



Appendix – ‘A’ to Item No. ‘B-1’
SRI VENKATESWARA UNIVERSITY, TIRUPATI
SVU COLLEGE OF ARTS
P.G. Degree Programme (CBCS) Regulations-2016
(With effect from the batch admitted in the academic year 2016-17)
CHOICE-BASED CREDIT SYSTEM (CBCS)

1. Preamble:

P.G Degree Programme is of two academic years with each academic year being divided into two consecutive (one odd + one even) semesters.

Choice-Based Credit System (CBCS) is a flexible system of learning and provides choice for students to select from the prescribed elective courses. A course defines learning objectives and learning outcomes and comprises of lectures/tutorials/laboratory work/field work/project work/viva/seminars/ assignments/ presentations/ self-study etc. or a combination of some of these.

Under the CBCS, the requirement for awarding a degree is prescribed in terms of number of credits to be completed by the students.

The CBCS permits students to:

- i. Choose electives from a wide range of courses offered by the Departments of the College/University.
- ii. Opt for additional courses of interest
- iii. adopt an inter-disciplinary approach in learning
- iv. make the best use of expertise of the available faculty

2. Minimum Qualification:

Minimum qualification for seeking admission into a specialization of P.G Degree Programme is U.G Degree, with at least 40% marks for general and pass marks for SC/ST in aggregate, awarded by Sri Venkateswara University (SVU) in the appropriate Branch of learning or any other equivalent examination recognized by other Higher Education Institution and Universities.

3. Branches of Study:

The Branches of study in PG Degree Programme are:

S. No.	Name of the Department
1	Adult & Continuing Education
2	Ancient Indian History Culture & Archaeology
3	Econometrics
4	Economics
5	English
6	Hindi
7	History
8	Human Rights & Social Development
9	Foreign Languages & Linguistics
10	Library & Information Science
11	Performing Arts
12	Philosophy
13	Political Science & Public Administration
14	Population Studies & Social Work
15	Rural Development & Management

16	Sanskrit
17	Sociology
18	Area Studies (South East Asian Pacific Studies)
19	Tamil
20	Telugu Studies
21	Tourism
22	Arabic, Persian & Urdu
23	Centre for Extension Studies & Centre for Women's Studies

4. **Programme Duration:**

4.1 Minimum duration of the full-time P.G Programme is two consecutive academic years i.e. four semesters and maximum period is four academic years.

4.2 **Semester:**

Generally, each semester shall consist of 90 actual instruction days including the sessional test days. However, instructional days may be reduced up to 72, when necessary, with increased instructional hours per course per week.

5. **Credits:**

Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of instruction hours per week. The norms for assigning credits to a course for a duration of one semester shall be as follows:

- i One credit for every one hour of lecture/tutorial per week
- ii One credit for every two hours of practical work/seminar per week
- iii 4 credits in a semester for project work.

6. **Classification of Courses:**

The courses of each specialization of study are classified into Core Courses and Elective Courses and Foundation courses. It is mandatory for a student to complete successfully all the Core and Elective courses pertaining to his/her of specialization of study.

Semester-I

Sl.no	Components of Study	Title of the Course		Credit Hrs / Week	No. of Credit	IA Marks	Sem End Exam Marks	Total
1.	Core	1	Mandatory	6	4	20	80	100
2.		2		6	4	20	80	100
3.		3		6	4	20	80	100
4.		4		6	4	20	80	100
5.	Compulsory Foundation	5a	Opt- 1	6	4	20	80	100
		5b						
		5c						
6.	Elective Foundation	6a	Opt- 1	6	4	20	80	100
		6b						
Total				36	24	120	480	600

*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

Sl.no	Components of Study	Title of the Course		Credit Hrs / Week	No. of Credit	IA Marks	Sem End Exam Marks	Total
1.	Core	1	Mandatory	6	4	20	80	100
2.		2		6	4	20	80	100
3.		3		6	4	20	80	100
4.		4		6	4	20	80	100
5.	Compulsory Foundation	5a	Opt-1	6	4	20	80	100
		5b						
		5c						
6.	Elective Foundation	6a	Opt-1	6	4	20	80	100
		6b						
Total				36	24	120	480	600

*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

Sl.no	Components of Study	Title of the Course		Credit Hrs / Week	No. of Credit	IA Marks	Sem End Exam Marks	Total					
1.	Core	1	Mandatory	6	4	20	80	100					
2.		2		6	4	20	80	100					
3.		3		6	4	20	80	100					
4.	Generic Elective	4a	Opt-2	6	4	20	80	100					
		4b											
		4c							6	4	20	80	100
		4d											
5.	Open Elective	5a	Opt- 1	6	4	20	80	100					
		5b											
		5c											
Total				36	24	120	480	600					

* 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

Sl.no	Components of Study	Title of the Course	Credit Hrs / Week	No. of Credit	IA Marks	Sem End Exam Marks	Total	
1.	Core	1	Mandatory	6	4	20	80	100
2.		2		6	4	20	80	100
3.		3		6	4	20	80	100
4.	Generic Elective	4a	Opt-2	6	4	20	80	100
		4b		6	4	20	80	100
		4c		6	4	20	80	100
		4d		6	4	20	80	100
5.	Open Elective	5a	Opt- 1	6	4	20	80	100
		5b						
		5c						
Total				36	24	120	480	600

* 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.

6.1 Core Course:-

There may be a core course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

6.2 Elective Course:-

Elective course is a course which can be chosen from a pool of papers. It may be :

- Supportive to the discipline of study
- Provide a expanded scope
- Enable an exposure to some other discipline/domain
- Nurture student's proficiency/skill.

6.2.1. An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. These electives shall be "Discipline centric". Three or Four papers may be offered, of which Two may be chosen.

6.2.2 An elective may be "Open Elective" and shall be offered for other Disciplines only. Atleast one paper must be chosen for study as mandatory. More than one paper may be studied through self study.

6.3 Foundation Course:-

The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation, "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all discipline. Elective Foundation courses are value-based and are aimed at man-making education.

6.4 MOOCS and e-Learning:

Discipline centric elective course through MOOCS (Massive Open Online Course) platform. Students of I, II and/or III semesters can register for the courses/offered by authorized Institutions/Agencies through online with the approval of the DDC concerned. The certificate issued by the Institutions/Agencies after successful completion of the course will be considered for the award of the Grade to that course in open electives category only. Further, 30-40% of the syllabus of any one course in I, II and III semesters may be taught through e-Learning.

7 **Course Registration:**

Every student has to register for the set of Courses offered by the Department in that Semester including those of Open Elective course of the other Departments and MOOCS courses with the total number of their Credits being limited by considering the permissible weekly contact hours (typically: 36/Week).

8 **Credits Required for Award of Degree:**

A student shall become eligible for the award of P.G degree, if he/she earns a minimum of 96 credits by passing all the core and electives along with practicals, seminars, comprehensive viva-voce prescribed for the programme.

