**M.A Women’s Studies**

### Semester-I

<table>
<thead>
<tr>
<th>S. No</th>
<th>Code</th>
<th>Title of the Course</th>
<th>Credit Hrs / Week</th>
<th>No. of Credits</th>
<th>Core / Elective</th>
<th>IA</th>
<th>SEE</th>
<th>Total Marks</th>
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<td>1.</td>
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<td>Women’s Studies- concepts, Principals &amp; Issues</td>
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<td>102</td>
<td>Health and Nutritional perspectives of women</td>
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<td>Entrepreneurship Management &amp; Development</td>
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<td>4.</td>
<td>104</td>
<td>Computer Applications: MS-word, MS-Excel, MS-Power-point</td>
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<td>5.</td>
<td>105</td>
<td>5a. Gender, environment, climate change &amp; livelihood Opt- 1</td>
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<td>20</td>
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<td>5b. Gender Society and Power relations</td>
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<td>5c. Social Process and Behavioral Issues</td>
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<td>6.</td>
<td>106</td>
<td>▶ Human Values And Ethics –I</td>
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<td>20</td>
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<td>▶ Leadership values Opt- 1</td>
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</table>

*All CORE Papers are Mandatory

(CF) Compulsory FoundationChoose one paper

(EF) Elective FoundationChoose one paper

### Semester-II

<table>
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<tr>
<th>S. No</th>
<th>Code</th>
<th>Title of the Course</th>
<th>Credit Hrs / Week</th>
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<td>Skills Development Training – C Language, DBMS, Communication &amp; Soft Skills</td>
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<td>5c. Social Work initiatives for women’s Opt-1 development</td>
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*All CORE Papers are Mandatory

(CF) Compulsory FoundationChoose one paper

(EF) Elective FoundationChoose one paper

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*Appendix No: Item No:
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
### Semester-III

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<th>Credit Hrs / Week</th>
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<td>C++ &amp; E-Commerce</td>
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<td>Human Resource planning &amp; Development With focus on Gender perceptions</td>
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<td>4c Feminist theories, Women’s, Status &amp; Empowerment.</td>
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<td>4d Women’s participation in Agriculture &amp; Allied sectors</td>
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<td>305</td>
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<td>6</td>
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<td>5b Gender Identity and Leadership</td>
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<td>5c Women and Governance</td>
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* All CORE Papers are Mandatory  
Generic Elective choose three  
Open Elective for the Students of other Departments to earn Extra Credits. Minimum One Paper should be opted.  
Open Elective is any number of extra credits may be taken depending on the interest of the student.

### Semester-IV

<table>
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<tr>
<th>S. No</th>
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<td>Accounting &amp; Financial Management, Tally</td>
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<td>Participatory learning, Extension &amp; outreach programs &amp; Advocacy with focus on women</td>
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<td>5b Technical communication and computer ethics</td>
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<td>5c Gender &amp; Mass Communication</td>
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</tbody>
</table>

* All CORE Papers are Mandatory  
Generic Elective choose three  
Open Elective for the Students of other Departments to earn Extra Credits. Minimum One Paper should be opted.  
Open Elective is any number of extra credits may be taken depending on the interest of the student.
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.


UNIT – II: WOMEN AND SOCIAL INSTITUTIONS


UNIT – III: GENDER CONCEPTS


UNIT – IV: ISSUES RELATED TO GIRL CHILD AND WOMEN


UNIT – V:

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.).

References:
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


Unit – II: Nutritional and Health Programmes


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:


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 – 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)


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:

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.


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


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 envelops 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 test 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.


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

Practicals:
• M.S. Office Package
• Power Point Presentation
• Mail Merge
• DOS Commands

References:
5. Leion and Jeon M. “Computers for everyone”
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  
2. Burra N, Randive J & Murthy R (eds), Micro – Credit Poverty and Empowerment,  
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.
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  
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-I: 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.

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
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

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

Unit – V : Organizational Process
Power dynamics – Male, female – Organizational – Culture with particular reference to women

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

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

UNIT –I  

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 Aparigrah (Non-stealing). Purushartha (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 - Aryaastangamarga, (c) Jainism- mahavrata and anuvrata. 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:
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly : Introduction to Ethics
15. Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education & Telugu Academic Hyderabad
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

Unit – III

Unit – IV

Unit – V: Policies and Programmes for Women’s Development:

References:
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

Unit – III: Quantitative and Qualitative Techniques
Characteristics of Quantitative and Qualitative research
Quantitative methods: Interview – questionnaires (Schedule).
Techniques – Scaling (Thurstone and likert scales).

Unit – IV: Statistics
‘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:
6. SNDT Women’s University Publications “Contribution to Women’s Studies Series – 4,4, Oral History in Women’s Studies Concept, Method and Use” (Bombay: SNDT Women’s University, 1990).
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  

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

UNIT – III  

UNIT – IV  

UNIT – V  

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

REFERENCES

1. Philip Kotler, “MARKETING MANAGEMENT” (Pearson Education)  
4. S. Neela Megan “MARKETING IN INDIA” (Vikas)  
5. Still, Cundiff & Govanti, “SALES MANAGEMENT DECISIONS, STRATEGIES AND CASE”, Prentice – Hall of India  
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:

Unit – II : Soft Skills

Unit – III : ‘C’ Language

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


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:
- Lesiker and petin, “BUSINESS COMMUNICATION”, Prentice Hall of India, New Delhi
- Piyush Dhar Chaturvedi and Mukesh Chutervedi, “BUSINESS COMMUNICATION”, Pearson Education
- Balaguruswamy C, ‘PROGRAMMING C”
- Let Us C by Yeswanth Kanethkar
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:

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 norm 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:

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

Unit – I  

Unit – II  

Unit – III  

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:  
4. R.k.Upadhyay, Social Case work. Rawat publications, New Delhi

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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 of 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 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\ccc\cpcpdme.htm
- Leadership Wikipedia
- Gender Awareness and sensitivity applications- Training Resources pack: Unnathi Organization for Development Education; www.unnati.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, Earthscan, India
- Udaipareek (1996): Organizational behavior process; new delhi,Rawat Publications
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 –IV  Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest control, Pollution and waste, Climate change, Energy and population, Justice and environmental health.


