerns in the Global Context

Effect of Globalization and Gender- Beijing outcome – Gender and Labour Migration – Pattern of employment of men and women- Informalization, casualization and marketization of labour- tertiarization – Feminization of Poverty and Labour-gender implications.- presentation on the changing culture among consumer- imposition of homogenization in food, beauty and other cultures- documenting the experiences.

### Unit III: Impact of Globalization across Globe- Gender Implications

Gender and Globalization-a Macro Economic Perspective- Challenges and Opportunities- benefits and issues- Differential impact on first and third world, domestic and foreign economy- rural and urban, Corporate and micro enterprises, Educated and less educated, Men and women-Analysis of Distribution of Benefits in a Gender and Regional Perspective- documenting the globalization and neoliberal policies and their impacts on women, and vulnerable section.

### Unit IV: Globalization and Homogenization of Culture- Gender Questions

Global Monoculture and Homogenization of Culture- Promoting Consumerism- Commercialization and Objectification of women's body- the myth of Cultural Globalization and Gender – Documenting ills of globalization and merits- the damages to life cycle approach through new food habits- growing consumerist culture- widening inequalities – Presentation and street plays.

### Unit V: Assignments and Field Work

Globalization and its impact on Employment of women- Practical visit to the places of new life style and differences.

### Unit VI: Current Contours

Globalization Change in Consumerist culture-Globalization –Presenting the Impact of Globalization on rural economy-Women and men working in Export Processing zones – Issues in the global competitive Market environment -Globalization, Education and class, caste and gender implications – recent policy changes to address the needs of the marginalized, - redistribution – evaluation of MNREGA.

## Course Outcome

### Students will

- understand the globalization and finance capital flows in the gender and historical perspective
- gain knowledge to analyse the achievement since Beijing conference and the gender gap in achievements among various social groups
- analyse critically the monoculture being promoted by globalization
- critically analyse and gain perspective of the Corporatization of governance to defeat democracy
- question the paradigm shift in development models and the contributions in addressing pressing economic issues say poverty, unemployment etc.
- interrogate the distress feminization of labour being promoted in rural areas and driving the workers from rural to urban
- understand the political economy of capitalism in a gender perspective and throw light on eliminating the same.
- work in the field to expose the exploitation of workers by the global market in a gender perspective.

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- [http://www.ilo.org/legacy/english/integration/download/publicat/4\\_3\\_204\\_wcsdg-wp-19.pdf](http://www.ilo.org/legacy/english/integration/download/publicat/4_3_204_wcsdg-wp-19.pdf) Gender and Globalization - A macro Economic Perspective
- [http://www.ilo.org/wcmsp5/groups/public/@dgreports/@integration/documents/meetingdocument/wcms\\_100856.pdf](http://www.ilo.org/wcmsp5/groups/public/@dgreports/@integration/documents/meetingdocument/wcms_100856.pdf) Gender Dimensions of Globalization
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## **CC – XI INEQUALITIES AND EXCLUSION: INTERSECTIONALITIES AND INCLUSIVE SOCIAL POLICY NEEDS**

### **Course Objectives**

- To introduce the concept of inequalities and exclusion and the political economy of exclusion
- To present the cost and damage associated with social exclusion to the society
- To provide input to the understand social inclusion in gender perspective
- To make the students understand the nature and types of social inequalities and exclusion and the role of social institutions
- To analyse the inequalities and exclusion in intersectional perspectives.
- To examine the social inclusive policies needs and various affirmative initiatives taken to ensure for equality and equity

### **Unit I: Inequalities- Types and Patterns**

Concept of equality, equity and inequality, Meaning of intersectionality and Inequalities: difference, stigma, discrimination, inequalities, injustice and notions of othering; the concept and experience of exclusion – group involvement in locating the caste and gender nexus and presentation.

### **Unit II: Ownership and Control over Resources- Gender Questions**

Inequalities based on control over material resources: land, water, forests, minerals; Creating unequal life chance- inequalities in resource control: failure of land reform and struggles over- resources: the demand for land, wages, conditions of labour; forest use. Denotified and Nomadic communities and historic inequalities and new struggles in the era of predatory capital: forests and mines- documenting various oppressions- disowning land- distress migration – issues faced women, and themarginalized.

### **Unit III: Caste Based Inequalities**

Caste – the Base for other inequalities -denial of land, water and livelihood resources- Education- Employment- Politics- Culture-Stigma as the basis of permanent Inequalities, the role of violence in the perpetuation of inequalities- documenting the experiences of the socially excluded caste and tribes, with special focus on women.

### **Unit IV: Forms of Social Exclusion in a Gender Perspective**

Social Exclusions based on race, ethnicity, region, culture, religion -Sexualities and Exclusions- Sexual preference as the basis of difference: the powerful -normative stigmatizes the other.- Citizenship and Exclusions-The socially excluded subordinate citizen: creating the disabled by social and civil- invisibilisation- Discuss the gender and other specific issues all the socially excluded population and analyse the social policy to be framed.

### **Unit-V: Approaches and Affirmative Actions**

Gender Development and Social Inclusive Growth Approaches- Forms-Rights based Approach, Institutional Approach - Constitutional provisions, contemporary policies, important legislations and programmes to -protect rights of SC/ST/OBC/ DNT/NT, Awareness, Advocacy and Activism Minorities and women for inclusion- Mapping the participatory approaches and success in various quarters with the gender and marginalized focus – Role of NGOs and other institutions.

