

S.V.U. COLLEGE OF ARTS

**CENTRE FOR WOMEN'S STUDIES**

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



2019-2020

SRI VENKATESWARA UNIVERSITY

TIRUPATI

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**

**SVU COLLEGE OF ARTS**

**CENTRE FOR WOMEN'S STUDIES**

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

**MISSION:**

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

**VISION OF THE CENTRE:**

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

**PROGRAMME OBJECTIVES:**

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

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

**PROGRAMME OUT COMES**

**PO- 1. Creative Thinking:**

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

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

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

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

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

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

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

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

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

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

#### **Programme Specific Outcomes (POs):**

On successful completion of M. A. Women's Studies and Management Programme, the students will be able to

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

**Appendix No: 'B' Item No: 'B-2'**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**

**SVU COLLEGE OF ARTS**

**CENTRE FOR WOMEN'S STUDIES-2018-19**

**(M.A Women's Studies and Management**

**Semester-I**

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1.	SVUWS101	Women's Studies-concepts, Principles & Issues	6	4	Core	20	80	100
2.	SVUWS102	Health and Nutritional perspectives of women	6	4		20	80	100
3.	SVUWS103	Entrepreneurship Management & Development	6	4		20	80	100
4.	SVUWS104	Computer Applications: MS-word, MS-Excel, MS-Power-point	6	4		20	80	100
5.	SVUWS105	5a. Gender, environment, climate change & livelihood (Opt-1) 5b. Gender Society and Power relations 5c. Social Process and Behavioral Issues	6	4	CF	20	80	100
6.	SVUWS106	6a. Human Values And Ethics-I 6b. Leadership values Opt-1	6	4	EF	20	80	100
<b>Total</b>			<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>

**\*All CORE Papers are Mandatory**

- **Compulsory Foundation-Choose one paper**
- **Elective Foundation-Choose one paper.**
- **Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits.**

**Semester-II**

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1.	SVUWS201	Women & Development	6	4	Core	20	80	100
2.	SVUWS202	Research methodology & SPSS	6	4		20	80	100
3.	SVUWS203	Sales and Marketing Management with focus on Gender perceptions	6	4		20	80	100
4.	SVUWS204	Skills Development Training-CLanguage, DBMS, Communication & Soft Skills	6	4		20	80	100
5.	SVUWS205	5a. Capacity building and leadership Training 5b. Gender & Media 5c. Social Work initiatives for women's development	6	4	CF	20	80	100
6.	SVUWS206	6a. Human values & Professional Ethics-II 6b. Familial values and Ethics	6	4	EF	20	80	100
<b>Total</b>			<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>

**\*All CORE Papers are Mandatory**

- **Compulsory Foundation-Choose one paper**
- **Elective Foundation-Choose one paper.**
- **Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits.**

### Semester-III

S. No	Code	Title of the Course	Credit Hrs /Week	No. of Credits	Core /Elective	IA	SEE	Total Marks	
1	SVUWS301	Gender, Science & Technology	6	4	Core	20	80	100	
2	SVUWS302	C++ & E-Commerce	6	4		20	80	100	
3	SVUWS303	Human Resource planning & Development With focus on Gender perceptions	6	4		20	80	100	
4	SVUWS304	4a	NGO Management	6	4	Generic Elective	20	80	100
		4b	Guidance & Counseling With Gender Perceptions.						
		4c	Feminist theories, Women's, Status & Empowerment.						
		4d	Women's participation in Agriculture & Allied sectors						
5	SVUWS305	5a	Gender Sensitization & Training	6	4	Open Elective	20	80	100
		5b	Gender Identity and Leadership						
		5c	Women and Governance						
<b>TOTAL</b>			<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>	

\* All CORE Papers are Mandatory

- Generic Elective - Choose two
- Open Electives are for the Students of other Departments. Minimum One Paper should be opted. Extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study.
- Interested students may register for MOOC with the approval of the concerned DDC.

### Semester-IV

S. No	Code	Title of the Course	Credit Hrs /Week	No. of Credits	Core /Elective	IA	SEE	Total Marks	
1	SVUWS401	Documentation & Project Work with Gender perception	6	4	Core	20	80	100	
2	SVUWS402	Accounting & Financial Management, Tally	6	4		20	80	100	
3	SVUWS403	Participatory learning, Extension & outreach programs & Advocacy with focus on women	6	4		20	80	100	
4	SVUWS404	4a	Legal and Human Rights of Women	6	4	Generic Elective	20	80	100
		4b	Human Resource Management With focus on Gender perceptions						
		4c	Multimedia systems						
		4d	Reproductive Health and Family Life Education						
5	SVUWS405	5a	Women & Globalization	6	4	Open Elective	20	80	100
		5b	Technical communication and computer ethics						
		5c	Gender & Mass Communication						
<b>TOTAL</b>			<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>	

\* All CORE Papers are Mandatory

- Generic Elective - Choose two
- Open Electives are for the Students of other Departments. Minimum One Paper should be opted. Extra credits may be earned by opting for more number of open electives

- depending on the interest of the student through self study.
- Interested students may register for MOOC with the approval of the concerned DDC.

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**SVU COLLEGE OF ARTS**  
**MA. WOMEN'S STUDIES AND MANAGEMENT-2019-20**  
 CO-PO Attainment in Outcome Based Education

**Semester-I**

Course Code	Course Title	No of Hours Per week	No of Credits
<b>SVUWS-101(Core)</b>	<b>Women's Studies-concepts, Principles &amp; Issues</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

1. To sharpen students' critical awareness on how gender operates in institutional and cultural contexts and in their own lives;
2. To understand the institutions of family and marriage and their influence on the status of women;
3. To give students an opportunity to participate in social change.

**UNIT- I: INTRODUCTION TO WOMEN'S STUDIES**

Definition – Meaning – Genesis – Growth – Objectives and scope of Women's Studies in India – Women's Studies – an international perspective.

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

**UNIT-II: WOMEN AND SOCIAL INSTITUTIONS**

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

**UNIT-III: GENDER CONCEPTS**

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

**UNIT-IV: ISSUES RELATED TO GIRL CHILD AND WOMEN**

Female feticide – Female infanticide – Child Marriage – Dowry – divorce – Widowhood – Prostitution – domestic violence – Problems of elderly women – Problems of single women – Marginalized and deprived. (Groups (SC/ST, Mathammas, Devadasies, women prisoners), Sexual Harassment, Violence.

**UNIT-V:**

- a) Women Movement in Andhra Pradesh and India – Dalit Women's Liberation Movement – Telangana Movement – Anti Arrack Movement – Srikakulam Movement.

- b) Women Movement in USA, U.K. and China – A birdseye View.
- c) Important Women's Organizations and Associations in India – National Organization of Women in India (Now) – All India Women's Conference (AIWC) – Women's India Association (WIA) – Indian Association for Women's Studies (IAWS) and A.P. Mahila Sangam.

**Practicals:**

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

**References:**

1. MAITHREYIRISHNA RAJ: Contribution to Women's Studies, (Bombay, SNDT, 1991).
2. MAITHREYIKRISHNA RAJ: Women Studies in India – Some Perspectives (Bombay: Popular Prakasham 1986).
3. Govt. of India : Towards Equality, Report of the Committee on the Status of women, (Ministry of Education and Social Welfare, December, 1974).
4. Govt. of India : National Perspective Plan for women 1988-2000 A.D., (Ministry of Human Resources Development, Department of Women and Child Development, 1988).
5. Paul Chowdary : Women Welfare and Development, (New Delhi L Inter India Publications 1992).
6. Rehna Ghadially (Ed.): Women in Indian Society, (New Delhi : Sage Publications, 1988).
7. Promilla Kapur: Empowering the Indian Women (Ministry of Information and Broadcasting). Govt. of India, 2001.
8. Sangeetha Purushothaman : The Empowerment of Women in India (Sage Publications, New Delhi, 1998).
9. Sakuntala Narasimhan: Empowering Women (Sage Publications, New Delhi, 1999)
10. Suzanne Williams: The Oxfam Gender training Manual Oxfam, U.K., 1994).

**Course Learning Outcomes (CLOs)**

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



4.	CO <sub>4</sub>	Apply the concepts of gender to evaluate the status of women in India;
5.	CO <sub>5</sub>	To compare the problems of different sections of Women from womb to tomb;

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

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-102 (core)	Health and Nutritional Perspectives of Women	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

1. To create awareness on the importance of Health and Nutrition for women;
2. To enlighten the students about the need to improve the quality of life of women;
3. To understand the role of women in the control of population.

### Unit-I :Nutrition andHealth

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

### Unit-II:NutritionalandHealthProgrammes

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

### Unit-III:NutritionandHealthEducation

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

#### **Unit-IV: Nutrition during different stages**

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

#### **Unit-V; Food security and food protection, food safety and hygiene**

Introduction to concepts of food security, food protection and food safety, food quality  
management, importance and functions of quality control, current challenges to food  
safety

##### **Practicals:**

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

##### **References:**

1. Swaminathan, M. –  
“*Principles of Nutrition and Dietetics*” (Bangalore: The Bangalore & Printing Publishing  
Co., Ltd., 1986).
2. NIN Publication – “*Nutritive Value of Indian Foods*” (Hyderabad: NIN, 1989).
3. Proceedings of the Nutrition Society of India Eleventh Gopalan Creation. (Hyderabad  
: NIN, 1988).
4. Shukla, P.K. – “*Nutritional Problems of India*” (New Delhi: Prentice Hall of India, 1982).
5. PARK, K –  
“*Park’s Textbook of Preventive and Social Medicine*”, (Jabalpur: Banarasidas Publishers,  
1988).
6. ICSSR – “*Health for All –  
An Alternative Strategy*” (Pune: Indian Institute of Education, 1981).
7. Reddy, P.R. and Sumangala P. (Eds.) – “*Women in Development, Vol. II*” (New Delhi  
: B.R. Publishing Corporation, 1999).
8. Mahadevan (Ed.) –  
“*Health Education for Better Quality of Life*” (New Delhi: B.R. Publications, 1990).
9. Giane Reardon –  
“*Women and AIDS Crisis*” New Edition (London: UNWIN, HYMAN, 1998).
10. Pallack Rosalind Patcheesky – “*Abortion and Women’s Choice Questions for Feminism*”  
(Verso, 1986).
11. WHO – HIV SERO “*Positivity and AIDS Prevention & Control,*”  
(New Delhi: B.R. Publishing Corporation, 1989).
12. Govt. of India –  
“*National Population Policy*”, Document (New Delhi: Ministry of Health and Family Welfare,  
India – 2000).
13. United Nations – “*IPCD Report – Cairo*” (New York: UN 1994).
14. Mahadevan et al. (Eds.) –  
“*Reproductive health of Human Kind*” (New Delhi: BR Publishing Corporation, 2000).
15. I.C.S.S.R. – “*Health for all – an Alternative Strategy*” (Pune, Indian Institute  
of Education, 1981).