- 8.1 It is mandatory for a student to complete successfully all the core courses pertaining to his/her specialization of study.
- 8.2 A student may choose Generic Electives from the list of elective courses offered from his/her specialization of study.
- 8.3 Further, a student may select from a list of Elective courses from other Departments as Open Electives to “suit the required” number of credits, such that the total credits is atleast 96.
- 8.4 There should be a register maintained by the Head of the Department indicating for each student, the course (s) registered by the student within the department, so that “Generic Electives” opted by the student are indicated.
- 8.5 In the case of Open Elective, the Head of the Department should prepare a statement /register indicating the courses choosen/ opted by the students of the department in other departments.
- 8.6 The Head of the Department should send the list of registered papers (opted by the students) to the principal with a copy to the controller of examinations immediately with in a week of commencement of each semester.
- 8.7 A copy of the courses registered by the students in each semester approved by the Principal shall be sent to the Academic Branch as well as Examination Branch.
- 8.8 The list of students registered for Mooc’s shall be furnished giving details of the programme with a copy to the Principle and Controller of Examinations.
- 8.9 A model of Registers to be maintained by the Head of the Department is given in the Annexure. It is mandatory on the part of the Head of the Department to maintain Register for each UG/PG Course separately.

9. **Scheme of Instruction :**

The Board of Studies (BOS) of each specialization shall formulate the scheme of instruction and detailed syllabi. For every course learning objectives and learning outcomes should be defined. While formulating the scheme of instruction, the BOS shall facilitate to offer the minimum number of credits for the entire Programme. The syllabi of theory courses shall be organized into four / five units of equal weight. The question paper for the Semester end University Examination in theory course shall consist of four / five units, two questions from each unit of syllabus carrying a total of 60 marks. There shall be short answer questions for a total of 20 marks.

- 9.1 Part A contains of 20 marks with two short question from each unit out of which the student has to answer five questions with each question carrying 4 marks with a total of 20marks.

Examination in theory shall consist of five units in each paper, two questions from each unit of syllabus out of which a student shall answer one question carrying 12 marks for each question with a total of 60 marks.

In case of any course / programme having practicals out of the total 80 marks, the theory shall consist of 50 marks and practicals 30 marks. Out of the total theory marks of 50, section A carries 10 marks and Section B 40 marks. Section A contains 8 short questions out of which 5 should be answered, each question carrying 2 marks.

In Section B, out of 10 questions 5 are to be answered with internal choice each question carrying 8 marks.

10. **Course Numbering Scheme:**

Each course is denoted by an alphanumeric code as detailed below:

S. No	Name of the Course	Course Code
ARTS		
1	Adult & Continuing Education	MAAE
2	Ancient Indian History Culture & Archaeology	AIHC&A
3	Econometrics	EMT
4	Economics	ECO
5	English	ENG
6	Hindi	HIN
7	History	HST
8	Human Rights & Social Development	HR
9	Foreign Languages & Linguistics	LING
10	Library & Information Science	LIS
11	Performing Arts (Music)	PA-M
12	Performing Arts (Dance)	PA-D
13	Philosophy	PHI
14	Political Science & Public Administration	PSPA
15	Population Studies	PSC
16	Rural Development & Management	MARDM
17	Sanskrit	SNSKT
18	Social Work	MSW
19	Sociology	MASO
20	Area Studies (South East Asian Pacific Studies)	SEAP
21	Tamil	TML
22	Telugu Studies	TEL
23	Tourism	T
24	Urdu	URD
25	Women Studies & Management	SVUWS

11. **Evaluation :**

- 11.1 Evaluation shall be done on a continuous basis i.e. through Continuous Internal Evaluation (CIE) in the Semester and Semester End Examination (SEE). For each theory course, there shall be two internal tests of two hours duration carrying 20 marks each and one Semester end Examination of 3 hours duration carrying 80 marks. Internal marks for a maximum of 20 shall be awarded based on the average performance of the two internal tests.
- 11.2 The first internal test shall be held immediately after the completion of 50% of the instruction days covering 50% of the syllabus. The second internal test shall be held immediately after the completion of 90 instruction days covering the remaining 50% of the syllabus.
- 11.3 It is mandatory for a student to attend both the internal tests in each theory course. The weighted average of the marks secured in two tests is awarded as sessional marks. However, 0.8 shall be assigned as weight for the best performance of the two tests whereas for the other test it shall be 0.2. If a student is absent for any of the internal test for whatsoever reason, the marks for that test shall be zero.
- 11.4 The students shall verify the valuation of answer scripts of sessional tests and sign on the same after verification.

11.5 The valuation and verification of answer scripts of Sessional Tests shall be completed within a week after the conduct of the internal tests. The answer scripts shall be maintained in the dept until the semester end results are announced.

11.6 The valuation of Semester end Examination answer scripts shall be arranged by the Controller of Examinations as per the University procedures in vogue.

11.7 Evaluation of Practicals:

For each practical course, the sessional marks for a maximum of 100 shall be awarded by the teacher based on continuous assessment of practical work. The Semester end University practical Examinations carrying 100 marks shall be conducted by i) Internal examiners and ii) external examiner permitted by the BoS of the Department a panel submitted to the Controller of Examinations.

12. Project Work :

12.1 The work shall be carried out in the concerned department of the student or in any recognized Educational Institutions of Higher learning / Universities / Industry / Organization as approved by the DDC. The student shall submit the outcome of the project work in the form of a report.

12.2 The project work shall be evaluated at the end of the IV semester with 70 marks for the report and 30 marks for the Viva Voice with a maximum of a 100 marks.

13. Grading and Grade Points:

Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale

Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in the courses registered in a semester and a total course credits taken during that semester. It shall be given up to two decimal places.

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in the courses in all semesters and the sum of the total credits of all courses in all the semesters. It is given up to two decimal places.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

The SGPA and CGPA shall be rounded off to two decimal points and reported in the transcripts.

Letter Grades and Grade Points:

A 10-point grading system with the following letter grades is to be followed.

Grades and Grade Points

Marks	Grade Point	Letter Grade
75-100	7.5-10	O (Outstanding)
65-74	6.5-7.4	A+ (First)
60-64	6.0-6.4	A (First)
55-59	5.5-5.9	B+ (Second)
50-54	5.0-5.4	B (Second)
40-49	4.0-4.9	C (Third)
00-39	0.0-3.9	F (Fail)

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

- 13.1 In each Semester, every student who satisfies the attendance requirements should register for examination, failing which he/she shall not be promoted to the next semester. Any such student who has not registered for examination in a semester shall repeat that semester in the next academic year after obtaining the proceedings of the Principal.
- 13.2 To pass a course in PG Programme, a student has to secure the minimum grade of (P) in the PG Semester end Examination. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination as supplementary candidate.
- 13.3 A student is eligible to improve the marks in a paper in which he has already passed, in with 4 years from the year of admission as and when it is conducted for the subsequent batches. This provision shall not be provided once the candidate is awarded Degree.
- 13.4 A student who has failed in a course can reappear for the Semester end Examination as and when it is held in the normal course. The Sessional Marks obtained by the student will be carried over for declaring the result.
- 13.5 Whenever the syllabus is revised for a course, the semester Examination shall be held in old syllabus three times. Thereafter, the students who failed in that course shall take the semester end Examination in the revised syllabus.

14. Award of Degree :

A student who has earned a minimum of 96 credits by passing in all the core courses and the minimum number of electives prescribed shall be declared to have passed the course work and shall become eligible for the award of degree.

- 14.1 A student who has earned extra credits shall be issued a separate certificate to that effect mentioning the subject and grade.

15. Ranking and Award of Prizes / Medals :

- 15.1 Ranks shall be awarded in each branch of study on the basis of Cumulative Grade Point Average (CGPA) for top ten percent of the students or top three students whichever is higher.
- 15.2 The students who have become eligible for the award of PG degree by passing all the four semester regularly without break, shall only be considered for the award of ranks.
- 15.3 Award of prizes, scholarships and other honours shall be according to the rank secured by the student as said above and in conformity with the desire of the Donor.