## Unit VI: Current Contours

Various policy initiatives towards inclusive development – recent policy changes and impact – need for diversity across the country- local needs and resource use for inclusive development.

### Course Outcome

- Students will understand the nature and types of social inequalities across the society and politics of the dominant vs marginalized
- Will gain historical knowledge of social exclusion and inequalities in gender perspective
- Got exposed to the constitutional provisions and the violations in practice to keep certain amount of inequalities in the society and the political and power relations.
- Able to understand the effects and impact on social exclusion and the social injustice
- To get exposed to the unconstitutional practices in sustaining the inequalities and exclusion and commit to address them as informed citizens.
- Will understand the issues of the workers in unorganized sector and the lobby for providing equal wages and decent working conditions.
- Gain knowledge about reservation policy and the impact on women, disabled minorities and Dalits
- Gain knowledge about various affirmative initiatives taken to ensure for equality and gender justice

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## **CC - GRASSROOTS DEVELOPMENT MODELS WITH AN INCLUSIVE PERSPECTIVES ( OPTIONAL)**

### **Course Objectives**

- To develop conceptual understanding about grassroot development organizations
- To learn the knowledge on grassroot innovations and collective approaches
- To study the need of grassroot models and institutions to ensure the gender equality and inclusive development
- To explore the interventionist role of grassroot institutions to integrate gender mainstreaming

### **Unit I: Concepts and Definitions**

Community- Volunteerism - Marginalisation – Social Analysis – Inclusion Vs. Exclusion – Social inclusion - Sustainable development - Grassroots innovation - Inclusive innovation –Types and models of grassroots organisations (Civil Society Organisations (CSOs), Community Based Organisations (CBOs), Grassroots People Movements (PMs), Producer Organisations (POs), Issue based movements/organisations, Voluntary Organisations (VOs), Micro Credit Organisations)- PPT on various forms of Community based organizations and visit to the Gramasabha meetings, Wards and presentation.

### **Unit II: Characteristics of Grassroots Innovations**

Grassroots mobilisation - Political dimensions -Predominant actors and priority values; Mechanisms - Principle incentives /drivers, sources of investment, forms of appropriability; Knowledge dimensions - Sites of innovation, predominant forms of knowledge, and emblematic technological fields of grassroots innovations ; Collective Capabilities and the Key Role of Grassroots Organizations - Grassroots' Contributions to Capability Enhancement – Discussion on the strategies adopted towards addressing the issues of the marginalized and suggestions for scaling up.

### **Unit III: Grassroots Development Innovation Approaches**

Activism and Social change - Grassroots volunteering and professionalization: Financial, human and structural capabilities; Challenges in grassroots development innovation approaches – Conditions of Contemporary Grassroots movements – Group Discussion to build a movement-joint hands with media and partnering with media to contribute – visit to remote locations and documenting.

### **Unit IV: Contemporary Perspective of Inclusive Innovation and Development and Role of Grassroots Organizations**

Contemporary Perspective of inclusive innovation and Development - The importance of Inclusive perspectives and policies from the perspective of gender equality and sustainable development - Review of SDGs - Inclusive Development Policies in – XIth Plan (2007-2012) and XIIth (2012-2017) - Public Policies on Inclusive Development: Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) - Bharat Nirman involving six schemes for improving quality of life, transportation and bridging the gap between rural and urban: Indira Awaas Yojana: a national housing scheme for poor: Pradhan Mantri Gram Yojana: for integrated development for reduction of poverty and infrastructure in 1000 villages as pilot project: Urban Renewal Mission: building urban infrastructure: National Rural Health Mission; National Rural Livelihood Mission - Role of grassroots organisations in the actualization of inclusive innovation and Development – Survey of schemes for the marginalized, reach and leakages- wayforward.

### **Unit V: Mainstreaming Institutions and Grassroots Organisations/Movements**

Rural Grassroots as Drivers of Sustainable Development – Combating issues and challenges in mainstreaming institutions and grassroots organisations/movements - Role of grassroots organisations in policymaking/change- Alcohol, Violence against women, Protection of Common Property

resources, sustainable development, inclusive education, health and entrepreneur development – strategies to mainstream- locating the region and gender specific strategies.

### **Unit VI: Current Contours**

Successful initiatives at the global, national and regional context, the New models contributions – suggestion to replicate successful grass root models of development by the State and scaling up initiatives.

### **Course Outcome**

- The students will able to gain knowledge about grassroots development organisations
- Expose with various practical grassroots models to attain gender equality
- Recognize and realize the need and importance of grassroots movement to explore the social exclusion and inequalities of marginalised community
- Engage into the gender inclusive grassroots development process

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## EC – IV - GENDER ANALYSIS: TOOLS AND TECHNIQUES

### Course Objectives

- To understand the purpose of gender Analysis to identify the inequalities
- To learn gender analysis frameworks tools and techniques for gender inclusive policies
- To explore the causes and effects of gender disparities and inequalities at different levels
- To examine the existing gender gap in policies programmes and schemes
- To identify the gender responsive strategies to for addressing the gender needs

### Unit 1: Gender Analysis: An Introduction

Introduction Gender Equality and Equity- Practical Needs and Strategic Interests - Gender as Analytical Category Objectives of Gender Analysis – explore the initiatives of the State and identify the PGN and SGN initiatives.