16. DasGuptaMonica&KrishnanT.N.–“*WomenandHealth*”(NewDelhi:Oxford1998).

17. KrishnaRajMaithrey(Ed.)–

“*Gender,PopulationandDevelopment*”NewDelhi:Oxford1999).

**Course Learning Outcomes (CLOs)**

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

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

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-103(Core)	Entrepreneurship Management & Development	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

1. To provide the theoretical and conceptual knowledge on Entrepreneurship;
2. To provide the knowledge about the procedures involved in the organization of new enterprises;
3. To create interest and to train students in the establishment of new organizations.

**Unit – I: Entrepreneurs and Entrepreneurship** – Who is Entrepreneur? Qualities of Entrepreneur, Concept and definition of Entrepreneurship–Entrepreneurial functions–origin and growth of Entrepreneurship in India

**Unit–II: Establishing New Enterprises**–Choice of Enterprise–Market Assessment for SSE–Choice of Technology Financing, Preparation of the Business Plan.

**Unit–III: Business Plan for Entrepreneurs–**

Generating a Business idea, Developing a Business plan, Market Analysis, Financial Analysis, Realistic planning, Marketing, Costing and Pricing, Operational Management, Record-Keeping, Saving

**Unit – IV : Women and Entrepreneurship** – Concept and definition of Women Entrepreneur–Growth of women Entrepreneurship in India (Recent Trends)– Challenges before women entrepreneurs in India (SWOT Analysis)– Entrepreneurship development, the thrust areas for action– Industriale states for women Entrepreneurs (A Case study of ALEAP)

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

**Practicals:**

1. Collecting Case Studies of Women Entrepreneurs.
2. Visit to Enterprise row by women entrepreneurs and regional entrepreneurship support system.
3. Visit to Entrepreneurial Development Cell (Campus, SV University)
4. Preparation of Project Proposal for a Selected Enterprise.

**References:**

1. Siva Kama Sundari, S. “Entrepreneurship Development for Rural Women” (Vol.1) ,Asian and Pacific for Transfer of Technology, New Delhi, 1995.
2. Lalitha Rani, D– “Women Entrepreneurs” APH Publishing Corporation, New Delhi, 1999.

3. SundaraPandianM.“WomenEntrepreneurship:Issues andstrategies”,KanishkaPublishers, Distributors, New Delhi, 1999.

**Course Learning Outcomes (CLOs)**

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Define the concept of Entrepreneurship and highlight the qualities and functions of an Entrepreneur;
2.	CO <sub>2</sub>	Explain the prerequisites to establish new enterprises and prepare a blue print for the same;
3.	CO <sub>3</sub>	Demonstrate a business idea, business plan and SWOT analysis;
4.	CO <sub>4</sub>	Analyze the recent trends in growth of Women Entrepreneurship and challenges being faced by women entrepreneurs in India;
5.	CO <sub>5</sub>	Asses the management performance and successfully implement the strategies for stabilization and growth of women enterprises in India.

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

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

**Objectives of the Course:**

1. To impart the basic computer knowledge to the students;
2. To train the students to do their works such as document processing, data entry, data analysis, database Management and accessing Internet by themselves;

3. To equip students to get necessary computer knowledge to go for self-employment or get wage employment in the age of information revolution.

### **Unit– I :**

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

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

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

**Output Devices:**Monitors CRT Monitors, Flat Panel, Monitors, P.C. Projectors,SoundSystems,HardCopy,DotMatrixPrinters,InkjetPrinters,LaserPrinters,Plotters.

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

**Operating system:** Basics, Introduction, the functions of an operating system–TheUserinterface, Runningprograms, Managingfiles, Managinghardware.

**PCOperatingSystems:**MS-DOS,MicroSoftWindows,UNIX/LINUX.

### **Unit– III : MS Office**

**Introduction to M.S. Office application:** Starting an application–creating–opening–savingdocuments–printingan officedocuments.

**M.S. Word :**Introduction–entering–editing text–formatting text and pages–creating.Special word techniques– printing envelops using mail merge – object link andembeddingfeatures.

**M.S. Excel :**Introduction–Excel for data analysis, worksheet and its structure–dataentryediting–sorting, filteringandcopying.

**M.S. PowerPoint:**Introduction–building presentations–creating the presentation–creatingthetestandchartslices.Preparingcharts–customizingpresentation.Drawingslideandcreatingslideshows.

**M.S. Access :**Introduction–creating databases–tables and working with records–usingqueries–creatingForms– CreatingReports.

### **Unit– IV:OfficeAutomation:**

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

**Document Preparation:**

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

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

**Decision Support Systems:** Introduction–

spreadsheet and Graphics. Automation Organization and management, how to manage innovations in the office, Benefits of office automation.

**Unit–V: Internet**

Definition – History – Inter working – WWW – E-mail Basics – Advantages and Disadvantages – Creation of E-Mail – User IDs., Passwords and E-mail Address – Message Components– Mailer in networking–E-mail management–Search Engine –Mailing lists–News Group Computer Viruses.

**Practicals:**

- M.S. Office Package
- PowerPoint Presentation
- Mail Merge
- DOS Commands

**References:**

1. Peter Norton: “Introduction to Computers”, 4<sup>th</sup> Edition.
2. Bajaj K.K.: “Office Automation” Macmillan.
3. “Fundamentals of the internet and the WWW”: Rymond Greenlaw and Ellen Hepp, Tata Mc. Graw Hill.
4. Sanjay Saxna, “MS Office 2000 for everyone”
5. Leion and Jeon M. “Computers for everyone”
6. “Windows XP Home Edition”
7. Raghav Bahl, “Exploring MicroSoft Office XP”.
8. “Web Technologies”, Achyts Godbole and Atul Kahate, TMGH 2003

**Course Learning Outcomes (CLOs)**

S.No.	Course Number:	CO’s Description
1.	CO <sub>1</sub>	Demonstrate the knowledge on overview of Computer Systems, Input Devices, Output devices and Storing Information in a computer;
2.	CO <sub>2</sub>	Demonstrate knowledge on the basics of Operating system and computer applications;
3.	CO <sub>3</sub>	Analyses the office Automation Organization and management;

4.	CO <sub>4</sub>	Use M.S. Office application to Creating Documents, PPTs, Spread sheets and Reports;
5.	CO <sub>5</sub>	Appreciate the importance of the Computer applications and Internet usage in the integrated world for Decision making for the both Genders

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

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

**Objective of the Course:**

1. To create awareness on the linkages between environment and livelihood of women;
2. To impart knowledge on livelihood management in rural and tribal societies.

**Unit-1: Gender and Environment**

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

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



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

### **Unit–III: Environmental Degradation and Livelihoods of Tribal Women**

Environmental degradation; deforestation, climate change, depletion of water resources, gender specific consequences of environmental degradation, development, displacement and loss of livelihood, livelihood resources, rights and entitlements, exploitation of middle men and moneylenders.

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

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

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

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

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

### **References**

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

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

<b>S.No.</b>	<b>Course Number:</b>	<b>CO's Description</b>
<b>1.</b>	<b>CO<sub>1</sub></b>	Define the concepts of Gender, Environment, livelihood resources particularly those relevant for rural and tribal women;
<b>2.</b>	<b>CO<sub>2</sub></b>	Understand the impact of globalization on the loss of livelihood opportunities for rural women;

3.	CO <sub>3</sub>	Analyse the causes and consequences of environmental degradation and climate change on the livelihood levels of Tribal Women;
4.	CO <sub>4</sub>	Evaluate the role of women in ensuring sustainable development of the societies by having partnerships with government and NGOs;
5.	CO <sub>5</sub>	Define the concepts of Gender, Environment, livelihood resources particularly those relevant for rural and tribal women;

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

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-105B(Compulsory Foundation)	Gender, Society & Power Relations	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

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

**Unit-1: Introduction**

Gender role: Biological Vs Cultural Determinism, Private Vs Public Dichotomy, Existential foundation of gender- power relations, Human Development Indicators and gender disparity. **Unit-II: Gender, Family and Economy**

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

Socialization and formation of identity, social constructionist and discursive analysis of gender.

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

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

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

### **Unit-IV: Gender and Education**

Gender Disparity in Education, Gender Bias in School Curriculum, Androcentric construction of knowledge, Education goals from gender perspective.

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

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

### **References**

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

### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Explain the biological and cultural determinants of gender roles;
2.	CO <sub>2</sub>	Demonstrate the prevailing asymmetric division of labour between the two genders in the society;
3.	CO <sub>3</sub>	Illustrate gender disparities in political, economic, and legal systems;
4.	CO <sub>4</sub>	Critically evaluate Anglo centric nature of the education system in India which is biased towards women;
5.	CO <sub>5</sub>	Design policies to overcome the problems being faced by women in the patriarchal Indian society;

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

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

## Objective of the Course:

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

### Unit– I: Social Process and Issues

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

### Unit–II: Intra Personal Process

Understand Human Behavior

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

**Motivation**–Motivational Process–Maslow hierarchical theory.

### Unit–III: Inter Personal Process

**Communication** –Concept, types–Communication Model, Barriers to Effective Communication–Effective communication techniques for women.

### Unit–IV: Group and Inter Group Process

Building of rapport and mobilization of rural people–interaction with people–Group formation –Group process –Group dynamics.

### Unit–V: Organizational Process

Power dynamics – Male, female – Organizational – Culture with particular reference to women

#### Practicals:

- Practicals regarding Motivation
- Practicals regarding Communication
- Practicals regarding leadership
- Practicals regarding Conflict
- Practicals regarding Personality

#### Reference:

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

## Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Enumerate the knowledge on social process, social issues and organizational values and ethics needed for workers;
2.	CO <sub>2</sub>	Understand the basic human behavior in terms of such useful concepts as perception and motivation;
3.	CO <sub>3</sub>	Demonstrate effective communication skills needed to

		develop social and organizational culture particularly among women;
4.	CO4	Mobilize people to create groups and to build rapport among members within the group and between the groups;
5.	CO5	Evaluate the values and work ethics, personalities through Motivation

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	-	3
CO3	3	3	3	3	3	3	3	3	-	3
CO4	3	3	3	3	3	3	3	3	-	3
CO5	3	3	3	3	3	3	3	3	-	3

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

### Objectives of the Course:

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

### UNIT-I

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

#### **UNIT-II**

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

#### **UNIT-III**

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

#### **UNIT-IV**

Bhagavad Gita- (a) Niskamakarma. (b) Buddhism- The Four Noble Truths- Aryaastangamarga, (c) Jainism-

mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

#### **UNIT-V**

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

#### **Books for study:**

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

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

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

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

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-106b(ElectiveFoundation)	LEADERSHIPVALUES-I	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	



## Objective of the Course:

1. The objective of the course is to enable students to develop a theoretical understanding about concept and theories of leadership over time.
2. The course will also make them capable of realizing the behavioural approach, situational approach, leadership effectiveness; leadership across cultures;
3. To provide a hands-on leadership learning experience focusing on leadership as an outgrowth of universal values that will help as effective and ethical leaders.