Books for study:

5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly : Introduction to Ethics
16. I.C Sharma Ethical Philosophy of India. Nagin&coJulundhar
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
References

10. Ahuja, Ram, Crime Against Women, Jeypore: Rawat Publications.
11. Charana, Karuna, Socialization Education and Women; Expositions in Genderidentity, New Delhi.
17. Parasher, Women of Family Law Reform in 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

Practicals:
- Report on Case Studies on Women and Technology
References:

- 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.
- 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
Unit- 1

Unit-2

Unit-3: Introduction to C++

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:

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
4. Manuals Supplied along with respective packages.
5. OOPS:Balaguruswamy
6. Let Us C++: YeswanthKanithkar
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


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
4. Biswajeet Pattanayak: HUMAN RESOURCE MANAGEMENT, (Prentice Hall of India)
5. Robert L. Mathis, et. al: HUMAN RESOURCE MANAGEMENT, (Thomson Learning)
6. Biswajeet Pattanayak: HUMAN RESOURCE MANAGEMENT, (Prentice Hall of India)
8. Srinivas R Kandula: STRATEGIC HUMAN RESOURCE MANAGEMENT, (Prentice Hall)
11. Garden, McBeath, ORGANISATION AND MANPOWER PLANNING (Business Books)
SEMESTER - III
Paper 304 A - NGO MANAGEMENT
Code: SVUWS – 304 A (Generic Elective)

Unit – I: Voluntarism and Social Action

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

Unit-IV: Management of Project & Funding Agencies:

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:
3. ICSSR, Foreign funding, NGOs in India
5. Lawani, B.T.NGOs in Development, Jaipur; Rawat Publication, 1999
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:
   b) Informational Service-purpose, types, principles and material involved, Career Planning and Placement Service.

Unit – II : Counselling
i) Meaning, Scope, Purpose, functions and role of Counselling, principles underlying Counselling, Types of Counselling, Historical Development of Counselling.
ii) Expectations and goals of Counselling, roles and functions of Counselor, characteristics of counselor and counselee, qualities of a good counselor, factors facilitating counseling relationships.

Unit – III : Counselling Theories
i) Trait-factor, Client-centered, Eclectic counseling, Behavioural Counselling, 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) Counselling Centre - Maternity Hospital – TPT
3. Visit to Family Counselling Centre - CSWB – TPT
4. Visit to Family Counselling Centre – NGO (PASS) – TPT
5. Visit Guidance Counselling Centre - TPT
6. Report on activities of Guidance and Counselling

References:


Journals:

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 
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  
- GoordassBenerjee. 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  
- 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

References:
Objectives:
1. To equip the students on the capacities to raise gender sensitivity to reduce feminity and masculinity and
2. To important 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:

- Participatory Planning for change: [http://www.dfggmoi.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://www.dfggmoi.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://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf](http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf)
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.

Outcome: 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:
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:
Objectives:
- To train the students in maintenance of accounts.
- To orient and teach them accounts and financial management.

UNIT – I

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

UNIT – III

UNIT – IV

UNIT – V

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
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.


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 evalustion.
References:

10. Adhikary, “Participatory Planning And Project Management In Extension Science”, Agrotech Publication Academy
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.  

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

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

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:
OBJECTIVE:
- Managing Human Resource effectively.

UNIT – I: Human Resource Management: Context, Concept and Boundaries
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:
10. MN RudraBasava Raj, DYNAMIC PERSONNEL ADMINISTRATION, Himalaya Publishing House
12. BiswajeetPattanayak: HUMAN RESOURCE MANAGEMENT, (Prentice Hall of India)
14. BiswajeetPattanayak: HUMAN RESOURCE MANAGEMENT, ( Prentice Hall of India)
15. David A. Decenzo and Stephen P. Robbins: PERSONNEL / HUMAN RESOURCE MANAGEMENT (Prentice Hall of India)
SEMESTER - IV
Paper 404 C - MULTIMEDIA SYSTEMS
Code: SVUWS – 404 C (Generic Elective)

UNIT-I

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

UNIT-IV

UNIT-V

Text Book

REFERENCE BOOKS:
2. ... Jeffcoate, Multimedia in practice Technology and Application, Prentice Hall, 1995
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

- WHO School Health Education to Prevent AIDS and Sexually Transmitted Diseases, a resource package for curriculum planners, 1994.
- SaseendranPallikadavath, Women's Reproductive Health, Sociocultural Context and AIDS Knowledge in Northern India, Journal of Health Management Vol.: 7, No.: 1, April, 1 2005
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.

Outcome:
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:
5. Ghosh J. Gender Concern in Macro Economic Policy, EPW 30th April, WS – 2.
SEMESTER - IV

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

UNIT I

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

UNIT IV

UNIT V

Text Books:

References Books:


3. Division of Humanities and Social Sciences, Anna University, English for Engineer and Technologists, Vols, 1 and 2nd edition, Orient Longman, 2002.


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

UNIT – II

UNIT – III

UNIT – IV

UNIT – V
References:

13. Patricia M Buzzanell. Rethinking Organizational and Managerial Communication from Feminist Perspectives.