### Unit II: Gender Analysis Framework

Gender Analysis Framework Harvard Analytical Framework/ Gender Roles Framework Gender Planning Framework - Caroline Moser Gender Analysis Matrix - Rani Parker Women Empowerment Framework - Sara Hlufekile Longwe Social Relations Framework - Naila Kabeer Integrated Gender Analysis – Application of the framework to the regional context and analyse and present.

### Unit III: Gender Analysis Tools

Gender Analysis Tools Problem Wall Activity Calendar FGD Pair Wise Rank Knowledge Mapping PRA Techniques Constraints and Opportunity Mapping Practicum: Case Study Analysis– Gender Analysis Exercise– presentation of case studies using the gender analysis tools, Gender budgeting and Gender Auditing.

### Unit IV: Process of Gender Analysis

Gender Analysis Process Collecting Disaggregated Data Assessing Gender Division of Labour and Decision making Pattern Assessing Access to and Control over Resources, Assets and Benefits Understanding Differences in Needs and Strengths, and Complexity of Gender Relation Assessing and addressing Barriers and Constraints Assessing Counterpart/ Partner Capacity for Gender Sensitive Plan Assessing Potential of Program/ Project to Empower Women Developing Gender Sensitive Indicators Addressing Gender Issues in Project Cycle – Discussion on doing a gender Analysis within the institution – identification of variables based on the gender Analysis frame work.

### Unit V: Gender Policy

Gender Analysis in Various Contexts Policy Project Planning and Designing Programme Planning Monitoring and Evaluation Gender Analysis in Sectoral Programmes – Case studies, Workshop: Analysis of Gender statistics to identify women’s needs, opportunities and constraints - Case study: Gender analysis in various projects and programmes Workshop on Gender Analysis- presentation and discussion.

### Unit VI: Current Contours

The recent development in the Gender Analysis Framework and the applications- presentation of the new contributions.

## **Outcomes**

- The students will capacitate to understand the tools and techniques of gender analysis
- Acknowledge gender differences, based on the unequal distribution of resources, opportunities, constraints and power
- Understand to ensure the different gender needs are clearly identified and addressed at all stages of the policy cycle
- Recognize that policies, programmes and projects can have different effects on different people
- Seek and articulate the viewpoints of socially marginalized and making their contribution a critical part of developing policies, programmes and projects;
- Promoting women's participation and engagement in community, political and economic life
- Promoting better informed, gender-responsive and effective interventions.

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## **EC-V - ENTREPRENEURSHIP AND SKILL DEVELOPMENT: GENDER CONCERNS**

### **Course Objectives**

- To raise students' awareness of entrepreneurial skills.
- To make them aware of various entrepreneurial opportunities
- To increase awareness of various government programmes that assist entrepreneurs
- To assist them in starting an enterprise

### **Unit I: Introduction to Entrepreneurship**

Introduction to Entrepreneurship: Concept, meaning and types, scope and importance. Gendered Assumptions in Entrepreneurship: Feminist Framework in Understanding Gender Gap in Entrepreneurship; Conceptual Understanding of Women Entrepreneurs: Women in different types of Business, Entrepreneurship and Franchise. Importance of Gender in Relation to Individual, Institutional, Structural and Cultural Factors as Integral to Entrepreneurship. Women Entrepreneurs in India and their Status.

### **Unit II: Factors and Challenges in Women Entrepreneurship**

Gender Factors Influencing Entrepreneurial Processes. Institutional and Structural Barriers to Women Entrepreneurs. Creating Unique Barriers for Entry; Societal Attribution of Gender Roles and Gendered Socialization Processes: Domestic and Caring Responsibilities of Women and Exclusion from Economic Activities; Glass Ceiling and Tokenism in Entrepreneurship. Macro level Factors Influencing Entrepreneurial Processes and Decision-Making.

### **Unit III: Strategies for Women Entrepreneurship**

Importance of Developing Women Entrepreneurs in Rural and Underdeveloped Areas: Regional Spread of Industrial Activities; Non-Farming Employment Generation for Accelerated Rural Development and Economic Growth. Entrepreneurial and Technical Skills: Business Plan and Resource Mobilization; Product and Service Development.

### **Unit IV: Make in India and Startup India**

Purpose of the Make in India Campaign .Key Policies and Thrust of Make in India; Ease-of-Business; Skill and Jobs for the Youth; Make in India Manufacturer; Key Services- Portal for Make in India, Integrating Services of all Government Departments, Simplified Process of Applying for Business, Reform in Labour Laws, Skill Development and Thrust on Education. Startup India: Proposed Schemes and Incentives, Action Plan- 1.Simplification and Handholding; 2.Funding Support and Incentives; 3.Industry-Academia Partnership and Incubation.

### **Unit V: Supportive Scheme in India and Tamil Nadu**

Start up India, Stand up India, Skills India- Digital India, Make up India- Mudra Scheme – PMRVY- PMEGP- UYEGP-NEEDS- Capacity building and Promoting women Entrepreneurs- MSME\_ TREAD- Credit Guarantee Scheme- NABARD- Tamil Nadu livelihood Mission -Skill Development Corporation – EDII- Tamil Nadu- Analysis and presentation of the schemes and the reach- aspiring for entrepreneurship.

## Unit VI: Current Contours

Recent developments in policies and programmes towards entrepreneurship development- Evaluation of the reach and leakages if any- presentation and way forward.