**Unit-1** Leadership - concept, definition, roles and characteristics, and functions of a leader. Factors determining effectiveness of a leader, the bases of power for leadership. Power-bases of Power, power tactics; conflicts- sources, patterns, levels and strategies.

**Unit-2** Techniques of identification of leaders, types of leadership, training for leadership, methods of developing leadership. Value based leadership. Leadership across cultures. Community based leadership – Characteristics of community leaders, types of community leaders.

**Unit-3** Group Decision making and Communication: Concept and nature of decision making process; Individual versus group decision making; Nominal group technique and Delphi technique; communication effectiveness in organizations; Feedback, Improving Inter-personal Communication-Transactional Analysis and Johari Window.

**Unit-4** Concept and theories of leadership- Behavioural approach, Situational approach, Leadership effectiveness; Leadership across cultures; Organizational Development and Stress Management: Concept and determinants of organizational culture, creating, sustaining and changing organizational culture.

**Unit V-** Leadership for Sustainable Development - Disaster Risk Reduction and Management - Human Rights Education - Environmental Education: Theories of leadership and management in educational organizations - Theories of leadership and management styles including emotional intelligence - Theories and models of educational leadership (including curriculum, professional, academic, instructional and student-centered leadership)

### Suggested Readings:

- Dhama, O.P. and Bhatnagar, O.P “Extension and Communication for Development”, Oxford IBH, New Delhi.
- Harold W. Boles and James A. Davenport. “Introduction to Educational Leadership” Harper and Row Publishers, New York.
- Harold .L Nix. “Identification of leaders and their involvement in planning process” PHS-1998. Community Environmental Management Series, U.S Department of Health education and Welfare.
- Robbins, Stephen P. and Timothy A. Judge, “Organizational Behaviour”, Prentice-Hall, New Delhi.
- Robins S.P., and Mathew, M., Organizational Theory: Structure, Design and Application, Prentice Hall of India Pvt. Ltd.
- Luthans, Fred, Organizational Behaviour, McGraw-Hill, New York.
- Sekaran, Uma, Organisational Behaviour: Text and Cases, Tata McGraw-Hill Publishing Co. Ltd.

## Course Learning Outcomes (CLOs)

<b>S.No.</b>	<b>Course Number:</b>	<b>CO's Description</b>
<b>1.</b>	<b>CO<sub>1</sub></b>	Define the concept of Leadership and the bases of power for leadership;
<b>2.</b>	<b>CO<sub>2</sub></b>	Explain the types of leadership, methods of developing leadership, value based leadership, etc.
<b>3.</b>	<b>CO<sub>3</sub></b>	Demonstrate the significance of Decision making and Communication in organizations;
<b>4.</b>	<b>CO<sub>4</sub></b>	Analyze the theories of Leadership and Leadership across cultures;
<b>5.</b>	<b>CO<sub>5</sub></b>	Asses the Leadership for Sustainable Development in different facets.

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

## **SEMESTER-II**

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

**Objective of the Course:**

1. To familiarize the students with Women Development from the Gender perspective;
2. To emphasize the need for collecting, incorporating and analyzing data on women development from gender perspective;
3. To educate the students on the need for gender planning and gender budgeting

**Unit– I**

- i) Concepts and Development – Definition, meaning and scope – women and Development – Women in Development – Gender and Development
- ii) Human Development Index – Gender Development Index

**Unit–II**

Socio Economic Development of women's Development – Education, Employment, Health, Political Participation, and Mass Media Housing.

**Unit – III**

**Women's Development under Five Year Plans – Welfare Perspective (I-V) – Development Perspective (VI – VII Plan) – Empowerment Perspective (VIII plan onwards) Gender Mainstreaming**

**Unit– IV**

**Policies of Government of India for the Development of Women – National Policy for the Empowerment of women – 2001, New Economic Policy and its impact on women – 1991, Gender Budgeting.**

**Unit – V: Policies and Programmes for Women's Development:**

**Programs of State Government:** Mother and Child Tracking System (MCTS 2009), Indira Gandhi Matritva Sahyog Yojana (IGMSY 2010), (RGSEAG) Rajiv Gandhi Scheme for Empowerment of Adolescent Girls 2010, Swayamsiddha 2001, National Mission for Empowerment of Women (NMEW-2011), Swarna Jayanti Shahari Rozgar Yojana (SJRY), Indira Kranti Pathakam (Velugu) Girl Child Protection Scheme, Andhra Pradesh (GCPS-2015) Bangar Thalli-Maainti Maha Lakshmi Pathakam 2013

**Programs of Central Government:** ICDS, PMA Y (Pradhana Mantri Awaas Yojana jun 25<sup>th</sup> -2015), Nutrition Programmes for Adolescent Girls (NPAG) 2002-03, National Rural Livelihood Mission (NRLM-2011), Mahatma Gandhi National Rural

## Employment

Guarantee Scheme (MNEREGA 2005), Beti Bachao Beti Padhao Scheme 2015, DWCRA 1984, Kishori Shakti Yojna

**National Organizations:** National/State Commission for Women (NCW), National Institute of Public Cooperation and Child Development (NIPCCD), Rashtriya Mahila Kosh (RMK), Role and functions of the Dept. of Women & Child Development – Central Social Welfare Board – State Social Welfare Board

## References:

- Paul Chowdary, D. “Women Welfare and Development (A Source Book)”, Inter-India Publication, New Delhi – 1991.
- Lakshmi Devi, “Women Empowerment and Societal improvement”, Anmol Publications, Pvt. Ltd., New Delhi – 1998.
- Lakshmi Devi, “Women and Development”, Anmol Publications, Pvt. Ltd., New Delhi – 1998.
- Andal, N. “Women and Indian Society”, Rawat Publications, New Delhi – 2002.
- “Draft National Perspective Plan for Women, 1988-2000 AD”, Department of women and Child Development, Govt. of India.
- Mahadevan, “Women and Population Dynamics (Perspectives from Asian Countries)”, Sage Publications, New Delhi – 1989.
- Maithreyi Krshnaraj, “Women and Development (The Indian Experience)”, Shubhada Saraswat Prakasham, Pune, 1988.

## Course Learning Outcomes (CLOs)

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

		women development with equality and social justice.
<b>5.</b>	<b>CO<sub>5</sub></b>	Design the plans and policies to engendering the process of women development.

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

<b>Course Code</b>	<b>Course Title</b>	<b>No of</b>	<b>No of</b>
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		<b>Hours Per week</b>	<b>Credits</b>
<b>SVUWS-202(Core)</b>	<b>RESEARCH METHODS &amp; SPSS</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

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

1. To provide the theoretical and conceptual knowledge to carry out the research in social sciences;
2. To impart the knowledge of Feminism research concepts, Feminist Epistemology, Feminist stand point, Research Design and Types of Research Design.
3. To provide the knowledge in applying the simple Statistical Tools for analysis of data.

### **Unit – I : Introduction Research with special reference to**

**Women’s Studies:** Definition – Meaning – Objectives and uses of Social Science Research. definition–Meaning– Scope and significance of Research in Women’s Studies. Definition – Meaning and Functions of Research Design – Steps in Research Design – Problem formulation– Conceptualization–Hypothesis– Types of Research Design: Exploratory, Diagnostic and Experimental

### **Unit– II: Sampling**

Definition–merits and demerits of sampling–Types of Sampling–Probability Sampling– Random Sampling–Multistage Sampling– Cluster Sampling –Stratified Sampling – Systematic Sampling.

NonProbability sampling– Purposive Sampling– Convenience Sampling– Quota Sampling– Snowball Sampling.

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

Characteristics of Quantitative and Qualitative research Quantitative methods: Interview– questionnaires (Schedule).

Quantitative Methods – Observation – Participatory research – Case Studies – Focus Group – Oral History. Other Methods: Action Research.

Techniques– Scaling (Thurstone and Likert scales).

### **Unit– IV: Statistics**

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

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

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

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

**Practicals:**

- SPSS Package and usage.
- Preparation of various charts

**References:**

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

**Course Learning Outcomes (CLOs)**

S.No.	Course Number:	CO’s Description
1.	CO <sub>1</sub>	Describe the fundamentals of Research Methods in general and those in the field of Gender Studies in particular;
2.	CO <sub>2</sub>	Demonstrate the knowledge in sampling techniques needed for social science research;
3.	CO <sub>3</sub>	Analyse the differences between quantitative and qualitative research, schedules and Questionnaires and also different types of scaling techniques.





Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-203 (Core)	Sales & Marketing Management with focus on Gender Perception	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

1. To provide the theoretical and conceptual knowledge on Sales & Marketing;
2. To explain the strategic Organizational and Marketing Planning Process;
3. To provide the knowledge about the procedures involved in promotion of Sales & Marketing of new and existing enterprises;
4. To create interest and to train students in Sales & Marketing field.

#### UNIT- I

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

#### UNIT- II

Marketing Planning – Marketing Research & Information System – Demand and Sales Forecasting – Segmentation – Targeting and Positioning

#### UNIT- III

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

#### UNIT- IV

Sales Management – Goals and Functions – Salesmanship – Selling Skills – Buyer – Seller Dyads – Theories of Selling – Conceptual framework of Sales – Selling Process – Sales Territories – Routing and Setting Sales Quotas – Sales Contests, Women and Sales Management – Women and Sales Selling Skills in Women.

#### UNIT- V

Compensating Sales Personnel – Developing and Administering Sales Personnel – Motivating Sales People – Sales Evaluation – Sales Analysis – Sales Expenses Control – Sales Audit – Women in Sales and Sales and Women.

### PRACTICALS

- A Study report on Selling Skills of Women
- Case study analysis of Marketing & Sales Management



Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-204 (Core)	Skill Development Training- C Language, DBMS, Communication & Soft skills	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

1. To provide the theoretical and conceptual knowledge of Channels of communication;
2. To explain the Significance of presentation skills;
3. To provide the knowledge about C Programme basics;

#### Unit- I:

**Communication:** Meaning-Process-Barriers-principles-interpersonal communication-formal Vs. informal Communication – Critical and Lateral Channels of communication-oral communication: Public Speaking-Listening and its importance – interview – Art of Conducting Good Interview and fairing in interview – written communication: Essentials of effective written communication, Letter writing, memos, circulars, minutes, proposals, reports

#### Unit- II : Soft Skills

**Soft Skills:** Concept & Significance-presentation skills-influencing skills-negotiating skills-culture training-time management-team building skills-motivation skills-leadership skills: Definition-scope-functions and characteristics of leader – Gender issues in Leadership – Methodology adopted for Capacity building of women

#### Unit- III: 'C' Language

Introduction: History of C language – Features of C – Programme Development steps-Simple C Programme-Variables-Constants-Data Types-Arithmetic Expressions : Working with variables-understanding data types and constants—the printf function—the scanf function.