16. Attendance Requirements:

- 16.1 A student is required to complete the Programme of Study satisfying the attendance requirements in all the semesters within twice the prescribed period of study i.e. 4 academic years from the year of admission failing which he/she forfeits his/her seat.
- 16.2 A student shall repeat the semester if he/she fails to satisfy the attendance requirements given below:
- i A student shall attend at least 60 percent of the maximum hours of instruction taken by the teacher for each course.
 - ii A student shall attend at least 75 percent of the maximum hours of instruction taken for all the courses put together in that semester.
- 16.3 The Principal shall condone the shortage of attendance of a student provided; the student satisfies the clause 16.2 and obtain atleast 60% of overall attendance in a semester on medical grounds only.
- 16.4 A student who fails to satisfy the attendance requirements specified in clause 16.2 shall repeat that semester in the subsequent academic years with the written permission of the Principal.
- 16.5 A student shall not be permitted to study any semester more than two times during the Programme of his/her study.
- 16.6 A student who satisfies the attendance requirements specified in clause 16.2 in any semester may be permitted to repeat that semester after canceling the previous attendance and sessional marks of that semester with the written permission of the Principal. However, this facility shall be extended to any student not exceeding twice during the entire Programme of study provided the stipulation in clause 16.1 is met.

17. Conditions of Promotion:

A student shall be eligible for promotion to the next semester provided, if he/she satisfies the attendance requirements in the immediately preceding semester as specified in clause 16. The Principle of the concerned college will furnish the promotion list to the HOD at the beginning of II, III & IV Semesters.

18. Transitory Regulations:

- 18.1 A student who has been repeated in the previous regulations for not satisfying the attendance requirements shall be permitted to join in these regulations provided the clauses 16.1 and 16.4 hold good.
- 18.2 Semester end University Examinations under the regulations that immediately precede these regulations shall be conducted two times after the conduct of last regular examination under those regulations.

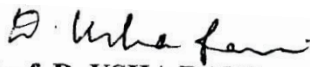
18.3 The students who satisfy the attendance requirements under the regulations that immediately precede these regulations, but do not pass the courses shall appear for the Semester end University Examinations in equivalent courses under these regulations as specified by the BOS concerned.

19 **Grievance Redressal Committee**

The Principal of the concerned college shall constitute a Grievance Redressal Committee by nominating three Professors from among the faculty of the college with the Vice – Principal of the college as Convenor and Chairperson for a period of two years. The Convener of the committee, one among the three, shall receive the complaints from the students regarding the valuation of sessional tests and place the same before the Committee for its consideration. The committee shall submit its recommendations to the Principal for consideration.

20. **Amendment to the Regulations:**

Sri Venkateswara University reserves the right to amend these regulations at any time in future without any notice. Further, the interpretation any of the clauses of these regulations entirely rest with the University.


Prof. D. USHA RANI
Dean Faculty of Arts

Appendix No: 'B' Item No: 'B-2'
SRI VENKATESWARA UNIVERSITY: TIRUPATI
SVU COLLEGE OF ARTS
DEPARTMENT OF WOMEN'S STUDIES
(Syllabus Common for S V University College and affiliated by SVU Area)
(Revised Scheme of Instruction and Examination, Syllabus etc., with effect from the Academic
Year's 2016-17 for I and II Semesters and 2017-18 for III and IV Semesters)
Revised CBCS Pattern with effect from 2016-17

M.A Women's Studies

Semester-I

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1.	SVUWS 101	Women's Studies- concepts, Principals & Issues	6	4	Core	20	80	100
2.	SVUWS 102	Health and Nutritional perspectives of women	6	4		20	80	100
3.	SVUWS 103	Entrepreneurship Management & Development	6	4		20	80	100
4.	SVUWS 104	Computer Applications: MS-word, MS-Excel, MS-Power-point	6	4		20	80	100
5.	SVUWS 105	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.	SVUWS 106	6a. Human Values And Ethics –I 6b. Leadership values Opt- 1	6	4	EF	20	80	100
Total			36	24		120	480	600

***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.	SVUWS 201	Women & Development	6	4	Core	20	80	100
2.	SVUWS 202	Research methodology & SPSS	6	4		20	80	100
3.	SVUWS 203	Sales and Marketing Management with focus on Gender perceptions	6	4		20	80	100
4.	SVUWS 204	Skills Development Training – C Language, DBMS, Communication & Soft Skills	6	4		20	80	100
5.	SVUWS 205	5a. Capacity building and leadership Training 5b. Gender & Media 5c. Social Work initiatives for women's development	6	4	CF	20	80	100
6.	SVUWS 206	6 a. Human values & Professional Ethics –II 6 b. Familial values and Ethics	6	4	EF	20	80	100
Total			36	24		120	480	600

***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	SVUWS 301	Gender, Science & Technology	6	4	Core	20	80	100	
2	SVUWS 302	C++ & E-Commerce	6	4		20	80	100	
3	SVUWS 303	Human Resource planning & Development With focus on Gender perceptions	6	4		20	80	100	
4	SVUWS 304	4a	NGO Management	6	4	Generic Elective	20	80	100
		4b	Guidance & Counseling With Gender Perceptions.						
		4c	Feminist theories , Women's, Status & Empowerment.	6	4		20	80	100
		4d	Women's participation in Agriculture & Allied sectors						
5	SVUWS 305	5a	Gender Sensitization & Training	6	4	Open Elective	20	80	100
		5b	Gender Identity and Leadership						
		5c	Women and Governance						
TOTAL			36	24		120	480	600	

* 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	SVUWS 401	Documentation & Project Work with Gender perception	6	4	Core	20	80	100	
2	SVUWS 402	Accounting & Financial Management, Tally	6	4		20	80	100	
3	SVUWS 403	Participatory learning, Extension & outreach programs & Advocacy with focus on women	6	4		20	80	100	
4	SVUWS 404	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	6	4		20	80	100
		4d	Reproductive Health and Family Life Education						
5	SVUWS 405	5a	Women & Globalization	6	4	Open Elective	20	80	100
		5b	Technical communication and computer ethics						
		5c	Gender & Mass Communication						
TOTAL			36	24		120	480	600	

* 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 - I
Paper 101-Women's Studies – Concepts, Principles and Issues

Code: SVUWS – 101 (Core)

Objectives:

- To give an overview of the Academic discipline of Women's Studies and its genesis.
- To create awareness of the ideologies and social factors which led to the marginalization of women.
- To Sensitize Women towards the current social issues confronting them.

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 birds eye 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. MahilaSangam.

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 HumanResources 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).

Semester - I
Paper 102- Health and Nutritional Perspectives of Women
Code: SVUWS – 102 (Core)

Objectives:

- To Create awareness about the importance of Nutrition and Health to improve the quality of life in general and women in particular.
- To create understanding and awareness about Reproductive Health and Reproductive Rights.
- To identify the role of women in population control

Unit – I : Nutrition and Health

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: Nutritional and Health Programmes

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 : Nutrition and Health Education

Nutrition Education – Definition – Concept – Channels – Advantages of Breast feeding 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, child hood, 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. GianeRechardson – “*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 Nationals – “*IPCD Report – Cairo*” (New York : UN 1994).
14. Mahadevanet. 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. Das Gupta Monica & Krishnan T.N. – “*Women and Health*” (New Delhi : Oxford 1998).
17. Krishna Raj Maithrey (Ed.) – “*Gender, Population and Development*” New Delhi : Oxford 1999).