### Course outcome

- Students were aware of the entrepreneurial opportunities.
- They learned about various state as well as central programmes.
- They gained the skills and understanding to launch an enterprise

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## **EC - CAPACITY AND SKILL BUILDING TOWARDS SELF-EMPOWERMENT: GENDER QUESTIONS (OPTIONAL)**

### **Course Objectives**

- To provide an opportunity to learn practical skill training apart from theory
- To provide space for students to learn skill training and capacity building programmes outside the University
- To encourage the students to learn entrepreneurship training on non-conventional areas
- To gain knowledge on organizational skill, leadership and capacity building training
- To become trainers on Gender, life skills, Menstrual hygiene and Entrepreneurship Skill Development
- To enable the students to apply the skills learned during their studentship to serve as trainers, assist in organising programmes etc.

### **Unit I: Teaching and Research Skills**

Understanding Multiple Inequalities and conducting Research Understanding the multiple inequalities in the society and inter-sectionalities of Gender with Caste, Class, Religion, and other social institutions –Teaching and Research Skills- Learning and skills to Apply Feminist Research Method – Research Report writing skill with Gender perspective- Mainstreaming gender in Social Science research – group discussion and analyse the feminist research methods and the difference as PPT.

### **Unit II: Training Skills on Gender Sensitization, Awareness and Motivation**

Training of Trainer [ToT] – Gender Sensitization-Life Skills Communication -Leadership Skills – Documentation - Legal Rights -Menstrual Hygiene Management – Preventing Sexual Harassments & Abuses- Manual Development Exercise – Training module preparation and organizing gender sensitization programmes.

### **Unit III: Entrepreneurship Development and Management Skills**

Self-Employment Training– ToT on Entrepreneurship Development Programme [EDP], Entrepreneurship Skill Development Programme [ESDP], Managing an Enterprise- Skill Training on non –conventional areas –Eco friendly and Social Enterprises– Practical Industrial Trainings – Participate in EDPs organized and skill training and evaluation in a gender perspective the stereotyped training if any and suggestion for non-stereotyping and inclusion of women and the marginalized.

### **Unit IV: Advocacy Skills towards Gender Empowerment**

Inculcating Advocacy and Lobbying Skills to question the social and gender injustices– Promoting Gender Sensitivity and Deconstruction of Gender through Performing Arts-Preparing Gender sensitive IEC materials- Role Play, Skit, Street Plays and Street Theatre- Visual Production-Gender Cookies- Documentaries- Short films- Slogans& posters Making- Photography and Photo analysis- Media analysis : debating and representing views , writing and participation - Participation in Seminars, conferences, etc. and presentation.

### **Unit V: Field Work and Assignments**

1. Report on the Trainings to participate at the National, International and Regional levels
2. Developing Training Modules – taking the regional and local inputs, contextualizing to the local contexts
3. Organising Programmes and mobilising people and conducting various training and submitting Analytical report
4. Presenting Papers in Seminars and Conferences
5. Participation in Self Employment as earn while you learn and self-supporting.

## **Unit VI: Current Contours**

Career development skills – acquiring skills required by the Market- On line courses- additional skills from Employment exchanges and through other sources- regular visit to the library and update of the skills.

### **Course Outcome**

- The Students will understand the need for teaching and research skills and learn different innovative teaching methodologies
- Students will gain knowledge on feminist research methods which is a unique method and skill
- Students will be trainers in life skills, gender sensitization, menstrual hygiene management, adolescent counselling. Sexual harassment at workplaces, documentary film making, field work etc.
- Students will gain inputs on preparing training manuals on various training conducted.
- Students will volunteer to organize programmes or to assist in organizing programmes.
- Students will implement the knowledge gained through the training in their own living and learning environment.
- Students Will get employment after the course completion
- Students gain work experience and at the same time to critically question the focus of women empowerment projects to be implemented with gender perspective.
- Students are often offered to continue in the same institution for their placement

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## EC – VI HUMAN RIGHTS AND LEGAL SYSTEM (NME)

### Course Objectives

- To provide the understanding of constitutions and legal rights of women / gender in India
- To illustrate the historical context in which the respective laws were enacted and the provisions of both the civil remand and criminal justice
- To provide skills to analyse the laws in a gender perspective.
- To establish the affirmative action given constitutionally to ensure the equality and non-discrimination
- To expose the women only laws and the nature of functioning of such laws.
- To present the recent developments in the legal context and debate upon

### Unit I: Introduction - Human Rights

Concept, Historical Evolution of Human Rights-legal system in India-Constitutional History: The Constituent Assembly-The Preamble, Salient features of Constitution, citizenship, Fundamental Rights, Fundamental Duties, Directive Principles of the State Policy.

### Unit II: International Organizations and Human Rights

Universal Declaration of Human Rights, 1948 ; UN Convention on the Political and Civil Rights, 1952 ; Generations of rights UN Convention on Rights of Child ; Convention on Elimination of Discrimination against Women (CEDAW) ; UN Declaration on the Rights of Persons belonging to Minorities-Women's rights are human rights.

### Unit III: India and Human Rights

Fundamental Rights and Constitutional Safeguards; Role of Judiciary ; Role of Statutory Bodies: National Human Rights Commission and State Human Rights Commission, Commission for Schedule Caste and Schedule Tribes-National and state commission for women- Minorities commission-Backward class commission.