Arithmetic, Relational & Logical Operators, Increment & Decrement Operators, Conditional Operators, Bitwise Operators, Assignment Operators, Control Flow Statements: If, If-else, nested if else

Decision making : the for statement – nested for loop – the while statement – the doWhile

#### Unit-IV

Arrays-Concepts, declaration, definition, accessing elements, two dimensional array, string-concepts, declaration, definition, string functions.

Working with functions-Defining a function-arguments-local variables-returning function results – global variables.

Pointers-Concepts, declaration, definition, use of pointers, pointer to functions



Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 205 A (Compulsory Foundation)	CAPACITY BUILDING AND LEADERSHIP TRAINING	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

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

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

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

### UNIT-II: TYPES AND THEORIES OF LEADERSHIP

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

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

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

### UNIT-IV: Capacity building and structure

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

## UNIT-

### V:ROLEANDSKILLSREQUIREDFORATRAINERANDTRAININGOFTRAINERS(TOT)

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

#### REFERENCES

Web based references:

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

#### Book References:

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

#### Course Learning Outcomes (CLOs)

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



Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 205 B(CompulsoryFoundation)	GENDERANDMEDIA	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

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

**Unit1:**

Theories from cultural studies, film and gender studies, and communication studies: media and representation of femininity and masculinity. Media and construction of gender norms and stereotypes: Film screenings and discussion on Stereotypes: Portrayals of the rural woman, woman in paid employment, morality and the bad woman, popular culture and interpretation of gender.

**Unit.2:**

Critical analysis of Gender in Magazines and Newspapers. Advertising and the image of women. Women's magazines. Politics of paid news.

**Unit3:**

Internet and its social impacts. Internet and women: empowering or a tool for disempowerment.

**Unit4:**

Media, gender, and its intersections with caste and class. How social norms about gender get enacted, represented and have an impact on identity formations and communication.

**Unit5:**

Media as a socio-cultural mechanism that shapes individual and collective notions



of identity: essentially what it means to be male or female.

### References:

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

### Course Learning Outcomes (CLOs)

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

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

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

### Objectives of the Course:

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

### Unit- I

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

### Unit- II

Social Work Methods – Social Case work – Definition, Scope, Purpose, Components-Principles, Process and Approaches to Case work. – Social group work – Definition, Scope, Objectives, Purpose, Principles, Process of Social group work - Application to women in need.

### Unit- III

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

#### **Unit– IV**

Fields of Social Work–

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

#### **Unit– V**

Social work initiatives for Women– Methods and strategies–

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

#### **Practicals:**

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

Casework-Groupwork-Community Development.

#### **References:**

1. Singh D.K. & Bhartiya, A.K., Social Work- Concepts & Methods, New Royal Book Company, Lucknow.
2. Encyclopedia of Social Work in India, Ministry of welfare, Govt. of India, New Delhi, 1987.
3. Friedlander W.A., Introduction to Social Welfare, Popular Prakashan, New Delhi.
4. R.k. Upadhyay, Social Casework. Rawat publications, New Delhi
5. Sanjay Bhattacharya Social work: An Integrated Approach, Deep and Deep publications New Delhi.
6. Siddiqui H.Y. Groupwork, Theories and Practices, Rawat publications, Jaipur
7. Barger G. and Specht H., Community Organization, Columbia University Press, New York, 1969.
8. Gangrade K.D., Community Organization in India, Popular Prakashan, Bombay 1971.
9. Chaudhari D. Paul, Social Welfare Administration, Atma Ram & Sons, Delhi
10. Goel S.L. & Jain R.K. Social Welfare Administration: Theory and Practice, Vol. I & II, Deep and Deep Publications, New Delhi, 1988

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

<b>S.No.</b>	<b>Course Number:</b>	<b>CO's Description</b>
<b>1.</b>	<b>CO<sub>1</sub></b>	Define the concept of Social Work, its objectives, principles and functions in India;
<b>2.</b>	<b>CO<sub>2</sub></b>	Explain the concepts of Social Case Work and Social Group Work as well as their principles, practices and applications to solve specific problems of women;
<b>3.</b>	<b>CO<sub>3</sub></b>	Analyze the impact of Community Organization and Social Welfare Administration in augmenting the welfare levels of



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

**Objectives of the Course:**

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

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

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

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

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

**UNIT –V** Social ethics- Organ trade, Human trafficking, Human rights violation and social disparities, Feminist ethics, Surrogacy/pregnancy. Ethics of media-Impact of Newspapers, Television, Movies and Internet.

**Books for study:**

1. John S Mackenzie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
3. "Management Ethics- integrity at work" by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics

9. Manu: Manava Dharma Sastra  
of the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C. Haughton.
  10. Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol II, II and III, Varanasi, Vol I OO, 16-20, 21-32 and 74-77 only.
  11. Caraka Samhita: Tr. Dr. Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkamba Sanskrit Series office, Varanasi, II, III Vol I PP 183-191.
  12. Ethics, Theory and Contemporary Issues., Barbara Mackinnon, Wadsworth/Thomson Learning, 2001.
  13. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
  14. An Introduction to Applied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
  15. Text Book for Intermediate First Year Ethics and Human Values, Board of Intermediate Education-Telugu Akademi, Hyderabad.
  16. I.C Sharma Ethical Philosophy of India. Nagin & co Julundhar
- Course Learning Outcomes (CLOs)**

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Understand the significance of value education, the need for bestowing care for the needy and elderly persons in general and women in particular;
2.	CO <sub>2</sub>	Illustrate ethics needed for health care workers and medical professionals in the context of emerging advanced biotechnology and genetic engineering;
3.	CO <sub>3</sub>	Distinguish between ethical and unethical practices in business and apply the knowledge to maintain ethical standards in business.
4.	CO <sub>4</sub>	Judge the human responsibility towards protecting the environment, climate change, and to control pollution to maintain environmental sustainability;
5.	CO <sub>5</sub>	Create awareness in the society on social ethics, feminist ethics, ethics for responsible citizens and media for the benefit of the society as a whole.

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

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 206 B (Elective Foundation)	FAMILIAL VALUES AND ETHICS	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objective of the Course:

1. The objective of the course is to enable students to understand the family values.
2. The course will also make them capable of realizing the family structures and family dynamics;
3. To enable the students to understand the structure of families and children.

### UNIT-1

Defining family values and ethics, promoting family values, the importance of family in Indian culture. Common characteristics, Family Rituals, Family Traditions, Family Routines, Family Functions, Family Structures and Family Dynamics, Family Conflicts, Family Violence; Diversity of families: Nuclear family, Joint family, Extended family, Working Parents, Single parents, Younger parents, Foster families

## **UNIT-2**

Family Life Cycle and Development Stages: Eight development Stages in Family lifecycle- Stage 1: Married couple—Stage 2: Child bearing families—Stage 3: Families with preschool children—Stage 4: Families with school aged children-- Stage 5: Families with Teenagers—Stage 6: Families with young adults—Stage 7: Middle-aged parents in the empty nest-- Stage 8: Ageing family members; Family developmental tasks: Characteristics & Importance; Concept of Family health, Family Well-being and Family Enrichment

## **UNIT-3**

Definition, Types of Marriage, Working parents, Division of labor in Families, Factors that influence Family Dynamics, Marital Dynamics, Socialization of Children

## **UNIT-4**

Feminist and Gender Perspective on Families, Impact of Urbanization/Modernization on marriage stability and Parenting

## **UNIT-5**

Parent Child Relationship, Family Stress, Sibling Rivalry, Child Rearing Practices, Issues and Concerns of Children and Families in Rural and Urban Areas, Children in families experiencing domestic violence.

## **References**

1. Rao, Shankar C. N. (2007). Indian Society, New Delhi: SS Chand & Company Ltd
2. Lewis, David & Ravichandran, N. (2008). NGOs and Social Welfare: New Delhi: Rawat Publications.
3. Iman, R. Pittin & Omelet, H. (1985). Women and the Family, Nigeria: Codersia Book Series 4. Roy, Kalpana. (2000). Women and Child Development, New Delhi: Common Wealth Publications.
4. McCurdy Karen & Jones, Elizabeth. (2000). Supporting Families: Lessons from the Field, USA: Sage Publications.
5. Barik, S. (2011). Domestic Violence in India, Delhi: Adhyayan Publishers & Distributors
6. Gomango, S. P. (2005). Consequences of Child Maltreatment, New Delhi: Authors Press
7. Tiwari, Satish. (2000). Health and Family Welfare, Delhi: Anmol Publications Pvt. Ltd.
8. Shirwadkar, Swati. (2009). Family Violence in India: Human Rights, Issues, Actions and International Comparisons, New Delhi: Rawat Publications.
9. Patel, Tulsi. (2005). The Family in India: Structure and Practice, Delhi: Sage Publications
10. Ahuja, Ram, Crime Against Women, Jeypore: Rawat Publications.
11. Charana, Karuna, Socialization Education and Women; Expositions in Gender identity, New Delhi.
12. Chawala, Janet, Child Bearing and Culture, New Delhi: ISI, 1994.





CO4	3	3	3	3	2	3	3	3	-	3
CO5	3	3	3	3	3	3	3	3	-	3

### SEMESTER-III

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

#### Objectives of the Course:

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

#### Unit-I: Gender and Development in Science Technology and Management

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

#### Unit-II: Environment and Sustainable Development: The Gender Dimension

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

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

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

#### Unit-IV: Rural Women and Technology Development

- Women in Technology roles

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

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

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

#### **Practicals:**

- Report on Case Studies on Women and Technology

#### **References:**

- Jain, S.C., “women and Technology” – Rawat Publications, Jaipur Beghs, 1985.
- Poonacha, Veena, Coverage of Women in the Print Media: Content Analysis of the Sunday Observer, Research Centre for Women’s Studies, SNDT Women’s University, Bombay, 1988.
- Singh, Indu Prakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
- Everts, Saskia (1998). Gender and Technology: Empowering Women, Engendering Development. London: Zed Books
- Carr, Marilyn (2000). ‘Gender, Science and Technology for Development in the Context of Globalization’, in AWIS Magazine, Volume 29, Number (4) pp 13–16, Fall 2000.
- Elizabeth McGregor and Fabiola Bazi (2001) Gender Mainstreaming in Science and Technology A Reference Manual for Governments and Other Stakeholders June 2001.
- Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.
- Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004
- Malini Bhattacharya (Ed)., Women and Globalization, Tulika Books in Association of School of Women’s Studies, Jadapur University, New Delhi, 2005



Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-302(Core)	C++&E- COMMERCE	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

1. To provide the theoretical and conceptual knowledge of e-business;
2. To explain the Social, Legal, Privacy and Ethical issues;
3. To provide the knowledge about C++ Programme, C++ Programming basics;
4. To create interest and to train students in OOPS Concepts.