Semester - I
103 - Entrepreneurship Management & Development
Code: SVUWS – 103 (Core)

Objectives

- To orient student on the need for entrepreneurship.
- To train students on the development and organization of new enterprises.

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 – Industrial estates 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. Sundara Pandian M. “Women Entrepreneurship : Issues and strategies”, Kanishka Publishers, Distributors, New Delhi, 1999.

Semester - I
Paper 104 - Computer Applications
Code: SVUWS – 104 (Core)

Objectives:

1. To impart the skills in document processing, spreadsheets, Database Management and Basic Web Design and Technology
2. To support them in Effective Business Decision Making and Ethical issues surrounding Technology in the work place.

Unit – I :

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

Types of Computers :Super Computers, Mini Computers, Work Stations, Micro Computers, Desktop Models, Laptop computers, Handled Computers.

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

Output Devices : Monitors CRt Monitors, Flat Panel, Monitors, P.C. Projectors, Sound Systems, Hard Copy, Dot Matrix Printers, Inkjet Printers, Laser Printers, Plotters.

Unit – II :

Storing Information in a computer: Magnetic Disks–Hard disk, Floppy disk, Optical Storage devices–CDROM, DVD ROM, CD-Recordable, Cd-Rewritable.

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

PC Operating Systems: MS-DOS, Micro Soft Windows, UNIX / LINUX.

Unit – III : MS Office

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

M.S. Word :Introduction–entering–editing text–formatting text and pages–creating. Special word techniques – printing envelopes using mail merge – object link and embedding features.

M.S. Excel :Introduction–Excel for data analysis, worksheet and its structure–data entry editing–sorting, filtering and copying.

M.S. Power Point: Introduction–building presentations–creating the presentation–creating the text and chart slides. Preparing charts – customizing presentation. Drawing slide and creating slide shows.

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

Unit – IV : Office Automation :

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

Document Preparation:

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

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

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

Unit – V : Internet

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

Practicals:

- M.S. Office Package
- Power Point Presentation
- Mail Merge
- DOS Commands

References:

1. Peter Norton : “Introduction to Computers” , 4th Edition.
2. Bajaj K.K. : “Office Automation” Macmillan.
3. “Fundamentals of the internet and the WWW” :RymondGreenlaw 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. RaghavBahl, “Exploring Micro Soft Office XP”.
8. “Web Technologies”, AchytsGodbole and AtulKahate, TMGH 2003

Semester - I
Paper 105 A - Gender- Environment, Climate Change & Livelihood
Code: SVUWS – 105 A (Compulsory Foundation)

Objectives

To enable the students to understand the livelihood of rural and tribal women.
To create awareness on the linkages between environment and livelihood of women and
To impart knowledge on livelihood management in rural and tribal societies

Unit – I: 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 money lenders.

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

Women In Natural Resources Management, Women, Public-Private Partnership and Natural Resource Management, Women's Participatory Management And Natural Resources Management, Role Of Women In Sustainable Development.
Role of government, role of NGO's, Grass Root Initiatives: Role of SHGs, Micro Credit and Micro Enterprises.

Unit –V: Climate change – Causes and consequences

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

References

1. Baumgartner R & Hogger R (eds), in search of sustainable livelihood system, managing resource and change (2004) New Delhi, Sage publications.
2. Burra N, Randive J & Murthy R (eds), Micro – Credit Poverty and Empowerment, Linking the Traid (2005) New Delhi, Sage publications.
3. Chandra 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), Micro finance 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.)

Semester - I
Paper 105 B - Gender, Society & Power Relations
Code: SVUWS – 105 B (Compulsory Foundation)

Objectives

1. To introduce how gender roles are defined biologically and culturally as well as in public and private spheres.
2. To Provide Insight On Gender Disparities Within The Family, Economy, Education, Political And Legal Systems And
3. To facilitate the understanding of social dynamics and power relations in the context of gender.

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 Work Place.

Unit-III: Gender lens: political and legal systems

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

Unit-IV: Gender and Education

Gender Disparity in Education, Gender Bias in School Curriculum, Andro-Centric construction of knowledge, 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, Banarsidas Publishers.
- Tumin Melvin M. 1999. **Social Stratification: The Forms and Function of Inequality.** New Delhi: Prentice. Hall of India.
- T S Saraswathi and BalijitKaur (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.

Semester – I
Paper 105 C- SOCIAL PROCESSES AND BEHAVIOURAL ISSUES
Code: SVUWS – 105 C (Compulsory Foundation)

Objectives:

- Training the students in decision making regarding the content and structure of jobs.
- Providing learning opportunities.
- To apply the social and behavioral principles in the work place and civil society.

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:

- Practical regarding Motivation
- Practical regarding Communication
- Practical regarding leadership
- Practical regarding Conflict
- Practical 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.*

Semester - I
Paper 106 a -Human Values and Professional Ethics – I
Code: SVUWS – 106a (Elective Foundation)

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 (Non possession) and Aparigraha (Non- stealing). Purusharthas (Cardinal virtues)-Dharma (Righteousness), Artha (Wealth), Kama (Fulfillment Bodily Desires), Moksha (Liberation).

UNIT –IV

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

UNIT –V

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

Books for study:

1. John S Mackenjie: 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. Houghton.
10. Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I, II and III, Varnasi, 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 I, 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 logic, Ethics and Human Values, board of Intermediate Education & Telugu Academic Hyderabad
16. I.C Sharma Ethical Philosophy of India. Nagin & co Julundhar.

Semester - I
Paper 106 b -Human LEADERSHIP VALUES – I
Code: SVUWS – 106b (Elective Foundation)

Objective:

- The objective of the course is to enable students to develop a theoretical understanding about concept and theories of leadership over time.
- The course will also make them capable of realizing the behavioural approach, situational approach, leadership effectiveness; leadership across cultures;
- 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.

Semester - II
Paper 201 - Women and Development
Code: SVUWS – 201 (Core)

Objectives:

1. To provide the Students with a holistic view of the development Programmes of the Government for women
2. To analyze the contribution of programmes and policies in redefining the changes in to women's status, image and their roles.

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, PMAY (Pradhana Mantri Awaas Yojana Jun 25th - 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 Sceme 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", AAnmol 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 Prakasam, Pune, 1988.

Semester - II
Paper 202 -RESEARCH METHODS & SPSS
Code: SVUWS – 202 (Core)

Objective:

1. To introduce student to fundamentals of research methodology applicable to women's studies and management.
2. To enable students to calculate simple statistical constants and to analyze the data collected.
3. To enable students to have an understanding of research and research design.

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.

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

Unit – III : Quantitative and Qualitative Techniques

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

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. BabbieEarl : *"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. SNTD Women's University Publications *"Contribution to Women's Studies Series –4,4, Oral History in Women's Studies Concept, Method and Use"* (Bombay : SNTD 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* – 10th Indian Reprint 1986 ValeitsFefer and Simsons co., Bombay.
10. Sharma S.R. – *Statistical methods in Educational Research* – Anmol Publication Pvt. Ltd., New Delhi, 1994.