### Unit IV: Human Rights Violation and Problems

Caste atrocities and Gender based violence- violation of rights of labourers in unorganized sector-bonded labourer s& migrants-violation of religious and sexual minorities rights.

### Unit V: Human Rights under Law

Regional National International Human Rights Laws and, Conventions-Women-SC&STs-Religious and Sexual Minorities-Differently Abled-Migrants-Refugees - Safeguarding institutions mechanisms.

### Course Outcome

- Students will get to know the constitutional provisions and the legal measures
- Will analyse the gap between the constitutional provisions and social realities of using the legal system.
- Will question the non-functioning of the laws meant for women and try to create awareness among women to use the laws available to them.
- Will form a collective or work in team to take forward the legal provisions to the women, the marginalized
- Will get to informed the State initiatives to mainstream gender needs into the legal provisions.

- Understand the logic and assumptions of a variety of perspectives on the question of law's relationship to sex, class, gender, sexuality, and race
- Gain knowledge about constitutional provisions to ensure equality to women, children and minorities
- Will Know about personal laws and labour laws and Knowledge about national and International conventions to prevent all forms of discrimination

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**SEMESTER – IV**  
**CC – XII - LEGAL RIGHTS: GENDER IMPLICATIONS**

**Course Objectives**

- To make students aware of the legal rights of women in India.
- To equip the students to make other women in the society aware of their legal rights.
- To find out the flaws and loop holes in the existing laws, which adversely affect women's rights.
- To enable the students to counsel other women when their legal rights are violated: Laws relating to marriage and family

**Unit I**

Constitutional provision for gender equality-fundamental rights and directive principles –IPC-CRPC.

**Unit II**

Diversity of Personal Laws - Laws of inheritance, succession and adoption in Hindu, Islamic, Christian and Parsi Laws Marriage divorce and maintenance in Hindu, Islam and Christian and Parsi Laws Need for uniform civil code Reforms within judicial reforms.

**Unit III**

Laws Relating to Reproductive Rights of Women Medical Termination of Pregnancy Act Prevention and misuse of amniocenteses Surrogacy.

**Unit IV**

Laws Relating to Employment and Workplace Minimum Wage Act 1948 Maternity Benefit Act 1961 Equal Remuneration Act 1976 Prevention of Sexual Harassment at Workplace Act 2013 Laws Relating to Protection of Women Dowry prohibition Act-1961 The Immoral Traffic (Prevention) Act, 1956 The Indecent Representation of Women Prohibition Act, 1986 The Commission of Sati (Prevention) Act, 1987 Protection from Domestic Violence Act, 2005 Criminal Law (Amendment) Act,2013.

**Unit V**

Enforcement mechanism and service providers Laws relating to Protection of Women. Mahila Courts All Women Police Station Legal Cells Learning by doing: 1. Group Discussion: Plurality of Personal Laws and Gender equality in India 2. Debate: Need for Uniform Civil Code in India 3. Panel Discussion: Challenges in Implementation of Laws 4. Field visit: All Women police Station, Legal Cells.

**Unit VI- Current Contours: Recent Development**

**Course Outcome**

- The Students will be enabled to analyse existing procedures followed in implementation of the law and the lacunae.
- They would be fully aware of the history and culture of violence related to crimes against women, need for anonymity of the victim, substantive equality and politics of affirmative action and positive discrimination through women specific laws and Supreme Court guidelines

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## **CC – XIII -GENDER BASED VIOLENCE: GLOBAL NATIONAL & REGIONAL PERSPECTIVES**

### **Objectives**

- To understand different concepts, forms manifestation of Gender based violence
- To analyse the intersectional linkages of Gender based violence
- To understand the violence from critical gender perspective
- To explore the global affirmative actions to curb Gender based violence

### **Unit I: Gender Based Violence**

Conceptual understanding of Gender based Violence – Forms of Manifestation of Violence against Women in different Settings – Public vs. Private – Feminist perspective on Gender based Violence- Violence as human rights Violation – New Pattern of violence in the Cyber and social media context – Prepare a report on the changing patterns of violence and the necessary safeguards.

### **Unit II: Theories of Violence**

Theories on Gender based Violence – Feminist Standpoint Theories - Gender theories – Social Institutional Theories – Application of the theory and the gaps- role of laws- customary laws in the micro context- social institutions violating the laws- survey and discussion.

### **Unit III: Caste, Violence and Gender Nexus**

Causes and Consequences of Violence – Impacts: Social – Economical – Cultural – Psychological – Patriarchal nexus of Gender based Violence – Role of Caste and other social institutions – patriarchy and capitalist nexus in perpetuating Violence.- presentation.

### **Unit IV: Violence –Gender Concerns**

Gender questions of Violence – Nexus of Patriarchy, Gender caste and Class violence - Threat and Realities – Causes and Consequences of gender based Violence in public and private spheres-Constitution of heteronormativity.

### **Unit V: State Initiatives to Combat Violence:**

International and National Initiatives and Intervention to end Violence - Strategies to develop – Laws and Policies to curb Gender based violence -Need and importance: Gender inclusive planning to ensure free from Gender Based Violence- failure of State- Social institutions in implementing the laws- gaps- reasons- presentation.

### **Unit VI: Current Contours:**

Voyeurism, Stalking, and other forms of cyber-crimes – violence in new areas and forms- vulnerability of women- Need for laws towards honor killing. And other such issues- survey the fundamental base for the violence –connect with economic and social vulnerability.

