



# VIGNAN'S INSTITUTE OF MANAGEMENT AND TECHNOLOGY FOR WOMEN

Sponsored by Lavu Educational Society, Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad.  
Kondapur (V), Ghatkesar (M), Medchal - Malkajgiri (D) - 501 301 Phone: +91 96529 10002/3



## List of courses handled related to Gender Sensitization

S. No	Course Structure /Syllabus	Page No
1	List of courses handled	2
2	Course Structure of CSE (R18)	3
3	Course Structure of IT (R18)	4
4	Course Structure of AIML (R18)	5
5	Course Structure of ECE (R18)	6
6	Course Structure of CSE (R16)	7
7	Course Structure of EEE (R16)	8
8	Course Structure of ECE (R16)	9
9	Syllabus of CSE (R18)	10-11
10	Syllabus of IT (R18)	12-13
11	Syllabus of AIML (R18)	14-15
12	Syllabus of ECE (R18)	16-17
13	Syllabus of CSE (R16)	18-19
14	Syllabus of EEE (R16)	20-21
15	Syllabus of ECE (R16)	22-23



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## List of courses handled related to Gender Sensitization

S.No	Branch	Academic Year	Regulation	Year	Semester	Code	Name of the Course
1	CSE	2021-22	R18	II	I	MC309	Gender Sensitization Lab
2	IT			II	I	MC309	Gender Sensitization Lab
3	AIML			II	I	MC309	Gender Sensitization Lab
4	ECE			II	II	MC409	Gender Sensitization Lab
5	CSE	2020-21	R18	II	I	MC309	Gender Sensitization Lab
6	IT			II	I	MC309	Gender Sensitization Lab
7	ECE			II	II	MC409	Gender Sensitization Lab
8	CSE	2019-20	R18	II	I	MC309	Gender Sensitization Lab
9	EEE			II	I	MC309	Gender Sensitization Lab
10	ECE			II	II	MC409	Gender Sensitization Lab
11	CSE	2018-19	R16	II	II	MC400HS	Gender Sensitization Lab
12	EEE			II	II	MC400HS	Gender Sensitization Lab
13	ECE			II	II	MC400HS	Gender Sensitization Lab
14	CSE	2017-18	R16	II	II	MC400HS	Gender Sensitization Lab
15	EEE			II	II	MC400HS	Gender Sensitization Lab
16	ECE			II	II	MC400HS	Gender Sensitization Lab



  
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**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**  
**B.Tech. in COMPUTER SCIENCE AND ENGINEERING**  
**COURSE STRUCTURE & SYLLABUS (R18)**

Applicable From 2018-19 Admitted Batch

**I YEAR I SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	MA101BS	Mathematics - I	3	1	0	4
2	CH102BS	Chemistry	3	1	0	4
3	EE103ES	Basic Electrical Engineering	3	0	0	3
4	ME105ES	Engineering Workshop	1	0	3	2.5
5	EN105HS	English	2	0	0	2
6	CH106BS	Engineering Chemistry Lab	0	0	3	1.5
7	EN107HS	English Language and Communication Skills Lab	0	0	2	1
8	EE108ES	Basic Electrical Engineering Lab	0	0	2	1
		Induction Programme				
		<b>Total Credits</b>	<b>12</b>	<b>2</b>	<b>10</b>	<b>19</b>

**I YEAR II SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	MA201BS	Mathematics - II	3	1	0	4
2	AP202BS	Applied Physics	3	1	0	4
3	CS203ES	Programming for Problem Solving	3	1	0	4
4	ME204ES	Engineering Graphics	1	0	4	3
5	AP205BS	Applied Physics Lab	0	0	3	1.5
6	CS206ES	Programming for Problem Solving Lab	0	0	3	1.5
7	*MC209ES	Environmental Science	3	0	0	0
		<b>Total Credits</b>	<b>13</b>	<b>3</b>	<b>10</b>	<b>18</b>

**II YEAR I SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS301ES	Analog and Digital Electronics	3	0	0	3
2	CS302PC	Data Structures	3	1	0	4
3	MA303BS	Computer Oriented Statistical Methods	3	1	0	4
4	CS304PC	Computer Organization and Architecture	3	0	0	3
5	CS305PC	Object Oriented Programming using C++	2	0	0	2
6	CS306ES	Analog and Digital Electronics Lab	0	0	2	1
7	CS307PC	Data Structures Lab	0	0	3	1.5
8	CS308PC	IT Workshop Lab	0	0	3	1.5
9	CS309PC	C++ Programming Lab	0	0	2	1
10	*MC309	Gender Sensitization Lab	0	0	2	0
		<b>Total Credits</b>	<b>14</b>	<b>2</b>	<b>12</b>	<b>21</b>