Semester - II
Paper 203 - Sales & Marketing Management with focus on Gender Perception
Code: SVUWS – 203 (Core)

Objectives:

- To enable the Student basic understanding of fundamental marketing concepts and their application by business and non-business organizations.
- To explain the strategic Organizational and Marketing Planning Process.
- To enable the student the role of marketing management in implementing and controlling the marketing.

UNIT – I

Marketing: Meaning & Significance – Marketing Philosophies – Implementing Marketing Concept – Conceptual frame work 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 frame work 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

REFERENCES

1. Philip Kotler, “**MARKETING MANAGEMENT**” (Pearson Education)
2. Kotler & Armstrong, “**PRINCIPLES OF MARKETING**” – Prentice Hall, India.
3. Kotler, Philip, “**MARKETING MANAGEMENT – ANALYSIS AND CONTROL**” Prentice – Hall of India Pvt. Ltd.: New Delhi, 1986.
4. S. Neela Megan “**MARKETING IN INDIA**” (Vikas)
5. Still, Cundiff & Govanti, “**SALES MANAGEMENT DECISIONS, STRATEGIES AND CASE**”, Prentice – Hall of India
6. David Jobber and Geoff Lancaster, “**SELLING AND SALES MANAGEMENT**”, Pearson Edition
7. Vaswar Das Gupta, “**SALES MANAGEMENT – IN INDIAN PERSPECTIVE**”, Prentice – Hall of India

8. Semester – II
Paper 204 - Skill Development Training- C Language,
DBMS,Communication & Soft skills
Code: SVUWS – 204 (Core)

Unit – I:

Communication :Meaning–Process–Barriers–principles–interpersonal communication–formalVs. 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–timemanagement – 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 print function – the scan f 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 do While

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, pointers to functions

Unit- V DBMS :

File Processing System- Disadvantages of File Processing system- Introduction to DBMS – file system Vs. DBMS why the database is important – Advantages of DBMS–Introduction to SQL : Data definition commands (DDL) – Data manipulation commands (DML) – Data Control Commands (DCL) – Select Queries.

REFERENCES:

- Bills Scot, “THE SILLS OF COMMUNICATION”, Gower publishing company Limited, London
- Larry L. Barker. “COMMUNICATION”, Prentice Hall of India, New Delhi
- Lesiker and petin, “BUSNINESS COMMUNICATION”, Prentice Hall of India, New Delhi
- PiyushDharChaturvedi and MukeshChuturvedi, “BUSINESS COMMUNICATION”, Pearson Education
- Balaguruswamy C, ‘PROGRAMMING C’
- Let Us C by YeswanthKanethkar
- Database System Concepts, *Sixth Edition*, AviSilberschatz, Henry F. Korth, S. udarshan

Semester - II
Paper 205 A - CAPACITY BUILDING AND LEADERSHIP
TRAINING

Code: SVUWS – 205 A (Compulsory Foundation)

OBJECTIVES

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

UNIT-I: Leadership qualities and skills of a leader

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

UNIT-II: TYPES AND THEORIES OF LEADERSHIP

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

UNIT-III: Barriers and ways for promoting leadership

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

UNIT-IV: Capacity building and structure

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

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

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

REFERENCES

Web based references:

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

Book References:

- By Stydzienski, jill , ed., Women Transforming Politics(1992); World -wide Strategies for Empowerment, Bloomington, Indiana: Indiana University press
- Chambers, Report(2003): participatory workshops, Eathscan, india
- Hollander, E.p(1978). Leader dynamics.newyork: The free press
- Udaipareek (1996): Organizational behavior process; new delhi, Rawat Publications

Semester - II
Paper 205 B - GENDER AND MEDIA
Code: SVUWS – 205 B (Compulsory Foundation)

Unit 1:

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.

Unit 3:

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

Unit 4:

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

Unit 5:

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

Semester - II
Paper 205 C - Social Work Initiatives for Women's Development
Code: SVUWS – 205 C (Compulsory Foundation)

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 client system with specific focus on marginalized women in agencies or in community and applying the knowledge gained in the classroom to reality situation through

Casework - Group work - 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 Case work. Rawat publications, New Delhi
5. Sanjay Bhattacharya Social work: An Integrated Approach, Deep and Deep publications New Delhi.
6. SiddiquiH.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

Semester - II

Paper 206 A - Human Values and Professional Ethics-II

Code: SVUWS – 206 A (Elective Foundation)

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

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

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

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

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

Books for study:

1. John S Mackenzie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
3. "Management Ethics - integrity at work" by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly : Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institutes of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C. Houghton.
10. Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I, II and III, Varanasi, Vol I OO, 16-20, 21-32 and 74-77 only.
11. Caraka Samhita : Tr. Dr. Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkamba Sanskrit Series office, Varanasi I, 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

Semester - II
Paper 206 B - FAMILY VALUES AND ETHICS
Code: SVUWS – 206 B (Elective Foundation)

Objectives:

- To understand the family values and ethics
- To know about family structures and family dynamics
- To develop a theoretical understanding of families and children
- To apply the skills of theory in practice with 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 life cycle- 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: S S 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 & Distributers
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 Internation Comparisions, New Delhi: Rawat Publications.
9. Patel, Tulsii. (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 Genderidentity**, New Delhi.
12. Chawala, Janet, **Child Bearing and Culture**, New Delhi: ISI, 1994.
13. Gary A. Becker, **Treatise on Family 1991**, Haward University Press.
14. Jyoti Mitra (ed) (1996) **Women and Society: Equality and Empowerment**, New-Delhi, Kanishka Publishers, Distributors
15. Karkar, Sudhir, **Intimate Relations, Exploring Indian sexuality**, New Delhi Penguin Books, 1989.
16. Quoroshe, M. A., **Muslim Law of Marriage: Divorce of Maintenance**.
17. Parasher, **Women of Family Law Reform in India**.
18. R.M. Maclver & Charles H. Page (1950) **Society An Introductory Analysis**, New Delhi, Macmillan India Ltd.
19. Satri, Madhu, **Status of Hindu Women**.
20. Sarkar, Latika, **Women and Law: Contemporary Problems**.
21. Satni, S.P., **Towards Gender Justice**.
22. Mitra, Ashok, **Implications of the Declining Sex Ratio in India's Population**, Bombay, Allied Publishers, 1979.
23. Usha S. Kanhere (1987) **Women and Socialization** (A Study of Their Status & Role IN Lower Castes of Ahmedabad), New Delhi, Mittal Publication.
24. **National Perspective Plan for Women: Department of Women and Child Development**, Government of India.

SEMESTER - III

Paper 301 - GENDER SCIENCE & TECHNOLOGY

Code: SVUWS – 301 (Core)

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

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

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

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

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

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

Unit – IV: Rural Women and Technology Development

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

Unit – V: Technology Support Systems

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

Practicals :

- Report on Case Studies on Women and Technology

References:

- Jain, S.C., “women and Technology” – Rawat Publications, Jaipur Beghs, 1985.
- Poonacha, Veena, Coverage of Women in the Print Media: Content Analysis of the SundayObserver, Research Centre for Women’s Studies, SNDT Women’s University, Bombay, 1988.
- Singh, InduPrakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
- Everts, Saskia (1998). Gender and Technology: Empowering Women, 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 FabiolaBazi (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

SEMESTER - III
Paper 302 - C++&E- COMMERCE
Code: SVUWS – 302 (Core)

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, Data types, 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. Default arguments. Returning by reference, Recursion, Enumerated Data Types.