### **Course Outcome**

Students will

- Gain information on multiple forms gender-based violence and its causes, consequences
- Gain knowledge on initiatives of various international, national regional and state level intervention to combat gender based violence.
- Gain information on the various affirmative action being taken to improve the gender empowerment
- Understand the provisions for gender sensitivity initiatives and gain knowledge to become gender sensitivity ambassadors

- Exposed to the gendering processing done by the institution of culture and appreciate the diversity, and accommodate by accepting the pluralism but with focus on gender construction
- Explored to the recent developments and critically analyse the same with the gender perspective

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## CC – XIV - SCIENCE, TECHNOLOGY AND GENDER CONCERNS

### Course Objectives

- To understand nexus of Gender Theories Science and Technology
- To examine the gendered cultures and norms that have shaped science and technology over the periods
- To analyse the gender power relation in the fields of Science, Technology Engineering and Mathematics (STEM)
- To identify the actions to eliminate the barriers and create gender inclusivity and diversity in Science and Technology

### Unit I: Science and Technology- Theories of Gender

Nature and Women- Theories of Gender Science and Technology- feminism and de-masculizing science and technology-Breaking Glass Sealing-Gender politics and Science and technology- Survey the impact of science and Technology on Gender and rural, agriculture- present.

### Unit II: Masculinity and Monopoly

Masculinization of science and technology-agriculture and military technology in ancient times and medieval times-knowledge monopoly and modern science-Religious dogma and Gender inequality in S&T- Women's low participation in S&T – reasons- social barriers- sharing of experience of women in S&T.

### Unit III: Women and Professional Field Participation

Industrial technology and liberation of women-raise of women professional community -Women as industrial labor in the capitalist economy-Gandhi, Nehru and Ambedkar Perspectives – survey of women and their class, participation in S&T, reasons for non-participation – debate and presentation.

### Unit IV: Historical Status of Women in S&T- Emerging Issues

Post-colonial S&T and Women: monopoly of S&T by men- Women and Alternative narrative of S&T- Leadership in Non-S&T activism- Women, Body and Violence of S&T –Women's invisibility in S&T, Gender politics- concerns- data presentation and analysis.

### Unit V: Movements for Women's Participation in S&T

Globalization and position of Women in S&T-Women inventors, Engineers and Gender Politics- Post- Modernity and women in the raise of appropriate technologies- Women in people Science Movements- Documenting the experiences of women in S&T, successful case studies.

### Unit VI: Current Contours

Identifying the social barriers for women's participation in S&T- Recent proactive measures with Government, DST – maternity leave- quarters for married women research scholars - Document and present the recent policy changes towards women and inclusion of the marginalized.

### Course Outcome

- The students will explain the gender orientation of Science and Technology through apply theories critically
- Gain knowledge to work with the methods and concepts of feminist and critical gender theory
- Develop perspectives to mainstreaming gender into the Science and Technology research areas

- Demonstrate critical thinking about the role of gender in science, technology to create equal opportunities in STEM.

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## **CC -SUSTAINABLE DEVELOPMENT, ENVIRONMENT: GENDER QUESTIONS (OPTIONAL)**

### **Course Objectives**

- To introduce the development models and its application at the global context
- To teach the relationship between gender and development
- To discuss the various development theories and approaches and enable the students to choose the application part of the theories
- To explain the students the, poverty, gender, work and development nexus.
- To present the Human development in a gender perspective.
- To describe various approaches towards gender and development and the contexts in which the focus of the approaches differed

### **Unit I: Gender Equality and Sustainable Development**

Gender and Environment nexus- meaning of sustainable development- eco feminist theories, principles and concerns- women and men interactions with nature- incorporating gender concerns- challenges in environment protection and natural resource management initiatives- Presentation of the issues faced by women in rural, tribal areas with natural resource depletion and survey and interview with such women.

### **Unit II: Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs)**

Millennium Development Goals- challenges and prospects- moving towards SDGs- Targets on Gender and Women Empowerment –Gender as a cross cutting issues across SDG Targets- Towards Gender Equality and Sustainable Development – locate the strategies for reaching the SDGs at the micro level and present.

### **Unit III: Women Collective in India towards Safeguarding Environment**

Women's Resistance to environmental destruction Collective strength –Joint Forest Management – CHIPKO Movement – Narmada Bachao Aandolan Industrial Aqua Culture – Resistance from Coastal people Negating Women's Knowledge and Enterprise in food and Nutrition Reclaiming Women's Environmental Rights – Neem patent Victory Living Democracy Movement for reclaiming life's diversity and freedom - Need for collectivism to redeem nature from the corporate and MNCs- case study presentation.

### **Unit IV: Green Economy, Gender Equality and Care**

Development context-Environment Summit-Environment policies and Population development- interventions towards environmental sustainability – gender implications- alternative policies towards green economy - investing public goods and care economy and women's contributions towards sustainable development initiatives across the globe- Case studies of green initiatives at the regional contexts- possibility of replication- suggestions and presentation.

### **Unit V: Women Environment Movements at the Grassroot**

Gender and Agro biodiversity, Role of women in seed preservation; Community biodiversity projects- case studies of women's initiatives to protect environment- Gender Responsive budgeting to achieve SDGs- nature and institutional context of investments- Emerging grass root feminist activism on environmental issues in Tamil Nadu – Methane, Kathiramangalam- Kudamkulum ,TASMAC etc. – presentation of interviews and invite the protesting for interaction.