**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**  
**B.Tech. in INFORMATION TECHNOLOGY**  
**COURSE STRUCTURE & SYLLABUS (R18)**

Applicable From 2018-19 Admitted Batch

**I YEAR I SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	MA101BS	Mathematics - I	3	1	0	4
2	CH102BS	Chemistry	3	1	0	4
3	EE103ES	Basic Electrical Engineering	3	0	0	3
4	ME105ES	Engineering Workshop	1	0	3	2.5
5	EN105HS	English	2	0	0	2
6	CH106BS	Engineering Chemistry Lab	0	0	3	1.5
7	EN107HS	English Language and Communication Skills Lab	0	0	2	1
8	EE108ES	Basic Electrical Engineering Lab	0	0	2	1
		Induction Programme				
		<b>Total Credits</b>	<b>12</b>	<b>2</b>	<b>10</b>	<b>19</b>

**I YEAR II SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	MA201BS	Mathematics - II	3	1	0	4
2	AP202BS	Applied Physics	3	1	0	4
3	CS203ES	Programming for Problem Solving	3	1	0	4
4	ME204ES	Engineering Graphics	1	0	4	3
5	AP205BS	Applied Physics Lab	0	0	3	1.5
6	CS206ES	Programming for Problem Solving Lab	0	0	3	1.5
7	*MC209ES	Environmental Science	3	0	0	0
		<b>Total Credits</b>	<b>13</b>	<b>3</b>	<b>10</b>	<b>18</b>

**II YEAR I SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS301ES	Analog and Digital Electronics	3	0	0	3
2	CS302PC	Data Structures	3	1	0	4
3	MA303BS	Computer Oriented Statistical Methods	3	1	0	4
4	IT304PC	Computer Organization and Microprocessor	3	0	0	3
5	CS305PC	Object Oriented Programming using C++	2	0	0	2
6	CS306ES	Analog and Digital Electronics Lab	0	0	2	1
7	CS307PC	Data Structures Lab	0	0	3	1.5
8	IT308PC	IT Workshop and Microprocessor Lab	0	0	3	1.5
9	CS309PC	C++ Programming Lab	0	0	2	1
10	*MC309	Gender Sensitization Lab	0	0	2	0
		<b>Total Credits</b>	<b>14</b>	<b>2</b>	<b>12</b>	<b>21</b>

**II YEAR II SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS401PC	Discrete Mathematics	3	0	0	3



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## JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

## B.Tech. in COMPUTER SCIENCE AND ENGINEERING (ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING)

## II YEAR COURSE STRUCTURE &amp; SYLLABUS (R18)

Applicable From 2020-21 Admitted Batch

## II YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS310PC	Discrete Mathematics	3	0	0	3
2	CS302PC	Data Structures	3	1	0	4
3	MA313BS	Mathematical and Statistical Foundations	3	0	0	3
4	CS304PC	Computer Organization and Architecture	3	0	0	3
5	CS311PC	Python Programming	2	0	0	2
6	SM306MS	Business Economics & Financial Analysis	3	0	0	3
7	CS307PC	Data Structures Lab	0	0	3	1.5
8	CS312PC	Python Programming Lab	0	0	3	1.5
9	*MC309	Gender Sensitization Lab	0	0	2	0
		<b>Total Credits</b>	<b>17</b>	<b>1</b>	<b>8</b>	<b>21</b>

## II YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS416PC	Formal Language and Automata Theory	3	0	0	3
2	CS417PC	Software Engineering	3	0	0	3
3	CS403PC	Operating Systems	3	0	0	3
4	CS404PC	Database Management Systems	3	1	0	4
5	CS412PC	Object Oriented Programming using Java	3	1	0	4
6	CS406PC	Operating Systems Lab	0	0	3	1.5
7	CS407PC	Database Management Systems Lab	0	0	3	1.5
8	CS408PC	Java Programming Lab	0	0	2	1
9	*MC409	Constitution of India	3	0	0	0
		<b>Total Credits</b>	<b>18</b>	<b>2</b>	<b>8</b>	<b>21</b>