### Unit-1

Introduction: Concept of E-Commerce – Features – Driving forces – Benefits and limitations – Applications of E-commerce – B2B and B2C models of E-commerce – E-Commerce vs. E-Business – Regulatory framework – Future of E-commerce.

### Unit-2

Issues in E-Commerce: Social issues - Legal issues – Privacy issues - Ethical issues – IPR issue. E-Commerce Applications: Advertising – Supply chain management – Marketing research – Financial services – Publishing – Entertainment - Retailing – Trading stocks. (Theory only)

### Unit-3: Introduction to C++

**Introduction:** What is object-oriented programming? Why do we need object-oriented programming characteristics of object-oriented languages, Structure Programming vs object-oriented Programming, Difference between C & C++, Structure of C++ Programme, C++ Programming basics, Variables, Constants, Datatypes, Header files, Manipulators.

### Unit-4

**Control Flow Statements:** If, If-else, nested if else – Decision making: the for statement – the while statement – the do While- Switch Statements – go to statements – break statements.

### Functions:

Returning values from functions, Reference arguments, Overloaded function.



Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-303(Core)	HUMAN RESOURCE PLANNING & DEVELOPMENT WITH FOCUS ON GENDER PERCEPTIONS	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

1. To provide the conceptual and theoretical knowledge on Human Resources;
2. To train the students in the Management of Human Resources;
3. To ascertain the role of women in Human Resource Management and performance appraisal.

#### Unit-I: Basics of Human Resource Planning

Introduction to HRP System – The Emerging Context – Process and Functions of Human Resource Planning – Methods and Techniques: Demand Management – Methods and Techniques: Supply management – Contemporary Trends in Managing Demand and Supply

#### Unit-II: Approaches to Analyzing Job & Key Human Resource Practices

Job Analysis – Changing Nature of Roles – Job Evaluation: Concepts and Methods – Competency Approaches to Job Analysis  
 Recruitment – Gender Sensitivity in Recruitment – Selection – Orientation – Career and Succession Planning – Performance Appraisal

#### Unit- III: HRD : CONCEPT AND DESIGNING SYSTEM

The Process and System of HRD, Status and Role of Women in HRD Career and Career System,  
 Designing the training and development programs  
 Gender Sensitivity in Development Function.

#### Unit-IV: HRD SYSTEMS AND PROFESSION

Reward System  
 Self-Renewal  
 System Professionalization of HRD  
 HRD Strategies and Experiences

#### Unit-V: ROLE AND RESPONSIBILITIES OF HRD MANAGERS

Role of HRD Manager -case studies of women managers  
 Making HRD Facilitator

HRD Interventions

Trade Unions role in HRD

**PRACTICALS:**

- 1) Case Studies (National and International)
- 2) Reports of Case Study Analysis

**REFERENCES:**

1. David A. Decenzo and Stephen P. Robbins: PERSONNEL/HRM
2. MNRudra Basava Raj, DYNAMIC PERSONNEL ADMINISTRATION, Himalaya Publishing House
3. Gary Dessler HUMAN RESOURCE MANAGEMENT Prentice Hall India Pvt. Lmt.
4. Biswajeet Pattanayak: HUMAN RESOURCE MANAGEMENT, (Prentice Hall of India)
5. Robert L. Mathis, et. al: HUMAN RESOURCE MANAGEMENT, (Thomson Learning)
6. Biswajeet Pattanayak: HUMAN RESOURCE MANAGEMENT, (Prentice Hall of India)
7. David A. Decenzo and Stephen P. Robbins: PERSONNEL/HUMAN RESOURCE MANAGEMENT (Prentice Hall of India)
8. Srinivas RK andula: STRATEGIC HUMAN RESOURCE MANAGEMENT, (Prentice Hall)
9. T.V. Rao, "Alternative Approaches and Strategies of Human Resource Development" – Rawat Publications, Jaipur, 1988  
Madan Mohan Varma, "Human Resource Development" – Gitanjali Publishing House, 1988
10. Garden, McBeath, Organization And Man power planning (Business Books)
11. Thornes H. Pattern: MANPOWER PLANNING AND DEVELOPMENT OF HUMAN RESOURCES, (John Wiley)

**Course Learning Outcomes (CLOs)**

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Demonstrate the emerging issues in Human Resources management with focus on women;
2.	CO <sub>2</sub>	Explain the process of planning human resources, recruitment and training with particular emphasis on women;
3.	CO <sub>3</sub>	Apply the techniques of Competence mapping and Performance Appraisal with Gender sensitivity to improve the work culture among the employees;
4.	CO <sub>4</sub>	Analyze different methods employed for the development of



		human resources particularly those of women;
<b>5.</b>	<b>CO<sub>5</sub></b>	Enumerate the success stories of women entrepreneurs and managers

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

<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours Per</b>	<b>No of Credits</b>
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		<b>week</b>	
<b>SVUWS- 304A( Generic Elective)</b>	<b>NGO MANAGEMENT</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objective of the Course:**

1. To analyse the theoretical basis of Development of Women and Women Empowerment;
2. To appraise the recommendations of various Committees and Commissions appointed for development of women;
3. To evaluate the contribution of plethora of women specific development programmes on the development of women and women empowerment in the country.

**Unit- I: Voluntarism and Social Action**

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

**Unit-II: Formation & Registration of NGO**

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

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

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

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

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

**Unit-V: Monitoring and Evaluation**

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

**Practicals:**

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

**References:**

1. Reider Date 2003, organizations & Development- Strategies Structures & Process, Sage Publications, New Delhi
2. B.K. Prasad-2004, NGOS & Development, Anmol Publications Private Limited- New Delhi, 2004
3. ICSSR, Foreign funding, NGOs in India

4. Johnfarrinton,et.al.,NGOandtheStateinAsia,London:Routledge,1993
5. Lawani,B.T.NGOsinDevelopment,Jaipur;RawatPublication,1999
6. KatarSingh,RuralDevelopment:Principles,PoliciesandManagement,sagePublications,NewDelhi,1999
7. Vijay Padaki Ed.Development Intervention & ProgrammeEvaluation,New Delhi:sagePublications,NewDelhi, 1999
8. MachaelNortonandMurrayCulshaw,GettingStartedinfundraising,sagePublications,NewDelhi,2000
9. JohnG.Sommer,EmpoweringtheOppressed:GrassrootsAdvocacyMovementsinIndia,SagePublications,NewDelhi, 2001.
10. M.L.Dantwala,HarshSethi,PravinVisaria(Eds.),SocialChangethroughVoluntaryAction,SagePublications,NewDelhi, 1998.
11. VoluntaryActionNetworkIndia,Non-GovernmentalOrganisationGuidelinesforGoodPolicyandPractice, NewDelhi:Vani, 1995.

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

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

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

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

### Objectives of the Course:

1. To provide the students with sound technical knowledge on guidance;
2. To develop the capacity of the students to tackle the problems that they may encounter during the course of their professional career.
3. To incorporate gender perspectives in guidance and counselling.

### Unit-I :Guidance

- i) Meaning, Scope, Purpose, functions and role of guidance, principles underlying guidance, Historical Development of Guidance
- ii) Types of services in a guidance programme:
  - a) Appraisal Service— Observation, interview, autobiography. Cumulative record, test data, socio-metric techniques.
  - b) Informational Service- purpose, types, principles and material involved, Career Planning and Placement Service.

### Unit- II :Counselling

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

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

**Unit– III :Counselling Theories**

- i) Trait-factor, Client-centered, Eclectic counseling, Behavioural Counselling, Rationale motive, Reciprocal inhibition, existentialism.
- ii) Role of non-verbal communication in counseling.

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

- (i) Concept, Characteristics, individual Vs Group Techniques; Similarities and Differences; Advantages and limitations.
- ii) General principles of evaluation of guidance and counseling programme, Major approaches, concept of accountability.
- iii) Guidance and counseling to women & adolescent girls.

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

**PRACTICALS:**

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

**References:**

1. Narayana Rao, “Counselling and Guidance”–2<sup>nd</sup> Edition, Tata Mc. Graw-Hill Publishing Ltd., New Delhi, 2000.
2. Masch. “Principles of Guidance and counseling”–Sarup and Sons, New Delhi, 2000.
3. Sitaram Jayaswal. “Guidance and Counselling–An eclectic approach”–Prakash Kendra, Lucknow, 1990.
4. Kukhopadhyaya, “Guidance and Counseling”–(A Manual), Himalaya Publishing House Ltd., New Delhi, 1989.
5. Swadesh Mohan, “Career Development in India”-Vikas Publishing House Pvt. Ltd., New Delhi, 1998.
6. Adams, James, F. “Problems in Counseling”–The Macmillan Co., New York, 1970.
7. Hansen, James, C. “Counseling Process and Procedure”–Macmillan Co., New York, 1978.
8. Johnson Dorothy, E. and Mary Vestermark, J. “Barriers and Hazards in Counseling”–Houghton Mifflin Co., Boston, 1970.
9. Kaur, Surajit, “Fundamentals of Counseling”–Sterling Publishers, New Delhi, 1971.
10. Kochhar, K. “Educational and Vocational Guidance in Secondary Schools”, Sterling Publishers, New Delhi, 1976.
11. Krumboltz, John D and Carl E. Tharansen, “Counseling Methods”–Holt, Rinehart, Winston, New York, 1976.
12. Pepinsky, Harold B. and Pauline Nichols Pepinsky, “Counseling, Theory and Practice”

- ices”–TheRonaldPressCo., NewYork, 1954.
13. Shertzer,B.andStones,C.“FundamentalsofGuidance”– HoughtonMifflinCo.,Boston,1976.
  14. Shertzer,B.andStones,C.“FundamentalsofCounselling” – HoughtonMifflinCo.,Boston,1976.
  15. Waters,Jane,“Techniquesof Counselling”– McGrawHill BookCo.,NewYork,1965.
  16. Brammer,L.M.andShatram,E.L.“TherapeuticPsychology”NewDelhi,Prentice –HallofIndia,1968.
  17. Fuster,“CounsellinginIndia”,NewYork:TheMacmillan and Co.,1964.
  18. Goldman, L.“UsingTestsin Counselling”,NewYork, AppletonCentryCrafts,1971.
  19. Jones,A.J.and Steward,N.B.“PrinciplesofGuidance”Tata – McGrawHill,Bombay,1970.
  20. Kemp,Gratoon,C.“FoundationsofGroup Counselling”,McGrawHillBookCo.,NewYork,1970.
  21. Krumboltz,JohnD.TharesenCarl,E.“BehaviouralCounselling”– Holt,RinehartandWinstonInc.,NewYork, 1966.
  22. Miler,F.W.“GuidancePrinciplesandServices”CharlesOhio,F.merrilPublishing Co.,Columbus,1968.
  23. Miller,Carol,H.“FoundationsofGuidance”– Harper and RowPublishers,NewYork,1971.
  24. Ohlsen,Merie,M “GroupCounselling”– HoldRinchartandWinstoninc.,NewYork,1970.
  25. Parricha,Prem,“GuidanceandCounsellinginIndianHigherEducation”NCERT,New Delhi,1976.
  26. Tolber,“CounsellingforCareer Development”–Houghton MifflinCo.,Boston,1973.