UNIT-5

OOPS Concepts: (Encapsulation, Abstraction, Polymorphism, Classes, Inheritance, objects) constructors & Destructors- Overloading- recursion, function parameter passing, Types of Inheritance.

REFERENCE BOOKS:

1. Implementing Tally: Nadhani&Nadhani, BPB
2. Business Data processing System: P. Mohan, Himalaya
3. Business Data Processing And Accounting System: V. Srinivas, Kalyani
4. Manuals Supplied along with respective packages.
5. OOPS:Balaguruswamy
6. Let Us C++: YeswanthKanithkar

SEMESTER - III

Paper 303 - HUMAN RESOURCE PLANNING & DEVELOPMENT WITH FOCUS ON GENDER PERCEPTIONS Code: SVUWS – 303 (Core)

Objective :

- To educate the students as how to use the available Human Resources through Human Resource Development.
- To train the students to become Human Resource Experts.
- Managing Human Resource effectively.

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. MN RudraBasava Raj, DYNAMIC PERSONNEL ADMINISTRATION, Himalaya Publishing House
3. Gary Dessler HUMAN RESOURCE MANAGEMENT Prentice Hall India Pvt. Lmt.
4. BiswajeetPattanayak : **HUMAN RESOURCE MANAGEMENT**, (Prentice Hall of India)
5. Robert L. Mathis, et. al: **HUMAN RESOURCE MANAGEMENT**, (Thomson Learning)
6. BiswajeetPattanayak: **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 R Kandula: **STRATEGIC HUMAN RESOURCE MANAGEMENT**, (Prentice Hall)
10. T.V. Rao, “Alternative Approaches and Strategies of Human Resource Development” – Rawat Publications, Jaipur, 1988
- 11.Madan Mohan Varma, “Human Resource Development” – Gitanjali Publishing House, 1988
- 12.Garden, McBeath, **ORGANISATION AND MANPOWER PLANNING** (Business Books)
- 13.Thornesh.H.Pattern: **MANPOWER PLANNING AND DEVELOPMENT OF HUMANRESOURCES**, (John Wiley)

SEMESTER - III
Paper 304 A - NGO MANAGEMENT
Code: SVUWS – 304 A (Generic Elective)

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

SEMESTER - III

Paper 304 B - GUIDANCE AND COUNSELLING WITH FOCUS WITH GENDER PERCEPTION

Code: SVUWS – 304 B (Generic Elective)

Objective:

- The main objective of the course is to provide the students with sound technical knowledge and to develop in them the capacity to tackle the problems they will meet during the course of their professional career.

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, BehaviouralCounselling, Rational emotive, Reciprocal inhibition, existentialism.
- ii) Role of non-verbal communication in counseling.

Unit – IV : Group Guidance and counseling

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

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

PRACTICALS :

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

References:

1. Narayana Rao, “Counselling and Guidance” – 2nd Edition, Tata Mc. Graw-Hill Publishing Ltd., New Delhi, 2000.
2. Masch. “Principles of Guidance and counseling” – Sarup and Sons, New Delhi, 2000.
3. SitaramJayaswal. “Guidance and Counselling – An eclectic approach” – Prakash Kendra, Lucknow, 1990.
4. Kukhopadhya, “Guidance and Counselling” – (A Manual), Himalaya Publishing House Ltd., New Delhi, 1989.
5. Swadesh Mohan, “Career Development in India” - Vikas Publishing House Pvt. Ltd., New Delhi, 1998.
6. Adams, James, F. “Problems in Counselling” – The Macmillan Co., New York, 1970.
7. Hansen, James, C. “Counselling Process and Procedure” – Macmillan Co., New York, 1978.
8. Johnson Dorothy, E. and Mary Vestermark, J. “Barriers and Hazards in Counselling” – Houghton Mifflin Co., Boston, 1970.
9. Kaur, Surajit, “Fundamentals of Counselling” – Sterling Publishers, New Delhi, 1971.
10. Kochhar, K. “Educational and Vocational Guidance in Secondary Schools”, Sterling Publishers, New Delhi, 1976.
11. Krumboltz, John D and Carl E. Tharasen, “Counselling Methods” – Holt, Rinehart, Winston, New York, 1976.
12. Pepinsky, Harold B. and Pauline Nichols Pepinsky, “Counselling, Theory and Practices” – The Ronald Press Co., New York, 1954.
13. Shertzer, B. and Stones, C. “Fundamentals of Guidance” – Houghton Mifflin Co., Boston, 1976.
14. Shertzer, B. and Stones, C. “Fundamentals of Counselling” – Houghton Mifflin Co., Boston, 1976.
15. Waters, Jane, “Techniques of Counselling” – McGraw Hill Book Co., New York, 1965.
16. Brammer, L.M. and Shatram, E.L. “Therapeutic Psychology” New Delhi, Prentice – Hall of India, 1968.
17. Fuster, “Counselling in India”, New York : The Macmillan and Co., 1964.
18. Goldman, L. “Using Tests in Counselling”, New York, Appleton Century Crafts, 1971.
19. Jones, A.J. and Steward, N.B. “Principles of Guidance” Tata – McGraw Hill, Bombay, 1970.
20. Kemp, Gratoon, C. “Foundations of Group Counselling”, McGraw Hill Book Co., New York, 1970.
21. Krumboltz, John D. Tharesen Carl, E. “BehaviouralCounselling” – Holt, Rinehart and Winston Inc., New York, 1966.
22. Miler, F.W. “Guidance Principles and Services” Charles Ohio, F.merril Publishing Co., Columbus, 1968.
23. Miller, Carol, H. “Foundations of Guidance” – Harper and Row Publishers, New York, 1971.
24. Ohlsen, Merie, M “Group Counselling” – Hold Rinchart and Winston inc., New York, 1970.
25. Parricha, Prem, “Guidance and Counselling in Indian Higher Education” NCERT, New Delhi, 1976.
26. Tolber, “Counselling for Career Development” – Houghton Mifflin Co., Boston, 1973.

Journals:

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

SEMESTER - III

Paper 304 C - FEMINIST THEORIES, THOUGHT AND WOMEN'S STATUS & EMPOWERMENT

Code: SVUWS – 304 C (Generic Elective)

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.

SEMESTER - III
304 D - Women's Participation in Agriculture and Allied Sector
Code: SVUWS – 304 D (Generic Elective)

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.
- Anríquez, 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 National 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 Growths, 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.

SEMESTER - III
Paper 305 A - GENDER SENSITIZATION & TRAINING
Code: SVUWS – 305 A (Open Elective)

Objectives:

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

UNIT – I: Conceptual Frame Work of Training

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

UNIT – V: Livelihood Management

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

Class Room Activity

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

Recommended Reading List for WSC-106:

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

SEMESTER - III
Paper 305 B - GENDER IDENTITY AND LEADERSHIP
Code: SVUWS – 305 B (Open Elective)

Objectives:

This paper provides knowledge about social process and cultural understanding. It also develops a clear and precise conceptual clarity on gender and leadership.

Out Come: After studying this paper, the leader will be enabled to develop a clear and precise understanding of gender identity and analyze different perspectives of gender.

UNIT – I

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

UNIT – II

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

UNIT – III

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

UNIT – IV

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

UNIT – V

Psychodynamic Approach and Leadership Ethics – Net 1+Work.