3	EC403PC	Analog and Digital Communications	3	1	0	4
4	EC404PC	Linear IC Applications	3	0	0	3
5	EC405PC	Electronic Circuit Analysis	3	0	0	3
6	EC406PC	Analog and Digital Communications Lab	0	0	3	1.5
7	EC407PC	IC Applications Lab	0	0	3	1.5
8	EC408PC	Electronic Circuit Analysis Lab	0	0	2	1
9	*MC409	Gender Sensitization Lab	0	0	2	0
		<b>Total Credits</b>	<b>15</b>	<b>2</b>	<b>10</b>	<b>21</b>

## III YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	EC501PC	Microprocessors & Microcontrollers	3	1	0	4
2	EC502PC	Data Communications and Networks	3	1	0	4
3	EC503PC	Control Systems	3	1	0	4
4	SM504MS	Business Economics & Financial Analysis	3	0	0	3
5		Professional Elective - I	3	0	0	3
6	EC505PC	Microprocessors & Microcontrollers Lab	0	0	3	1.5
7	EC506PC	Data Communications and Networks Lab	0	0	3	1.5
8	EN508HS	Advanced Communication Skills Lab	0	0	2	1
9	*MC510	Intellectual Property Rights	3	0	0	0
		<b>Total Credits</b>	<b>18</b>	<b>3</b>	<b>8</b>	<b>22</b>

## III YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	EC601PC	Antennas and Propagation	3	1	0	4
2	EC602PC	Digital Signal Processing	3	1	0	4
3	EC603PC	VLSI Design	3	1	0	4
4		Professional Elective - II	3	0	0	3
5		Open Elective - I	3	0	0	3
6	EC604PC	Digital Signal Processing Lab	0	0	3	1.5
7	EC605PC	e – CAD Lab	0	0	3	1.5
8	EC606PC	Scripting Languages Lab	0	0	2	1
9	*MC609	Environmental Science	3	0	0	0
		<b>Total Credits</b>	<b>18</b>	<b>3</b>	<b>8</b>	<b>22</b>

## IV YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	EC701PC	Microwave and Optical Communications	3	0	0	3
2		Professional Elective – III	3	0	0	3
3		Professional Elective – IV	3	0	0	3
4		Open Elective - II	3	0	0	3
5	SM702MS	Professional Practice, Law & Ethics	2	0	0	2
6	EC703PC	Microwave and Optical Communications Lab	0	0	2	1
7	EC704PC	Industrial Oriented Mini Project/ Summer Internship	0	0	0	2*
8	EC705PC	Seminar	0	0	2	1
9	EC706PC	Project Stage - I	0	0	6	3
		<b>Total Credits</b>	<b>14</b>	<b>0</b>	<b>10</b>	<b>21</b>



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## JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

B.TECH. COMPUTER SCIENCE AND ENGINEERING  
II, III, IV YEARS COURSE STRUCTURE & SYLLABUS (R16)

Applicable From 2016-17 Admitted Batch

## II YEAR I SEMESTER

S. No	Course Code	Course Title	L	T	P	Credits
1	MA301BS	Mathematics – IV	4	1	0	4
2	CS302ES	Data Structures through C++	4	0	0	4
3	CS303ES	Mathematical Foundations of Computer Science	4	0	0	4
4	CS304ES	Digital Logic Design	3	0	0	3
5	CS305ES	Object Oriented Programming through Java	3	0	0	3
6	CS306ES	Data Structures through C++ Lab	0	0	3	2
7	CS307ES	IT Workshop	0	0	3	2
8	CS308ES	Object Oriented Programming through Java Lab	0	0	3	2
9	* MC300ES	Environmental Science and Technology	3	0	0	0
		<b>Total Credits</b>	<b>21</b>	<b>1</b>	<b>9</b>	<b>24</b>

## II YEAR II SEMESTER

S. No	Course Code	Course Title	L	T	P	Credits
1	CS401BS	Computer Organization	4	0	0	4
2	CS402ES	Database Management Systems	4	0	0	4
3	CS403ES	Operating Systems	4	0	0	4
4	CS404ES	Formal Languages and Automata Theory	3	0	0	3
5	SM405MS	Business Economics and Financial Analysis	3	0	0	3
6	CS406ES	Computer Organization Lab	0	0	3	2
7	CS407ES	Database Management Systems Lab	0	0	3	2
8	CS408ES	Operating Systems Lab	0	0	3	2
9	* MC400HS	Gender Sensitization Lab	0	0	3	0
		<b>Total Credits</b>	<b>18</b>	<b>0</b>	<b>12</b>	<b>24</b>