### **Journals:**

1. BritishJournalofGuidance.
2. CounsellingPsychologist.
3. IndianJournalofClinicalPsychology.
4. JournalofCounsellingPsychology.
5. PersonnelandGuidance.
6. TheSchoolCounsellor.
7. JournalofCommunityGuidanceandResearch.

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

4.	CO4	Compare the Individual and Group Techniques of counselling and reiterate the need for counselling women and adolescence girls;
5.	CO5	Prepare a model project proposal taking a critical case study for guidance and counselling.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	3	-	3
CO2	3	3	3	3	3	3	3	3-	-	3
CO3	3	3	3	3	3	3	3	3	-	3
CO4	3	3	3	3	3	3	3	3	-	3
CO5	3	3	3	3	3	3	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS- 304C (Generic Elective)	FEMINIST THEORIES, THOUGHT AND WOMEN'S STATUS	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the Course:**

1. To define the concept of Feminism and its evolution over the period of time;
2. To gain knowledge on theories of feminism and their application to the real world situation;
3. To understand various streams of Feminism evolved over the period of time;

**UNIT-1 Historical Overview of Feminist Theories**

Concepts and Definition of Feminism, Types of Feminism, Phase of Feminism, First Wave, Second Wave and Third Wave Feminism, Historical Development of

Liberal Feminist Thought, Rationality-Political Philosophy-  
Feminist thoughts of Mary Wollstone, Craft, Harriet Taylor, J.S. Mill and Betty Friedan.

### **UNIT–II Status of Women in India**

Position and status of Women in Indian society. Sex Ratio: Definition – Sex ratio in India, Factors responsible for adverse sex ratio in India, Consequences of adverse sex ratio, measures to achieve the balance between the sexes.

### **Unit-III Educational Status of women**

Recent trends in women's Education, Gender Inequality in Education, Vocational Training, Adult Literacy, And Non-Formal Education, Women in Science and Information Technology.

### **Unit-IV Economic Status of women**

Role Of Women In Economic Development, Female Labour Force India, Declining Trend In Female Work Participation Rates- Causes, Measures To Improve Work-Participation Rates.

### **Unit-V Women in various sectors**

Women in Management & Administration, Politics, Judiciary, Governance, and Banking Sector

### **Recommended Readings:**

- Quill Ahmad, Mohammedan Law (Allahabad: Central Law Agency, 1992)
- Goordass Benerjee. The Hindu Law of Marriage and Stridhana. (Delhi: Mittal Publication, 1984)
- Yadav. C.P: Encyclopedia of Women's problems and their remedies
- Sharma Kanta: Women's role in the family
- M.K. Roy: Violence against Women
- Kumar Raj: Women and Marriage.
- Sushma & Srivastava: Women and Family Welfare
- Chandrakavate M.S., "The SHG model of microfinance: A salient movement towards empowering rural women", Southern Economist, Vol.44, No. 17, January 2006, p. 31-32.
- Gladis Mary John (2008) "Women Empowerment Through Self Help Groups" Southern Economist March 1 2008
- Government of Andhra Pradesh (2009-2010), 'Socio-economic Survey Report', Hyderabad.
- K.G. Karmakar, "Rural credit and self help groups- Microfinance needs and concepts in India", New Delhi, Sage Publication India Pvt. Ltd., 2003, p.231.

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

<b>S.No.</b>	<b>Course Number:</b>	<b>CO's Description</b>
<b>1.</b>	<b>CO1</b>	Trace waves of Feminism originated in different parts of the world in a historical perspective;



2.	CO <sub>2</sub>	Gain knowledge on the important theories of Feminism including that of Marx;
3.	CO <sub>3</sub>	Explain the theories of Radical Feminism and their impact on the Feminist movement in the world;
4.	CO <sub>4</sub>	Evaluate the relevance of 'Psycho analytic' and 'Existentialist Feminism' to the real world conditions;
5.	CO <sub>5</sub>	Combine several Post-modern concepts of Feminism such as Eco Feminism, Dalit Feminism etc., with Modern Feminism discussed in the Telugu literature.

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

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-304D(Generic Elective)	Women's Participation in Agriculture and Allied Sector	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

1. To provide the theoretical and conceptual knowledge on Status and Role of Women in Agriculture;
2. To explain the Women farmer collectives;
3. To provide the knowledge about the statistics of Women in the Agricultural Labour Force;
4. To create interest to know about women land rights.

### Unit- I

Definition of Farmer, Status of Women in Agriculture, the Role of Women in Agriculture and allied fields - cattle management, Milking, Fodder Collection, Poultry farming.

## **Unit-II**

Women farmer collectives, cooperatives, Entitlements and support to women in farming, participation of farm women in agricultural operations.

## **Unit- III**

Women in the Agricultural Labour Force, Economically Active Population in Agriculture, Time Spent in Agricultural Activities, Women's Contribution To Agricultural Production.

## **Unit-IV**

women land rights, need for legal provision, land purchase & land lease, land audit

## **Unit-V**

Policies and Programmes for Women in Agriculture - National Health Policy, 1982

ii) Technology Policy Statement, 1983, (iii) National Policy on Education, 1986, (iv) National Water Policy, 1987 (v) National Forest Policy, 1988, (vi) New Industrial Policy, 1991, (vii) National Nutrition Policy, 1993 (viii) National Housing Policy, 1994, (ix) National Population Policy, 2000, (x) National Agriculture Policy, 2000.

### **References:**

- Addati, L. and N. Cassirer. 2008. Equal sharing of responsibilities between women and men, including care giving in the context of HIV/AIDS. Paper prepared for the Expert Group meeting on the equal sharing of responsibilities between women and men, including care giving in the context of HIV/AIDS, organized by the United Nations Division for the Advancement of Women, Geneva.
- Anriquez, G. 2010. Demystifying the Agricultural Feminization Myth and the Gender Burden. Background paper prepared for The State of Food and Agriculture 2011.
- Deere, C.D., 1982. The Division of Labor by Sex in Agriculture: A Peruvian Case Study. *Economic Development and Cultural Change*, 30(4):795-811.
- Deere, C.D. 2005. The Feminization of Agriculture? Economic Restructuring in Rural Latin America. United Nations Research Institute for Social Development, Occasional Paper
- Doss, C. 2010. If Women Hold up Half the Sky, How Much of the World's Food do they Produce? Background paper prepared for the State of Food and Agriculture 2010.
- Eaton, C. and Shepherd, A. W. 2001. Contract Farming: Partnership for Growth, FAO Agricultural Services Bulletin 145, Food and Agricultural Organization, Rome.
- FAO/GSO/MoP. 2010. National Gender Profile of Agricultural Households, 2010. Report based on the 2008 Cambodia Socio-Economic Survey. Food and Agriculture Organization of the United Nations, Rome and General Statistics Office and Ministry of Planning, Phnom Penh.
- FAO/MAF. 2010. National Gender Profile of Agricultural Households, 2010. Report based on the Lao Expenditure and Consumption Surveys, National Agricultural Census and the National Population Census. Food and Agriculture Organization of the United Nations, Rome and Ministry of Agriculture and Forestry, Vientiane.



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

### Objectives of the Course:

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

#### UNIT-I: Conceptual Framework of Training

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

#### UNIT-II: Training Methods and Techniques

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

#### UNIT-III: Gender Components of Training Strategy

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

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

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

#### UNIT-V: Livelihood Management

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

#### Class Room Activity

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

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

- *Gender Analysis Framework*: <http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdf>
- Murthy Ranjani K. 2001. *Building Women's Capacities*. New Delhi: Sage Publications



COs	3	3	3	3	3	3	3	3	-	3
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Course Code	Course Title	No of Hours Per week	No of Credits
<b>SVUWS- 305 B (Open Elective)</b>	<b>GENDER IDENTITY AND LEADERSHIP</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectiveness of the Course

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

#### UNIT – I

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

#### UNIT – II

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

#### UNIT – III

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

#### UNIT – IV

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

#### UNIT – V

Psychodynamic Approach and Leadership Ethics – Net 1 + Work.

#### References:

- Bina Agarwal (1994) *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge University Press.
- Bina Agarwal, Jane Humphries and Ingrid Robeyns (ed) (2006) *Capabilities, Freedom and Equality: Amartya Sen's Work from a Gender Perspective*, New Delhi, Oxford University Press.
- Dorothy P. Moore & E. Holly Buttner (1997) *Women Entrepreneurs: Moving Beyond the Glass Ceiling*, New Delhi, Sage Publication.
- Gary N. Pwell (ed) (1999) *Handbook of Gender & Work*, New Delhi, Sage Publications.
- Mats Alvesson & Yvonne Due Billing (1997) *Understanding*



Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-305C (open elective)	WOMEN AND GOVERNANCE	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectiveness of the Course:**

1. To impart knowledge to the students on the need for and current status of women's participation in politics and administration;
2. To identify the factors responsible for abysmally low levels of representation of women in political and governance domains;
3. To enumerate the interventional measures initiated in India to augment women's representation in politics and governance;
4. To suggest remedial measures to improve the participation of women in political and governance institutions at national, state and local levels.

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

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

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

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

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

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

**Unit-IV: GovernancethroughDemocraticDecentralization**

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



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

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

### Recommended Readings:

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

### Course Learning Outcomes (CLOs)

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

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

**SEMESTER-IV**

<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours Per week</b>	<b>No of Credits</b>
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<b>SVUWS-401 (Core)</b>	<b>DOCUMENTATION &amp; PROJECT WORK WITH GENDER PERCEPTION</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

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

### Action Plan:

Duration : 30 Days for Data Collection

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

Area of study : Depending upon the topic selected.