References:

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

SEMESTER - III
Paper 305 C - WOMEN AND GOVERNANCE
Code: SVUWS – 305 C (Open Elective)

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

Unit-III :Interventions for Women's political participations

- 73rd and 74th 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: Governance through Democratic Decentralization

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

Unit-V :Women and Governance in the Indian context

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

Recommended Readings:

- 1) **Sanjay Prakash Sharma**, *PanchayatiRaj*, 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) **LaxmiDevi**, *Women in Politics Management and Decision Making*, Anmol publishing Pvt. Ltd. New Delhi, 1998.
- 5) **S.N Ambedkar**, *Women Empowerment and PanchayatiRaj*, ABD Publishers, Jaipur 2005.
- 6) **Kumar Raj**, *Women in Politics*, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- 7) **Kumar Raj**, *Women and leadership*, Anmol Publishers Pvt. Ltd., New Delhi, 2000.

SEMESTER - IV

**Paper 401 - DOCUMENTATION & PROJECT WORK WITH
GENDER PERCEPTION**

Code: SVUWS – 401 (Core)

SEMESTER - IV
**Paper 402 - ACCOUNTING AND FINANCIAL MANAGEMENT &
TALLY**
Code: SVUWS – 402 (Core)

Objectives:

- 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 Budes 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

PRACTICALS

- Practice and Report of Accounting Maintenance
- Study of Eco enterprise of Finance Management
- Case study Analysis

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

SEMESTER - IV
Paper 403 - Participatory learning, Extension and Outreach programmes & Advocacy, with focus on women

Code: SVUWS – 403 (Core)

Objectives:

- To enable students to understand the changing concept of extension and expose them to outreach programmes and Equip students with skills of extension work.
- To enable students to understand the role of NGOs. in development with a focus on women and develop skills for NGO Management.
- To enable students to understand the new role women have to play for community development.

Unit – I : Changing Concept of Extension

Extension work – Meaning – Scope need and methods.

Changing concept of Extension – Philosophy – Objectives – Principles functions.

Extension education components and dimensions – Characteristics of Extension Work : Building up 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 : Village map (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 Hand Book of Education Extension, JyotiPrakashan, 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, NayaPrakash, 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. BirthaMikkelsen, : 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. MukharjeeAmitava, "Participatory Rural Appraisal – Methods And Applications In Rural Planning", Concept Publishing Company, New Delhi.
14. MukharjeeNeela "Participatory Learning And Action With 100 Field Methods", Concept Publishing Company, New Delhi.
15. MukharjeeNeela "Participatory Rural Appraisal And Questionnaire Survey", Concept Publishing Company, New Delhi.
16. Singh BK, "PRA / PAL AND PARTICIPATORY TRAINING" Adhyayan Publication & Distribution.
17. Somesh Kumar, " Methods For Community Participation" Vistaar Publications.

SEMESTER – IV
Paper 404 A - LEGAL AND HUMAN RIGHTS OF WOMEN
Code: SVUWS – 404 A (Generic Elective)

Objectives:

1. To enable the students to understand the constitutional, legal and Human rights.
2. To sensitize women about their legal rights and encourage their effective participation in the society.

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 right for women and children – UN Convention – CEDAW – National and State Commission for Women – MaithriSangam – LokAdalats

Practicals:

- Visit to Family Court
- Juvenile Home for Girls and Boys. Destitute and Street Children / Women
- Factories Act – Crèche and implementation of act in different factories / visit.

References:

1. Quil Ahmad, "Mohammedan law" – (Allahabad : Central Law Agency, 1992).
2. GoroodassBenerjee, "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. DwarakanathMitter, "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. ArchanaParashan, "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. ParasDiwan, "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. KiranDevendra, "Changing Status of Women in India" – New Delhi :Vikas Publishing House, 1994.
13. NirojSinha, "Women and Violence" – New Delhi :Vikas Publishing House, 1989.
14. InduaPrakash Singh, "Women Law and Social change in India" – New Delhi : Radiant Publishers, 1989. Sinha B.S, " Law and Social Change in India" – New Delhi, Deep & Deep Publications, 1983.
15. SushmaSood, "Violence Against Women" – Jaipur :Arihant Publishers, 1990.
16. VimalaVeenaRagavan, "Rape and Victims of Rape" – New Delhi : Northern Book Centre, 1987.
17. Srivastava, "Women and Law – New Delhi :Lectural Publications, 1954. The Indecent Representation of Women (Prohibition) Act, 1986.
18. M.T.P. Act., 1971.
19. Pre-natal Diagnostic Techniques (Prevention and Regulation of Misuse) Act, 1984.

SEMESTER - IV
Paper 404 B - HUMAN RESOURCE MANAGEMENT WITH FOCUS ON
GENDER PERCEPTION
Code: SVUWS – 404 B (Generic Elective)

OBJECTIVE :

- Managing Human Resource effectively.

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) Challenges before women in bringing about change
- (c) Top Women in Human Resource Management – Success Stories

PRACTICALS:

1. Case Studies (National and International)
2. Competency Mapping of women – A study report

REFERENCES:

1. David A .Decenzo and Stephen P. Robbins: **PERSONNEL / HRM**
2. MN RudraBasava Raj, **DYNAMIC PERSONNEL ADMINISTRATION**, Himalaya Publishing House
3. Gary Dessler **HUMAN RESOURCE MANAGEMENT** Prentice Hall India Pvt. Lmt.
4. BiswajeetPattanayak : **HUMAN RESOURCE MANAGEMENT**, (Prentice Hall of India)
5. Robert L. Mathis, et. al: **HUMAN RESOURCE MANAGEMENT**, (Thomson Learning)
6. BiswajeetPattanayak: **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 R Kandula: **STRATEGIC HUMAN RESOURCE MANAGEMENT**, (Prentice Hall)

SEMESTER - IV
Paper 404 C - MULTIMEDIA SYSTEMS
Code: SVUWS – 404 C (Generic Elective)

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-JPEGH.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-ProcessManagement-File Systems-Additional Operating System issues-system Architecture.

UNIT-V

Multimedia Communication Systems: Application Subsystem – TransportSubsystem-Quality subsystem Quality of service and Resource Management-Database Systems: Multimedia Database Management System-Characteristics of MDBMS-Data Analysis – Data Structure*Operations on Data Integration in a Database Model.

Text Book

Ralf Steinmetz and KlaraNahrstedt, Multimedia: Computing, Communicationsand Applications, pearson Education Asia.

REFERENCE BOOKS:

1. Tay Vaughan, Multimedia Making it work, Tata McGraw-Hill, Edition, 2001
2. Jeffcoate, Multimedia in practice Technology and Application, Prentice Hall, 1995 John F. Koeel Buford, Multimedia systems, Addison Wesley, 1994.
3. Fred Halsall, Multimedia communications, Pearson Edition 2001.
4. Prabhat K Andleigh and KiranThatkar, Multimedia systems Design, PHI 2005.