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## JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

B.TECH. ELECTRICAL AND ELECTRONICS ENGINEERING  
II, III, IV YEARS COURSE STRUCTURE & SYLLABUS (R16)

Applicable From 2016-17 Admitted Batch

## II YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	MA301BS	Mathamatics – IV	4	1	0	4
2	EE302ES	Electromagnetic Fields	4	1	0	4
3	EE303ES	Electrical Machines-I	4	1	0	4
4	EE304ES	Network Theory	3	0	0	3
5	EE305ES	Electronic Circuits	3	0	0	3
6	EE306ES	Electrical Machines Lab - I	0	0	3	2
7	EC306ES	Electronic Devices & Circuits Lab	0	0	3	2
8	EE307ES	Networks Lab	0	0	3	2
9	*MC300ES	Environmental Science and Technology	3	0	0	0
		<b>Total Credits</b>	<b>21</b>	<b>3</b>	<b>9</b>	<b>24</b>

## II YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	EC401ES	Switching Theory & Logic Design	3	1	0	3
2	EE402ES	Power Systems - I	4	1	0	4
3	EE403ES	Electrical Machines – II	4	1	0	4
4	EE404ES	Control Systems	4	1	0	4
5	SM405MS	Business Economics and Financial Analysis	3	0	0	3
6	EE406ES	Control Systems Lab	0	0	3	2
7	EE407ES	Electrical Machines Lab - II	0	0	3	2
8	EE408ES	Electronic Circuits Lab	0	0	3	2
9	*MC400HS	Gender Sensitization Lab	0	0	3	0
		<b>Total Credits</b>	<b>18</b>	<b>4</b>	<b>12</b>	<b>24</b>



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## JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

B.TECH. ELECTRONICS AND COMMUNICATION ENGINEERING  
II, III, IV YEARS COURSE STRUCTURE & SYLLABUS (R16)

Applicable From 2016-17 Admitted Batch

## II YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	MA301BS	Mathematics – IV	4	1	0	4
2	EC302ES	Analog Electronics	4	1	0	4
3	EC303ES	Electrical Technology	4	1	0	4
4	EC304ES	Signals and Stochastic Process	3	1	0	3
5	EC305ES	Network Analysis	3	1	0	3
6	EC306ES	Electronic Devices and Circuits Lab	0	0	3	2
7	EC307ES	Basic Simulation Lab	0	0	3	2
8	EC308ES	Basic Electrical Engineering Lab	0	0	3	2
9	*MC300ES	Environmental Science and Technology	3	0	0	0
		<b>Total Credits</b>	<b>21</b>	<b>5</b>	<b>9</b>	<b>24</b>

## II YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	EC401ES	Switching Theory and Logic Design	3	1	0	3
2	EC402ES	Pulse and Digital Circuits	4	0	0	4
3	EE404ES	Control Systems	4	1	0	4
4	EC405ES	Analog Communications	4	0	0	4
5	SM405MS	Business Economics and Financial Analysis	3	0	0	3
6	EC406ES	Analog Communications Lab	0	0	3	2
7	EC407ES	Pulse and Digital Circuits Lab	0	0	3	2
8	EC408ES	Analog Electronics Lab	0	0	3	2
9	*MC400HS	Gender Sensitization Lab	0	0	3	0
		<b>Total Credits</b>	<b>18</b>	<b>2</b>	<b>12</b>	<b>24</b>



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**\*MC309/\*MC409: GENDER SENSITIZATION LAB**  
(An Activity-based Course)

B.TECH II Year II Sem.

L	T	P	C
0	0	2	0

**COURSE DESCRIPTION**

This course offers an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies, both historical and contemporary. It draws on multiple disciplines – such as literature, history, economics, psychology, sociology, philosophy, political science, anthropology and media studies – to examine cultural assumptions about sex, gender, and sexuality.

This course integrates analysis of current events through student presentations, aiming to increase awareness of contemporary and historical experiences of women, and of the multiple ways that sex and gender interact with race, class, caste, nationality and other social identities. This course also seeks to build an understanding and initiate and strengthen programmes combating gender-based violence and discrimination. The course also features several exercises and reflective activities designed to examine the concepts of gender, gender-based violence, sexuality, and rights. It will further explore the impact of gender-based violence on education, health and development.