### Preparation of Time Plan:

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

### Evaluation Process

S. No	Particulars	Assessment	Marks
1	Seminar	Internal	20
2	Dissertation	Report evaluation	50
3	Viva-voce Examination	Dept. Committee with external member	30
<b>Total -100</b>			

### Course Learning Outcomes (CLOs)

S.No.	Course	CO's Description
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	<b>Number:</b>	
<b>1.</b>	<b>CO<sub>1</sub></b>	Have a thorough understanding of the theoretical and empirical literature on the topic chosen for the project
<b>2.</b>	<b>CO<sub>2</sub></b>	Design an interview schedule/Questionnaire for collecting data from the sample or census units
<b>3.</b>	<b>CO<sub>3</sub></b>	Collect necessary data, edit, analyse and interpret the results of the study
<b>4.</b>	<b>CO<sub>4</sub></b>	Draft a research report based on the findings of the study and they get it ready for presentation
<b>5.</b>	<b>CO<sub>5</sub></b>	Defend successfully any query raised by the examiners or give clarifications on the doubts raised by the examiners

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

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<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours Per week</b>	<b>No of Credits</b>
<b>SVUWS-402 (Core)</b>	<b>ACCOUNTING AND FINANCIAL MANAGEMENT &amp; TALLY</b>	<b>06</b>	<b>4</b>
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the course

- To train the students in maintenance of Accounts.

- To orient and teach them Accounts and Financial Management.

## **UNIT– I**

Introduction – Meaning – Principles – Concepts – Conventions – Functions of Accounting – Double Entry System – Classification of Accounts – Ledger Postings – Subsidiary Books – Trail Balance – Three Column Cash Book, Importance of Accounting and Finance Management for Women Entrepreneurs

## **UNIT– II**

Bank Reconciliation Statement – Preparation of Final Accounts – Trading, Profit and Loss Account and Balance Sheet Adjustments

## **UNIT– III**

Financial Management – Introduction – Scope of Finance – Functions of Finance – Objectives of Financial Management – Organization of Finance Function – Role of Financial Manager – Operating and Financial Leverages – EBTI – EPS Analysis – Computation of Leverages – Budgeting and Budget Control – Women in Finance Management

## **UNIT– IV**

Management of Working Capital – Concepts – Need for Working Capital – Operating Cycle – Financing of Working Capital Needs – Estimation of Working Capital Requirements – Investment Appraisal – New, Types, Methods and Limitations.

## **UNIT– V**

Features and Importance of Tally – Components of Gateway of Tally – Creation of a Company – Creating, Displaying and altering Single or Multiple Ledgers – Groups and Accounting Vouchers – Display of Financial Statements – Inventory Masters – Configuration

– Creating, Displaying and Altering Single or Multiple Stock Groups – Stock Categories – Unit of Measure – Stock Godowns – Stock Items and Inventory Vouchers – Display of Inventory Reports – maintenance of Out standings – Calculating Interests – Maintenance of Budgets VAT: Concept and Classification – Configuration – Creation of Ledgers – Voucher Entries for Single and Multiple Ledgers – VAT rates – VAT on Imports and Exports – VAT Computations and Reports – TDS: Configuration – Creation of Ledgers and Vouchers for Deductions, Payments, Deposits and Advances – TDS Reports – TCS: Configuration – Creation of Ledgers and Vouchers for Collections, Receipts, and Advances – TCS Reports – ST: Configuration – Creation of Ledgers and Vouchers for Service Providers, Service Users and Advances – ST Reports – FBT – Configuration – Creation of Ledgers and Vouchers – FBT Reports, Women and Computer Accounts skills

## REFERENCES

1. Jain and Narang, "INTRODUCTION TO ACCOUNTANCY", Kalyani Publications
2. R.L. Gupta, "ADVANCED ACCOUNTANCY", Kalyani Publications
3. Nandhani A.K. and Nandhani K.K., "IMPLEMENTING TALLY 7.2", BPB Publications, New Delhi
4. Kiran Kumar, K., "TALLY 6.3", Lasya Publishers, Hyderabad

## Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Define the Concepts, Conventions, Functions of Accounting and Double Entry System;
2.	CO <sub>2</sub>	Explain the Bank Reconciliation Statement, Preparation of Final Accounts;
3.	CO <sub>3</sub>	Demonstrate Financial Manager's role, Operating and Financial Leverages;
4.	CO <sub>4</sub>	Analyse the Estimation of Working Capital Requirements;
5.	CO <sub>5</sub>	Asses the importance of Tally, components of Gateway of Tally.

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

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-403 (Core)	Participatory learning, Extension and Outreach	06	4

	<b>programmes &amp; Advocacy, with focus on women</b>		
Sessional Marks: 20		End Semester Examination Marks: 80	

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

1. To understand the changing concept of extension, objectives and functions of Extension; a
2. To expose the students to outreach programmes to interact with the community;
3. To impart the techniques of planning, implementation, monitoring and assessment of extension activities.

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

Extension work – Meaning – Scope needs and methods.

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

: Building rapport – Mobilization of rural people – Interaction with people, Government and NGOs. – Extension and Communication – Motivation and skill development specific to extension work – professional – Women and Extension for Community Development.

### **Unit-II: Support Structures and their Functions**

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

**UNIT – III: Participatory Extension:** Introduction to concepts and approaches – importance, key features, principles and process of participatory approaches – different participatory approaches (RRA, PRA, PLA, AEA, PALM, PAR, PAME, ESRE, FPR) and successful models.

### **Unit-IV:**

**Participatory tools and techniques** – Space-related Methods: Villagemap (Social & resource) – Time related methods: Time line, trend analysis, seasonal diagram – Daily activities schedule, dream map.

### **UNIT- V:**

Preparation of participatory action plans – concept and action plan preparation – participatory technology development and dissemination – participatory planning and management - phases and steps in planning and implementation – process monitoring, participatory evaluation.

## References:

1. Albroosht, H. Et. al. (1989): Rural Development Series: Agricultural Extension Vol. 1 & II Basic Concepts and Methods, Wiley Eastern Limited, New Delhi.
  2. Chaubey, B.K. (1979): A Handbook of Education Extension, Jyoti Prakashan, Allahabad.
  3. Dahama, O.P. and Bhatnagar, O.P. (1987): Education and Communication for Development, Oxford and IBH Publishing Co., Pvt. Ltd., New Delhi.
  4. Extension Education in Community Development (1961): Ministry of Food and Agriculture, Government of India, New Delhi.
  5. Pankajam, G. (2000): Extension – Third Dimension of Education, Gyan Publishing House, New Delhi.
  6. Ray, G.L. (1999): Extension Communication and Management, Naya Prakash, Calcutta.
  7. Reddy, A. (1997) Extension Education, Sree Lakshmi Press, Bapatla.
  8. Waghmare, S.K. (1989): Exploring of Extension Excellence, Multi Tech. Publishing Company.
  9. Birtha Mikkelsen: Methods of Development work and Research (New Delhi, Sage, 1995).
  10. Adhikary, "Participatory Planning and Project Management In Extension Science",
  11. Agrotech Publication Academy
  12. Mukharjee N. "Participatory Learning and Action", Concept Publishing Company, New Delhi.
  13. Mukharjee Amitava, "Participatory Rural Appraisal – Methods and Applications in Rural Planning", Concept Publishing Company, New Delhi.
  14. Mukharjee Neela "Participatory Learning and Action With 100 Field Methods", Concept Publishing Company, New Delhi.
  15. Mukharjee Neela "Participatory Rural Appraisal And Questionnaire Survey", Concept Publishing Company, New Delhi.
  16. Singh BK, "PRA/PAL AND PARTICIPATORY TRAINING" Adhyayan Publication & Distribution.
- Somesh Kumar, "Methods for Community Participation" Vistaar Publications

## Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Understand the evolving concept of extension, principles and functions of extension work.
2.	CO <sub>2</sub>	Learn the procedures to approach the supporting agencies such as DRDA, CAPART, NIRD to pursue the third dimension of university education, Extension;
3.	CO <sub>3</sub>	Apply the principles of Participatory Extension in rural areas and to the needy people;



4.	CO <sub>4</sub>	Demonstrate different tools and techniques of Participatory Extension to achieve desired results;
5.	CO <sub>5</sub>	Evaluate the success of the extension activities for generating sustainable outcomes.

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

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-404 A (Generic Elective)	LEGAL AND HUMAN RIGHTS OF WOMEN	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

**Objectives of the course:**

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

**Unit-I: Constitutional Rights of Women**

Fundamental Rights, Fundamental duties and Directive Principles of State Policy.

**Unit- II: Women and Marital Rights**

- i. Birds eye view of laws related to marital rights of a women with regard to

- their individual religious, Hindus, Muslims, Christians and Parsi—  
 Marriage, Divorce, Maintenance, Adoption, Guardianship and Property.  
 ii. Family Courts Act 1986.

### **Unit–III: Salient Features and Provisions related to women in Criminal Laws**

IPC and CRPC—Dowry Prohibition Act. 1961—  
 Immoral Traffic Prevention Act (Amendment) 1986 – Indecent representation of  
 women (prohibition) Act 1986 – MTP 1971 & Pre-natal diagnostic techniques  
 (Prevention and regulation or misuse) Act – Commission of Sati (Prevention)  
 Act 1987 – Gender issues in crimes – Domestic Violence Bill–2002–  
 Sexual Harassment and related issues--Surrogate Motherhood  
 –legal perspectives.

### **Unit–IV: Laws related to Women’s Working conditions**

Minimum Wage Act 1948– Equal Remuneration Act 1976– Maternity Benefit  
 Act 1961 Factories Act 1948– Juvenile Justice Act.

### **Unit–V: Women and Human Rights and the Enforcement Machinery**

Definition and enforcement of human rights for women and children–UN Convention  
 –CEDAW–National and State Commission for Women–Maithri Sangam–  
 Lok Adalats

### **References:**

1. Quil Ahmad, “Mohammedan Law” – (Allahabad: Central Law Agency, 1992).
2. Goroodass Benerjee, “The Hindu Law of Marriage and Stridhana” –  
 Delhi: Mittal Publications, 1984.
3. Vepa P. Sarathi, “Law of Evidence” – Lucknow: Eastern Book Company, 1989.
4. K. Sharma, “Divorce Law in India” – New Delhi : Deep and Deep  
 Publications, 1990.
5. Dwarakanath Mitter, “The Position of Women in Hindu Law” – New Delhi :  
 Inter India Publications, 1984. R.N. Saxena, “The Code of Criminal Procedure” –  
 Allahabad: Central Law Agency, 1990.
6. Rakesh & Singh, “Law of Sexual Offences” – Allahabad : The Law Book  
 Company (P) Ltd., 1994.
7. M. Krishnan Nair. “Family Law Vol.1” – Tiruvananthapuram : The Law  
 Academy of Legal Laws, 1993.
8. Archana Parashan, “Women and Family Law Reform in India” – New Delhi :  
 Sage Publishers, 1991.
9. Dilip Chand Manoj, “The Family Laws of Islam” – New Delhi  
 : International Islamic Publishers, 1993.
10. Mukhopadhyay and Maheswari, “The Employees Provident Fund Acts” –  
 New Delhi: Allied Schemes Book Corporation, 1991.
11. Paras Diwan, “Dowry and Protection to Married Women” – New Delhi :  
 Deep & Deep Publications, 1987. Multiple Action Research Group, “Our  
 Laws (Vol.1 to 10)” – New Delhi: Dept. of Women Status of Women in India.
12. Kiran Devendra, “Changing Status of Women in India” –  
 New Delhi: Vikas Publishing House, 1994.
13. Niroj Sinha, “Women and Violence” – New Delhi: Vikas Publishing House, 1989.