## **Unit VI: Current Contours**

Recent Developments in Environment Policy-Development and Environment Trade off – Possible ways to identify alternative sources of energy to reduce the pressure on planet earth to save the future generation- Go Nature campaigns.

### **Course outcome**

- Students will
- understand the association between gender and power relations, the nature of gender issues at the household and outside will be understood and enable them to analyse the discrimination in a gender perspective.
- learn the development theories and how they are being products of the dominant social order
- gain knowledge on the gender and development approaches and try to apply to their field contexts
- understand the nexus between gender inequality and challenges of sustainable development
- the globalization and its impact on women and marginalized will be understood.
- understand various initiatives to engendering by the national and international conventions
- learn the need for focus on Human Development and capability approach to sustainable development
- analyse the association between Human Development Index and Gender and Development Index and the need for improving GDI for better HDI

### **References**

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## CC-XIV - RESEARCH PROJECT

### Course Objectives

- To inculcate practical knowledge of research and field work.

Students will select an individual topic of their interest based on the curriculum / syllabus. Through the experience gained in internship/field practicum, students will conceptualize a research problem and apply all appropriate research methods they learn during the course and produce a project in report format.

Assessment for this Project will be evaluated through External Viva Voce and Report writing for 100 marks.

### Course Outcome

- Students must have practical knowledge of research
- They must have opportunities to apply theoretical knowledge to practical situations.
- They have the ability to do research and write report independently

### References

- Clifford F. Gray and Erik W. Larson, Project management, The Managerial Process, Tata Mc GrawHill.
- Gopalakrishnan P and Ramamoorthy, V.E., Project Management, Macmillan
- Prasanna Chandra, Projects: Planning, Analysis, Selection, Implementation and Review, TMIH.
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- B.B. Goel, Project Management – Principles and Techniques, Deep and Deep

## **EC – VII - HISTORY OF SOCIAL AND WOMEN MOVEMENTS IN TAMIL NADU**

### **Course Objectives**

- To Introduce students to debates on the relations between history and genderdiscourse
- To expose the students to the gender gap in various forms and documenting the women's contributions and the need for documenting the experiences ofwomen in the contemporary context.
- To make the students understand the role of social institutions inconstructing gender and social norms and learn to put to interrogation
- Equip students to understand caste and gender, and society nexus with thereported testimonies of the marginalized.
- To guide the students to undertake field work to find out social institutions, unwritten social norms and rules governing their society and theirintersection acting upon gender unequal power relations in the society
- To present the role of technology, the deviations of the social norms and thesilencing of the socio-cultural norms by Market

### **Unit I: Theories of Caste, Gender and Religion**

Theories of Caste and Gender-Religion and Position of Women-Caste Hierarchy and Internalization of Inequality- Egalitarian Religions and ray of hope in Ancient and Medieval Times- New religions and Reformations – Presentation on the changing context and conflicts across caste, class, gender, race and ethnic- presentation.

### **Unit II: Social Movements in Tamil Nadu and Women's Liberation**

Indian National Movement and Women's front; Men foregrounding Women's empowerment across the many Social and Political movements in India – Self-respect movement of Kerala and Tamil Nadu, Bharatiyar and Bharathidasan's Vision of "An Empowered Woman" (Pudhumai Penn) – EVR Periyar and the Self-Respect Movement;- Why Women enslaved- Towards Non-Bhaminical Millennium – Historical accounting of the movements to safeguard the rights of women and the marginaliaed.

### **Unit III: Social and Feminist Thinkers in Movements**

Women's Issues as Social Issues- the similarities between Social Reform Movements and Women's movements- Social reformers and their concerns- Rajaram Mohan Roy and the Brahma Samaj against Sati, Dowry, Child Marriage, Widow's Status- and other social evils in India, B R Ambedkar- Savinthiri Bai Bhule- Jyotibha Phule, Pandit Ramabai and Tarabai; Indian Visionaries and Philosophers - Rabindranath Tagore and Sarojini Naidu and Aurobindo Ghosh- Mother Mira - Raja Ram Mohan Roy and Easwar Chandra Vidya Sagar; Sarojini Naidu and Durga Bai; B. R. Ambedkar and Pandita Rama Bai; Bharathiyar and Bharathidasan; E.V. Ramasamy – Present and analyse the relevance of the contributions of the social and feminist thinkers and the extent of influence on building alternative perspectives.

### **Unit IV: Women's Movement in Tamil Nadu**

Dravidian movement in Tamil Nadu- Significance- it impact on Women - Tamil Nadu Women's Forum (TNWF) – Tamil Nadu Co-ordination Committee, - AIDWA-NFIW- Autonomous Women's movement against violence, foeticide and infanticide – dowry, alcoholism, save the nature, environmental protection- contemporary grass root activism and feminism - Present the ever sustaining struggles of the marginalized and the women to realize their rights.

### **Unit V: Post-Colonial and Third World Feminism**

Black vs Dalit Feminism- Dalit Feminists in India-Transgender – Queer Movements in Tamil Nadu V: Feminist contributions in the national movement in Tamil Nadu – Velunachiar, Kuyili, Muthulakshmi Ramamirtham, Sountharam-- Manalur Maniammai -K.P. Janaki Ammal- Kothai Nayagi- Mythili Sivaraman- Krishanmma Jeganathan- Annai Veerammal- and other unsung heroines- Locate such women in the contemporary context and document.