**Objectives of the Course:**

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
- To introduce students to information about some key biological aspects of genders.
- To expose the students to debates on the politics and economics of work.
- To help students reflect critically on gender violence.
- To expose students to more egalitarian interactions between men and women.

**Learning Outcomes:**

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
- Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
- Students will acquire insight into the gendered division of labour and its relation to politics and economics.
- Men and women students and professionals will be better equipped to work and live together as equals.
- Students will develop a sense of appreciation of women in all walks of life.
- Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

**UNIT - I: UNDERSTANDING GENDER**

Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men  
- Preparing for Womanhood. Growing up Male. First lessons in Caste.



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**UNIT – II: GENDER ROLES AND RELATIONS**

Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles-Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its Consequences-Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary

**UNIT – III: GENDER AND LABOUR**

Division and Valuation of Labour-Housework: The Invisible Labor- "My Mother doesn't Work." "Share the Load."-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. -Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming

**UNIT – IV: GENDER - BASED VIOLENCE**

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No! -Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: "Chupulu".

Domestic Violence: Speaking Out/Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-"I Fought for my Life...."

**UNIT – V: GENDER AND CULTURE**

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues-Gender Sensitive Language-Gender and Popular Literature - Just Relationships: Being Together as Equals

Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks-The Brave Heart.

**Note:** Since it is interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

- *Classes will consist of a combination of activities: dialogue-based lectures, discussions, collaborative learning activities, group work and in-class assignments. Apart from the above prescribed book, Teachers can make use of any authentic materials related to the topics given in the syllabus on "Gender".*
- ☞ **ESSENTIAL READING:** The Textbook, "Towards a World of Equals: A Bilingual Textbook on Gender" written by A.Suneetha, Uma Bhrugubanda, DuggiralaVasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu published by Telugu Akademi, Telangana Government in 2015.

**ASSESSMENT AND GRADING:**

- Discussion & Classroom Participation: 20%
- Project/Assignment: 30%
- End Term Exam: 50%



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**\*MC309/\*MC409: GENDER SENSITIZATION LAB**  
(An Activity-based Course)

B.TECH II Year II Sem.

L	T	P	C
0	0	2	0

**COURSE DESCRIPTION**

This course offers an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies, both historical and contemporary. It draws on multiple disciplines – such as literature, history, economics, psychology, sociology, philosophy, political science, anthropology and media studies – to examine cultural assumptions about sex, gender, and sexuality.

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**Course Objectives:**

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
- To introduce students to information about some key biological aspects of genders.
- To expose the students to debates on the politics and economics of work.
- To help students reflect critically on gender violence.
- To expose students to more egalitarian interactions between men and women.

**Learning Outcomes:**

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
- Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
- Students will acquire insight into the gendered division of labour and its relation to politics and economics.
- Men and women students and professionals will be better equipped to work and live together as equals.
- Students will develop a sense of appreciation of women in all walks of life.
- Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

**UNIT - I: UNDERSTANDING GENDER**

Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men  
- Preparing for Womanhood. Growing up Male. First lessons in Caste.



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**UNIT – II: GENDER ROLES AND RELATIONS**

Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles-Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its Consequences-Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary

**UNIT – III: GENDER AND LABOUR**

Division and Valuation of Labour-Housework: The Invisible Labor- "My Mother doesn't Work." "Share the Load."-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. -Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming

**UNIT – IV: GENDER - BASED VIOLENCE**

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No! -Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: "*Chupulu*".  
Domestic Violence: Speaking Out Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-"I Fought for my Life...."

**UNIT – V: GENDER AND CULTURE**

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues-Gender Sensitive Language-Gender and Popular Literature - Just Relationships: Being Together as Equals  
Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks-The Brave Heart.

**Note:** Since it is Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

- *Classes will consist of a combination of activities: dialogue-based lectures, discussions, collaborative learning activities, group work and in-class assignments. Apart from the above prescribed book, Teachers can make use of any authentic materials related to the topics given in the syllabus on "Gender".*
- ⇨ **ESSENTIAL READING:** The Textbook, "*Towards a World of Equals: A Bilingual Textbook on Gender*" written by A.Suneetha, Uma Bhrugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu published by Telugu Akademi, Telangana Government in 2015.

**ASSESSMENT AND GRADING:**

- Discussion & Classroom Participation: 20%
- Project/Assignment: 30%
- End Term Exam: 50%



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**\*MC309: GENDER SENSITIZATION LAB**  
(An Activity-based Course)

B.Tech. II Year I Sem.