SEMESTER - IV
Paper 404 D - REPRODUCTIVE HEALTH & FAMILY LIFE EDUCATION
Code: SVUWS – 404 D (Generic Elective)

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 Track Infection, Human Immune Virus /Acquired Immune Deficiency Syndrome, Modes of Transmission,

UNIT- III Reproductive Health Care Services, Policies & Programmes

PHCs- CHCs and Sub centre level, Integrated child development scheme (ICDS), Ayushmati 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 Jèjebhoy.S.J Women's Reproductive Health in India, Rawat Publications, Jaipur and New Delhi, 2000.
- Panthaki, D., (1998) Education in Human Sexuality: A source book for educators, Family Planning Association of India, Mumbai.
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- WHO School Health Education to Prevent AIDS and Sexually Transmitted Diseases, a resource package for curriculum planners, 1994.
- Srinivasan. K., Reproductive Health, India towards population and Development goals, Oxford University Press, New Delhi, 1997.
- National guidelines on Infant and Young Child Feeding, Ministry of Women And Child Development Food and Nutrition Board, Govt of India Second Edition, 2006.
- SaseendranPallikadavath, Women's Reproductive Health, Sociocultural Context and AIDS Knowledge in Northern India, Journal of Health Management Vol.: 7, No.: 1, April, 1 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.

SEMESTER - IV
Paper 405 A - WOMEN AND GLOBALIZATION
Code: SVUWS – 405 A (Open Elective)

Objectives:

This paper examines the diverse experience of women in a variety of national and international contexts. It focus on issues and gender concerns in the context of globalization and human rights.

Out Come:

After studying this paper, the learner will be enabled to analyze the changing pattern of employment in the third world, and able to think the challenges of gender biases of the international system of economic governance.

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, DemocraticFulines*, Routledge, 1999.
2. Amin, S. *Capitalism in the age of Globalization*, New Delhi, Madhyam, 1999.
3. Burbach, Nunez et al. *Globalization and its Discontents*, London, Pluto, 1997.
4. Chossudovsky M. *The Globalization of Poverty*. Goa, Madhyam, 2001.
5. Ghosh J. *Gender Concern in Macro Economic Policy*, EPW 30th April, WS–2.
6. HeikkiPatomaki (2001) *Democratizing Globalization: The Leverage of the Tobin Tax*, New Delhi, Zed Books Ltd.
7. Dr. Halima Sadiarizi & Ms. PoojaKhurana (2007) *Globalization, Income Inequalityand Human Development*, New Delhi, Global Books Organization.
8. ILO (2004), NiluferCagatay and KorkukErturk, *Gender and Globalization: A Macroeconomic Perspective* (Working Pg. No. 19), Geneva.
9. Syed NawabHaiderNaqvi (2002) *Development Economics – Nature and Significance*, New Delhi, Sage Publications.
10. Samir Dasgupta & Ray Kiely (ed) (2006) *Globalization and After*, New Delhi, Sage Publications.
11. Rao, N. Rump, L & R. Sudarshan, (ed), *Site of Change*, New Delhi, UNDP, 1996.
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13. Vol. 4 Krishnaraj, M & K. Chanana (eds) *Gender and the Household Domain*, New Delhi, Sage, 1989.
14. Uberoi, P (ed) *State Sexuality & Social Reform*, New Delhi, Sage, 1996.
15. Vikalp, Vol VII / No, 3, 4, 5, 1999/ 2000, Plumbai, VAK.
16. EPW Issue June 30 – July 6, 2001, March 24 – 30, 2001, June 24 – 30, 2000, Jan 15 – 21, 2000, Oct. 30 – Nov 5, 1999, June 17 – 23, 2000, July 29 – Aug. 4, 2000.

SEMESTER - IV
Paper 405 B - TECHNICAL COMMUNICATION AND COMPUTER ETHICS
Code: SVUWS – 405 B (Open Elective)

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.

Text Books:

1. Gerson S.J., and Gerson S.M. Technical Writing – Process and product, 3rd edition, Pearson Education Asia, 2001.
2. Johnson D.G. Computer Ethics 3rd edition, Pearson Education Asia. 2001.
3. Bansal R.K. and Harrison J.B. Spoken English 2nd Edition, Orient Longman, 1994.
4. Fleddermann C.B. Engineering Ethics 2nd edition, Pearson Education 2004.

References Books:

1. Krishna Mohan, and Meenakshi Raman, Effective English Communication, Tata McGray Hill, 2000.
 2. Martin M.W. and Schinzunger R. Ethics in Engineering 3rd Edition Tata Mc-Gray-Hill, 1996.
 3. Division of Humanities and Social Sciences, Anna University, English for Engineer and Technologists, Vols, 1 and 2nd edition, Orient Longman, 2002.
 4. NHT Ethics and Security Management on the Web, Prentice – Hall of India 2003.
 5. Rutherford A.J. Basic Communication Skills for Technology 2nd edition Pearson Education Asia, 2001.
 6. jayanthiDakshina Murthy, Contemporary English Grammar, Book Palave, Delhi, 1998.
 7. Horny A.S Parnwell E.C, An English Reader's Dictionary, Oxford University Press, 2001.
 8. Roget M.R and Roger J.L Roget's Thesaurus of Synonyms &Antonyms,W.RGoyal Publishers and Distributors, Delhi, 2004.
 9. Nurnberg M, and Rosenblum M, HowtoBulid a Better Vocabulary, Warner Books, 1989.
- Paul V.Anderwon, Techical Communication, Thomson,5th edition,2004.

SEMESTER - IV
Paper 405 C - Gender and Mass Communications
Code: SVUWS – 405 C (Open Elective)

Objective:

This paper provides a clear and precise clarity about gender status in contemporary society by referring the participation of women in mass communication.

Outcome:

After studying this paper the learner will be able to think how to deconstruct the gender in order for effective participation of women in media and contribution of women in nations building.

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 – Stand point theory – Post structuralism and feminist communication theories – The post structuralist paradigm – Performance and Positing 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 – Post structuralism and methodology – Post structuralism discourse analysis and transverse discourse analysis.

References:

1. Allen. D, Rush. R., and Kaufman S.J (eds) (1996) ***Women Transforming Communication, Global Intersections***. CA: Sage Publications, New Delhi.
2. Ammu Joseph, Kalpana Sharma (eds) (1994) ***Whose News? The Media and Women's Issues***, Sage Publications, New Delhi.
3. Ammu Joseph, Kalpana Sharma (eds) (2006) ***Whose News? The Media and Women's Issues***, Sage Publications, New Delhi.
4. Charlotte Krolokke and Anne Scot Sorensen (2005), ***Gender Communication: Theories and Analyses***, Sage Publications.
5. Donna Allen, Susan J Kaufman, Ramona, R. Rush (ed). ***Women transforming Communications***. London: Sage Publications.
6. Karen Boyle (2002) ***Media and Violence***. London: Sage Publications.
7. Kiran Prasad (ed.) (2005). ***Women and Media: Challenging Feminist Discourse***. New Delhi: The Women Press.
8. Kiran Prasad (ed.) (2006) ***Women, Globalization and Mass Media: International Facets of Emancipation***. New Delhi: The Women Press.
9. Katharine Sarikakis and Leslie Regan Shade (2008) (eds), ***Minding the Gap: Feminist Interventions in International Communication***, USA: Rowman and Littlefield.
10. Kiran Prasad (ed) (2004) ***Communication and Empowerment of Women: Strategies and Policy Insights from India*** vol.1 &2. New Delhi: The Women Press.
11. Marian Meyers. ***Engendering Blame: News Coverage of Violence against Women***. London: Sage Publications.
12. Pamela Creedon. ***Women in Mass Communications***.
13. Patricia M Buzzanell. ***Rethinking Organizational and Managerial Communication form Feminist Perspectives***.
14. Subhash Josh 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.