CO5	3	3	3	3	3	3	3	3	-	3
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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-404 B Generic Elective	HUMAN RESOURCE MANAGEMENT WITH FOCUS ON GENDER PERCEPTION	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

1. To provide the conceptual and theoretical knowledge on Human Resources;
2. To train the students in the Management of Human Resources;
3. To ascertain the role of women in Human Resource Management and performance appraisal.

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

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

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

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

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

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

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

- (a) Human Resource Development System–Training
- (b) Mentoring and Performance Coaching.
- (c) Building Roles and Teams
- (d) HRD and Women

#### **UNIT–V: Women in Human Resource Management**

- (a) Status & Role



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

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

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

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

### **UNIT-I**

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

### **UNIT-II**

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

### **UNIT-III**

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

### **UNIT-IV**

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

### **UNIT-V**

Multimedia Communication Systems: Application Subsystem – Transport Subsystem- Quality subsystem Quality of service and Resource Management-Database Systems: Multimedia Database Management System-Characteristics of MDBMS-Data

Analysis

**REFERENCEBOOKS:**

1. TayVaughan, Multimedia Making it work, TataMcGraw-Hill, Edition, 2001
2. Jeffcoate, Multimedia in practice Technology and Application, PrenticeHall, 1995 John F. KoeelBuford, Multimedia systems, Addison Wesley, 1994.
3. FredHalsall, Multimedia communications, Pearson Edition 2001.
4. PrabhatKAndleighandKiranThatkar, Multimedia systems Design, PHI 2005.

**Course Learning Outcomes (CLOs)**

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

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

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Course Code	Course Title	No of Hours Per week	No of Credits
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<b>SVUWS-404 D Generic Elective</b>	<b>REPRODUCTIVE HEALTH &amp; FAMILY LIFE EDUCATION</b>	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

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

1. To acquire knowledge on physiological processes of one's own life;
2. To create an awareness regarding proper age of marriage, reproduction and the consequences early adolescent pregnancies;
3. To create awareness on communicable and sexually transmitted diseases.

### **UNIT– I Reproductive Health Status**

Introduction–

Definition and Importance of Reproductive Health, Reproductive Health Problems, Antenatal- Natal- Postnatal care, Infant Mortality Rate- Maternal Mortality Rate – Maternal Morbidity Rate, Immunization, Family Welfare and fertility behaviours, Importance of Family Planning and fertility preference, Family Planning and Contraceptive Methods, Reproductive Rights.

### **UNIT-II Reproductive Health and Communicable Diseases**

Sexually Transmitted Diseases/Reproductive Tract Infection, Human Immune Virus

/Acquired Immune Deficiency Syndrome, Modes of Transmission,

### **UNIT-III Reproductive Health Care Services, Policies & Programmes**

PHCs-CHCs and Subcentre level, Integrated child development scheme (ICDS), Ayushmani scheme, Infant and young child feeding project (IYCF), RH Policies and Reports (MDG Goals, NFHS III and NFHS IV)

### **Unit IV Family Life Education**

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

### **Unit V Family Law and Public Policy**

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



## References

- Facility Survey of Public Health Institutions in Andhra Pradesh, Indian Institute of Health and Family Welfare, Vengalrao Nagar, Hyderabad –2008,
- Radika.R. and Jejjebhoy.S.J, Women’s Reproductive Health in India, Rawat Publications, Jaipur and New Delhi, 2000.
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- Srinivasan. K., Reproductive Health, India towards population and Development goals, Oxford University Press, New Delhi, 1997.
- National guidelines on Infant and Young Child Feeding, Ministry of Women And Child Development Food and Nutrition Board, Govt of India Second Edition, 2006.
- Saseendran Pallikadavath, Women’s Reproductive Health, Sociocultural Context and AIDS Knowledge in Northern India, Journal of Health Management Vol.: 7, No.: 1, April, 2005
- Susan S. Hally, Nutrition in Reproductive Health, The Journal of Midwifery & Women’s Health, [Volume 43, Issue 6](#), pages 459–470, Dec 1998.
- Watsa, M.C., Meeting the Health needs of young people, Journal of Family Welfare. 10: 3-10, 1990.
- Population Foundation of India, Training Module Reproductive and Child Health, Training and Resource Development Centre, New Delhi, 1998.
- **Course Learning Outcomes (CLOs)**

S.No.	Course Number:	CO’s Description
1.	CO <sub>1</sub>	Define the concept of Reproductive Health of women;
2.	CO <sub>2</sub>	Explain the significance of Reproductive Health and Communicable Diseases;
3.	CO <sub>3</sub>	Demonstrate about Reproductive Health Care Services, Policies & Programmes;
4.	CO <sub>4</sub>	Analyze the Family Life Education and Dynamics of Families;
5.	CO <sub>5</sub>	Asses the Family and the law, Career Opportunities in Family Life Education.

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

Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-405 A Open Elective	WOMEN AND GLOBALIZATION	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

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

### UNIT- I

Globalization in historical context – Theorizing Gender Arrangements.

### UNIT- II

Globalization and changing pattern of employment in the Third World – Globalization of Poverty – Feminization of Poverty.

### UNIT- III

Economic Policies and Patterns of Globalization – Growth as development, human development and gender inequalities; Macro-economy through the Gender lens.

### UNIT- IV

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

### UNIT- V

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

#### References:

1. Alexander & C.T. Mohanty (eds) *Feminist Genealogies, Colonial Legacies, Democratic Futures*, Routledge, 1999.
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3. Burbach, Nunez et al. *Globalization and its Discontents*, London, Pluto, 1997.
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#### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Understand the concept and components of globalization;
2.	CO <sub>2</sub>	Analyze the impact of globalization on changing patterns of employment and poverty.
3.	CO <sub>3</sub>	Judge the effects of globalization on women from macroeconomic perspective;
4.	CO <sub>4</sub>	Assess the tenors of globalization on feminization of labour

		force, working conditions and wage rates;
5.	CO <sub>5</sub>	Evaluate the challenges that women are facing during the era of globalization.

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

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Course Code	Course Title	No of Hours Per week	No of Credits
SVUWS-405 B (Open Elective)	TECHNICAL COMMUNICATION AND COMPUTER ETHICS	06	4
Sessional Marks: 20		End Semester Examination Marks: 80	

### Objectives of the Course:

1. To provide the theoretical and conceptual knowledge of English communication;
2. To explain the significance of technical writing;
3. To provide the knowledge about Computer Ethics;

### UNIT I

Phonetics and Spoken English, The Phonemes, The Syllable, Prosodic Features. The sounds of English – Vowels and Consonants, Word Accent, Features of Connected Speech, Pronunciation, spelling, Suggestions for improvement of Indian English. Effective Speaking – Oral Presentations. Listening Comprehension. Reading Comprehension.

### UNIT II

Introduction to Technical Writing – Objective of technical writing Audience Recognition and Involvement, Preparation of Resume, Techniques for writing effective E-mail. Writing User Manuals, Writing Technical Reports and Summaries.

### UNIT III

Introduction to Computer Ethics – Policy vacuum, Moral and Legal issues, Computer Ethics Professional Ethics – Characteristics of professions, Conflicting Responsibilities, Code of Ethics and Professional conduct. Philosophical Ethics – Ethical Relativism, Utilitarianism, Rights individual and Social Policy Ethics.

### UNIT IV

Ethics Online – Hacking and Hacker Ethics computer crime Netiquette. Privacy – Computers and Privacy issue. Proposals for better Privacy Protection property Rights in Computer Software – Current Legal Protection. Software Piracy, The Moral question.

### UNIT V

Accountability – Buying and Selling Software – Accountability issues, Social Change, Democratic values in the Internet, Freedom of Speech, Future issues. The Rights and Responsibilities of Engineers – Professional Responsibilities, Ethics and Rights Ethics in Research and Experimentation.

### References Books:

1. Krishna Mohan, and Meenakshi Raman, Effective English Communication, Tata Mc Gray Hill, 2000.
2. Martin M. W. and Schinzinger R. Ethics in Engineering 3<sup>rd</sup> Edition Tata Mc-Gray-Hill, 1996.
3. Division of Humanities and Social Sciences, Anna University, English for Engineer and Technologists, Vols, 1 and 2<sup>nd</sup> edition, Orient Longman, 2002.
4. NHT Ethics and Security Management on the Web, Prentice-Hall of India 2003.
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### Course Learning Outcomes (CLOs)

S.No.	Course Number:	CO's Description
1.	CO <sub>1</sub>	Define the importance of Spoken English;

2.	CO <sub>2</sub>	Explain the about Technical Writing, Audience, Recognition;
3.	CO <sub>3</sub>	Demonstrate the Computer Ethics;
4.	CO <sub>4</sub>	Analyze the Computers and Privacy issues and Legal Protection;
5.	CO <sub>5</sub>	Asses the Accountabilityissues,SocialChange, Democratic values in the Internet, etc.

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

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

### Objectives of the Course:

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

### UNIT– I

Women, 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.

## UNIT– II

Feminist communication theories – Structuralism and feminist communication theories – The structuralist paradigm – Muted group theory – Standpoint theory – Poststructuralism and feminist communication theories – The poststructuralist paradigm – Performance and Positioning theory – Transgender and Cyborg theories.

## UNIT– III

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

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.

## UNIT– V

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

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1. Allen, D., Rush, R., and Kaufman, S. J. (eds) (1996) *Women Transforming Communication, Global Intersections*. CA: Sage Publications, New Delhi.
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12. Pamela Creedon. *Women in Mass Communications*.
13. Patricia M Buzzanell. *Rethinking Organizational and Managerial Communication from Feminist Perspectives*.
14. Subhash Joshi and Kiran Prasad (eds) (2008). *Feminist Development Communication: Empowering Women in the Information Age*. New Delhi: The Women Press.
15. Vidya Dehejia, *Representing Body: Gender Issues in Indian Art*, Kali for Women, New Delhi, 1997.

**Course Learning Outcomes (CLOs)**

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

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

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