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**COURSE DESCRIPTION**

This course offers an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies, both historical and contemporary. It draws on multiple disciplines – such as literature, history, economics, psychology, sociology, philosophy, political science, anthropology and media studies – to examine cultural assumptions about sex, gender, and sexuality.

This course integrates analysis of current events through student presentations, aiming to increase awareness of contemporary and historical experiences of women, and of the multiple ways that sex and gender interact with race, class, caste, nationality and other social identities. This course also seeks to build an understanding and initiate and strengthen programmes combating gender-based violence and discrimination. The course also features several exercises and reflective activities designed to examine the concepts of gender, gender-based violence, sexuality, and rights. It will further explore the impact of gender-based violence on education, health and development.

**Objectives of the Course:**

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
- To introduce students to information about some key biological aspects of genders.
- To expose the students to debates on the politics and economics of work.
- To help students reflect critically on gender violence.
- To expose students to more egalitarian interactions between men and women.

**Learning Outcomes:**

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
- Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
- Students will acquire insight into the gendered division of labour and its relation to politics and economics.
- Men and women students and professionals will be better equipped to work and live together as equals.
- Students will develop a sense of appreciation of women in all walks of life.
- Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

**UNIT - I: UNDERSTANDING GENDER**

Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men  
- Preparing for Womanhood. Growing up Male. First lessons in Caste.



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**UNIT – II: GENDER ROLES AND RELATIONS**

Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles-Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its Consequences-Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary

**UNIT – III: GENDER AND LABOUR**

Division and Valuation of Labour-Housework: The Invisible Labor- "My Mother doesn't Work." "Share the Load."-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. -Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming

**UNIT – IV: GENDER - BASED VIOLENCE**

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No! -Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: "Chupulu".

Domestic Violence: Speaking Out Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-"I Fought for my Life...."

**UNIT – V: GENDER AND CULTURE**

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues-Gender Sensitive Language-Gender and Popular Literature - Just Relationships: Being Together as Equals

Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks-The Brave Heart.

**Note:** Since it is Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

➤ *Classes will consist of a combination of activities: dialogue-based lectures, discussions, collaborative learning activities, group work and in-class assignments. Apart from the above prescribed book, Teachers can make use of any authentic materials related to the topics given in the syllabus on "Gender".*

⇨ **ESSENTIAL READING:** The Textbook, "Towards a World of Equals: A Bilingual Textbook on Gender" written by A. Suneetha, Uma Bhrugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu published by Telugu Akademi, Telangana Government in 2015.

**ASSESSMENT AND GRADING:**

- Discussion & Classroom Participation: 20%
- Project/Assignment: 30%
- End Term Exam: 50%



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**\*MC409/\*MC309: GENDER SENSITIZATION LAB**  
(An Activity-based Course)

B.Tech. II Year II Sem.

L	T	P	C
0	0	2	0

**COURSE DESCRIPTION**

This course offers an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies, both historical and contemporary. It draws on multiple disciplines – such as literature, history, economics, psychology, sociology, philosophy, political science, anthropology and media studies – to examine cultural assumptions about sex, gender, and sexuality.

This course integrates analysis of current events through student presentations, aiming to increase awareness of contemporary and historical experiences of women, and of the multiple ways that sex and gender interact with race, class, caste, nationality and other social identities. This course also seeks to build an understanding and initiate and strengthen programmes combating gender-based violence and discrimination. The course also features several exercises and reflective activities designed to examine the concepts of gender, gender-based violence, sexuality, and rights. It will further explore the impact of gender-based violence on education, health and development.

**Objectives of the Course:**

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
- To introduce students to information about some key biological aspects of genders.
- To expose the students to debates on the politics and economics of work.
- To help students reflect critically on gender violence.
- To expose students to more egalitarian interactions between men and women.

**Learning Outcomes:**

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
- Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
- Students will acquire insight into the gendered division of labour and its relation to politics and economics.
- Men and women students and professionals will be better equipped to work and live together as equals.
- Students will develop a sense of appreciation of women in all walks of life.
- Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

**UNIT - I: UNDERSTANDING GENDER**

Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men  
- Preparing for Womanhood. Growing up Male. First lessons in Caste.

**UNIT – II: GENDER ROLES AND RELATIONS**

Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles-Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its Consequences-Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary

**UNIT – III: GENDER AND LABOUR**

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Division and Valuation of Labour-Housework: The Invisible Labor- "My Mother doesn't Work." "Share the Load."-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. - Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming

#### UNIT – IV: GENDER - BASED VIOLENCE

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No! -Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: "Chupulu".  
Domestic Violence: Speaking Out/Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-"I Fought for my Life...."