### **Unit VI : Current Contours**

Historical contexts for women to participate in politics and public life and the contemporary issues for women's participation – possible strategies and solutions for the currently educated women to participate in social struggles and empowerment of the marginalized- Documenting success stories.

### **Course Outcome**

- Students will
- understand the political economy of social institutions in fixing different social norms
- exposed to the role of social institutions framing rules to be followed as unwritten social norms and realise the persistence of gender issues and unequal power relations in the society
- gain knowledge to analyse the role of culture in reinforcing gendered social expectations.
- understand evolution of social institutions from the collective society to the private property and ownership.
- understand the determining factors of gender socialization and the inevitable intervention of such institutions governing the society
- understand the resistance of the State in deconstruction of gender
- undertake field work applying the gendered norms built in mainstream theories
- gain knowledge to critically question the existing norms and search for new social order with democratic focus.

### **References**

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## **EC-RESOURCE MOBILIZATION AND CONSULTANCY FOR THE MARGINALISED (Optional)**

### **Course Objectives**

- To understand the evolution and need of Resource Mobilisation for Inclusive development
- To impart the knowledge and skills to develop the mapping and planning for resource mobilisation to address the needs of marginalised
- To identify the channels of consultancy and funding networks for various development Projects
- To capacitate to skills to develop proposals and writing reports to disseminate the marginalised issues and challenges

### **Unit I: Evolution of the Concept of Resource Mobilization**

Evolution and Definition and the concept of Resource Mobilization –Principles – Resource Mobilization Cycle- Developing the Road Map- Global, regional and local Trends -challenges – exploring various sources of Resource Mobilization for social Project – Visit the NGOs and the programmes- the sources of funding and strategies followed to mobilize fund.

### **Unit II: Mapping and Planning for Resource Mobilization**

Understanding the Donor Environment - Criteria for Donor Assessment - Donor mapping (Research on funding priorities, themes), Understanding Donor Characteristics and Research Tools – Resource Mobilization – Planning process – Elements of a Resource Mobilization Plan - implications –mapping and locating funding sources across the globe through Web sources- Conduct a participatory Rural Appraisal Training and mapping exercises to locate the local resources and identify the priority areas.

### **Unit III: Consultancy and Funding Landscape for Development Projects**

Identifying interested donors -Complexities of funding, Researching possible donors- preparing winnable projects- Consultancy for Development Projects Principles and ethics in funding raising- Local Resource sources- exposure visit to development projects,-evaluation – presentation of the results of evaluation.

### **Unit IV: Networking and Communicating to Funding Sources**

Establishing Rapport- Strategic Networking & Marketing -Strategic communications, Marketing, Donor relationship-building, and Communication plan, Negotiation and reporting – Do's and Don'ts in building relationship – Strategies to sustain Consultancy – Identify the micro level networking of the various organizations and present their achievements.

### **Unit V: Proposal Writing based on Donor Requirements- Principles and Cautions**

Focus on results -Results and Resource Mobilization - Results-Based Management (RBM) – The results chain- The theory of change - Steps to Create a Theory of Change - Donor requirements -Donor priorities – Budgetary Control framework - Donor agreements and Award (Cash, kind and service) Management – Work with the NGO consultant and learn the methods and guidelines to be followed.

### **Unit VI: Current Contours**

New and emerging funding sources from UN Women, and other international and national sources – women empowerment, entrepreneurship, violence, economic and livelihood – self-employment training and other programmes and strategies to mobilize such resource for the community and making them as agents of development.

### **Course Outcome**

Students will gain the knowledge on efficient and effective resource mobilization strategies

- Play catalyst role to socially marginalized communities development process
- Develop the skills to do consultancy and resource mobilization from various donors
- Expose to analyse and assess the gender inclusiveness of development projects and its impacts for sustainable development of marginalized
- Create new gender inclusive development community-based models for empowerment of marginalized communities

### **References:**

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- Resource mobilization Orientation Manual (2016), World Health Organisation
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- National Productivity Council Project Team, "Long Range Forecasting of Management Consultants in India", *Productivity*, Volume 35, No.4, Jan-March1995

## VAC - SOCIAL AND GENDER AUDITING (ADD ON COURSE)

### Course Objectives

- To introduce the students the concepts of Social and Gender Audit
- To understand the need for integrating gender into the social audit and inform the participatory methods of social and gender auditing
- To create awareness on the need for Social and Gender Auditing and apply the knowledge

### 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.

### 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.

### 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.

### 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.

### Unit V: Social and Gender Audit Initiatives in India

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.

### Unit VI: Current Contours

Application of Social and Gender Audit – recent developments in social and gender audit approaches and methodologies- Self Study – Gender Action Plan.

### Course Outcome

- Students would have got introduced to the concept of social and gender audit and the need
- Must have got the concepts of MDGs and SDGs and understood the need for accountability of public resources and their utilization, the social and gender gap and the affirmative measures implemented must have been learnt and apply similar techniques in other fields
- Might get the need for gender mainstreaming as the strategy for social and gender audit
- Some of the best practices of social auditing and gender mainstreaming must have been understood to apply them in their future career fields

- Participatory social and gender audit methods- mapping- gap identification- Qualitative assessment - policy and intervention – with the participation of the Students
- Students involved preparing mapping and assessment by taking a social or gender issue and developing a module
- Student might have got inputs about social and gender audit applications in various countries and presented.

### References

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