#### UNIT – V: GENDER AND CULTURE

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues-Gender Sensitive Language-Gender and Popular Literature - Just Relationships: Being Together as Equals  
Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks-The Brave Heart.

**Note:** Since it is Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

- **Classes will consist of a combination of activities: dialogue-based lectures, discussions, collaborative learning activities, group work and in-class assignments. Apart from the above prescribed book, Teachers can make use of any authentic materials related to the topics given in the syllabus on "Gender".**
- ◊ **ESSENTIAL READING:** The Textbook, "Towards a World of Equals: A Bilingual Textbook on Gender" written by A.Suneetha, Uma Bhrugubanda, DuggiralaVasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu published by Telugu Akademi, Telangana Government in 2015.

#### ASSESSMENT AND GRADING:

- Discussion & Classroom Participation: 20%
- Project/Assignment: 30%
- End Term Exam: 50%



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**MC400HS: GENDER SENSITIZATION LAB**

B.Tech. II Year II Sem.

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**Course Objectives:**

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
- To introduce students to information about some key biological aspects of genders.
- To expose the students to debates on the politics and economics of work.
- To help students reflect critically on gender violence.
- To expose students to more egalitarian interactions between men and women.

**Course Outcomes:**

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature, and film.
- Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
- Students will acquire insight into the gendered division of labour and its relation to politics and economics.
- Men and women students and professionals will be better equipped to work and live together as equals.
- Students will develop a sense of appreciation of women in all walks of life.
- Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

**UNIT - I**

**UNDERSTANDING GENDER**

**Gender: Why Should We Study It?** (*Towards a World of Equals: Unit -1*)

**Socialization: Making Women, Making Men** (*Towards a World of Equals: Unit -2*)

Introduction. Preparing for Womanhood. Growing up Male. First lessons in Caste. Different Masculinities.

**UNIT - II**

**GENDER AND BIOLOGY:**

**Missing Women: Sex Selection and Its Consequences** (*Towards a World of Equals: Unit -4*)

Declining Sex Ratio. Demographic Consequences.

**Gender Spectrum: Beyond the Binary** (*Towards a World of Equals: Unit -10*)

Two or Many? Struggles with Discrimination.



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**UNIT - III**

**GENDER AND LABOUR**

**Housework:** the Invisible Labour (*Towards a World of Equals: Unit -3*)

"My Mother doesn't Work." "Share the Load."

**Women's Work:** Its Politics and Economics (*Towards a World of Equals: Unit -7*)

Fact and Fiction. Unrecognized and Unaccounted work. Additional Reading: Wages and Conditions of Work.

**UNIT-IV**

**ISSUES OF VIOLENCE**

**Sexual Harassment:** Say No! (*Towards a World of Equals: Unit -6*)

Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: "Chupulu".

**Domestic Violence:** Speaking Out (*Towards a World of Equals: Unit -8*)

Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Additional Reading: New Forums for Justice.

Thinking about Sexual Violence (*Towards a World of Equals: Unit -11*)

Blaming the Victim-"I Fought for my Life...." - Additional Reading: The Caste Face of Violence.

**UNIT - V**

**GENDER: CO - EXISTENCE**

**Just Relationships:** Being Together as Equals (*Towards a World of Equals: Unit -12*)

Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Additional Reading: Rosa Parks-The Brave Heart.

**TEXTBOOK**

All the five Units in the Textbook, "*Towards a World of Equals: A Bilingual Textbook on Gender*" written by A. Suneetha, Uma Bhargubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu and published by Telugu Akademi, Hyderabad, Telangana State in the year 2015.

**Note:** Since it is an Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

**REFERENCE BOOKS:**

1. Menon, Nivedita. Seeing like a Feminist. New Delhi: Zubaan-Penguin Books, 2012
2. Abdulali Sohaila. "I Fought For My Life... and Won." Available online at: <http://www.thealternative.in/lifestyle/i-fought-for-my-lifeand-won-sohaila-abdulali/>



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**MC400HS: GENDER SENSITIZATION LAB**

B.Tech. II Year II Sem.

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**Course Objectives:**

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
- To introduce students to information about some key biological aspects of genders.
- To expose the students to debates on the politics and economics of work.
- To help students reflect critically on gender violence.
- To expose students to more egalitarian interactions between men and women.

**Course Outcomes:**

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature, and film.
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- Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

**UNIT - I****UNDERSTANDING GENDER****Gender:** Why Should We Study It? (*Towards a World of Equals: Unit -1*)**Socialization:** Making Women, Making Men (*Towards a World of Equals: Unit -2*)

Introduction. Preparing for Womanhood. Growing up Male. First lessons in Caste. Different Masculinities.

**UNIT - II****GENDER AND BIOLOGY:****Missing Women:** Sex Selection and Its Consequences (*Towards a World of Equals: Unit -4*)

Declining Sex Ratio. Demographic Consequences.

**Gender Spectrum:** Beyond the Binary (*Towards a World of Equals: Unit -10*)

Two or Many? Struggles with Discrimination.



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### UNIT - III

#### GENDER AND LABOUR

**Housework:** the Invisible Labour (*Towards a World of Equals*: Unit -3)

“My Mother doesn’t Work.” “Share the Load.”

**Women’s Work:** Its Politics and Economics (*Towards a World of Equals*: Unit -7)

Fact and Fiction. Unrecognized and Unaccounted work. Additional Reading: Wages and Conditions of Work.

### UNIT-IV

#### ISSUES OF VIOLENCE

**Sexual Harassment:** Say No! (*Towards a World of Equals*: Unit -6)

Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: “Chupulu”.

**Domestic Violence:** Speaking Out (*Towards a World of Equals*: Unit -8)

Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Additional Reading: New Forums for Justice.

Thinking about Sexual Violence (*Towards a World of Equals*: Unit -11)

Blaming the Victim-“I Fought for my Life....” - Additional Reading: The Caste Face of Violence.

### UNIT - V

#### GENDER: CO - EXISTENCE

**Just Relationships:** Being Together as Equals (*Towards a World of Equals*: Unit -12)

Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Additional Reading: Rosa Parks-The Brave Heart.

#### TEXTBOOK

All the five Units in the Textbook, “*Towards a World of Equals: A Bilingual Textbook on Gender*” written by A. Suneetha, Uma Bhrugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu and published by **Telugu Akademi, Hyderabad, Telangana State** in the year 2015.

**Note:** Since it is an Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

#### REFERENCE BOOKS:

1. Menon, Nivedita. *Seeing like a Feminist*. New Delhi: Zubaan-Penguin Books, 2012
2. Abdulali Sohaila. “*I Fought For My Life...and Won.*” Available online at: <http://www.thealternative.in/lifestyle/i-fought-for-my-lifeand-won-sohaila-abdulal/>



**MC400HS: GENDER SENSITIZATION LAB**

B.Tech. II Year II Sem.

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**Course Objectives:**

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
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**Course Outcomes:**

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- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature, and film.
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**UNIT - I****UNDERSTANDING GENDER****Gender:** Why Should We Study It? (*Towards a World of Equals: Unit -1*)**Socialization:** Making Women, Making Men (*Towards a World of Equals: Unit -2*)

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**UNIT - II****GENDER AND BIOLOGY:****Missing Women:** Sex Selection and Its Consequences (*Towards a World of Equals: Unit -4*)

Declining Sex Ratio. Demographic Consequences.

**Gender Spectrum:** Beyond the Binary (*Towards a World of Equals: Unit -10*)

Two or Many? Struggles with Discrimination.



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### UNIT - III

#### GENDER AND LABOUR

**Housework:** the Invisible Labour (*Towards a World of Equals: Unit -3*)

“My Mother doesn’t Work.” “Share the Load.”

**Women’s Work:** Its Politics and Economics (*Towards a World of Equals: Unit -7*)

Fact and Fiction. Unrecognized and Unaccounted work. Additional Reading: Wages and Conditions of Work.

### UNIT-IV

#### ISSUES OF VIOLENCE

**Sexual Harassment:** Say No! (*Towards a World of Equals: Unit -6*)

Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: “Chupulu”.

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Thinking about Sexual Violence (*Towards a World of Equals: Unit -11*)

Blaming the Victim-“I Fought for my Life....” - Additional Reading: The Caste Face of Violence.

### UNIT - V

#### GENDER: CO - EXISTENCE

**Just Relationships:** Being Together as Equals (*Towards a World of Equals: Unit -12*)

Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Additional Reading: Rosa Parks-The Brave Heart.

### TEXTBOOK

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2. Abdulali Sohaila. “*I Fought For My Life...and Won.*” Available online at: <http://www.thealternative.in/lifestyle/i-fought-for-my-lifeand-won-sohaila-abdulali/>



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