



# ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



## FACULTY OF ARTS DEPARTMENT OF WOMEN'S STUDIES



### B.A., GENDER STUDIES REGULATIONS AND SYLLABUS

(For the candidates admitted from the  
Academic Year 2022 - 2023)

# DEPARTMENT OF WOMEN’S STUDIES

## B.A. GENDER STUDIES - 316

### REGULATIONS AND SYLLABUS






[For the candidates admitted from the Academic Year 2022 – 2023 onwards]



### ALAGAPPA UNIVERSITY

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC)  
Karaikudi -630003, Tamil Nadu

**The panel of Members - Broad Based Board of Studies**

<p><b>Chairperson:</b>  Dr.K.Manimekalai  Professor &amp; Head, Department of Women's Studies  Alagappa University, Karaikudi  Teaching Experience: 34, Research Experience: 34  Area ofResearch: Gender Studies &amp; Social Work</p>	
<p><b>Foreign Expert:</b>  Dr. Seetha Lakshmi  Associate Professor, Department of Asian Language &amp; Culture  Nanyang Technological University, Singapore  Teaching Experience: 25 , Research Experience: 26  Area ofResearch: Spoken Tamil, Curriculum Review and Innovative Pedagogy</p>	
<p><b>Indian Expert:</b>  Dr. C.Aruna  Professor &amp; Director i/c  Centre for Women's Studies  Pondicherry University, Puducherry  Teaching Experience:18 , Research Experience: 18  Area ofResearch: Elderly Women and Social Audit</p>	
<p><b>Indian Expert:</b>  Dr. Sabiha Hussain  Director  Sarojini Naidu Centre for Women's Studies  Jamia Millia Islamia, New Delhi  Teaching Experience: 23, Research Experience: 23  Area ofResearch: Gender and Development &amp; Women's Rights</p>	
<p><b>Industry Expert:</b>  Dr. Amruthraj R M  Specialist in Women's Studies  Kerala Institute of Local Administration (KILA)  E.T.C P O, Kollam, Kerala  Experience: 15, Area: Women and Local Governance</p>	
<p><b>Member:</b>  Dr. P. Veeramani  Assistant Professor, Centre for Women's Studies  Alagappa University, Karaikudi  Teaching Experience: 10 , ResearchExperience: 16  Area of Research: Gender Studies and Social Work</p>	

**Alumnus/Alumna:**

Ms. K.Vijayasankari

Assistant Project Officer, Mahalirhittam

Sivaganga Dist. Sivagangai

Tamil Nadu



**ALAGAPPA UNIVERSITY**  
**DEPARTMENT OF WOMEN'S STUDIES**  
Karaikudi -630003, Tamil Nadu.

**REGULATIONS AND SYLLABUS-(CBCS-University Department)**

[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department: **Department of Women's Studies**

Name of the Subject Discipline: **Gender Studies**

Programme of Level: **B.A.**

Duration for the Course: **Full Time (Three Years)**

### **1. Choice-Based Credit System**

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. Students shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter-disciplinary and intra-disciplinary approach to learning, and make the best use of the expertise of available faculty.

### **2. Programme**

“Programme” means a course of study leading to the award of a degree in a discipline.

### **3. Courses**

‘Course’ is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures/tutorials/laboratory/seminar/project / practical training/report writing /Viva-voce, etc or a combination of these, to meet effectively the teaching and learning needs.

### **4. Credits**

The term “Credit” refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures/tutorial/laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

### **5. Semesters**

An Academic year is divided into **Two Semesters**. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 days a week.

## 6. Departmental committee

The Departmental Committee consists of the faculty of the Department. The Departmental Committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests, verification of records, admission, and evaluation. The Departmental Committee determine the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals, seminars etc. The courses (Core/Discipline Specific Elective/Non-Major Elective) are designed by teachers and approved by the Departmental Committees. Courses approved by the Departmental Committees shall be approved by the Board of Studies/Broad Based Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme, MOOCs coordinator and Internship Mentor are responsible for submitting the performance sheet to the Head of the department. The Head of the Department consolidates all such performance sheets of courses pertaining to the programmes offered by the department. Then forward the same to be Controller of Examinations.

## 7. Programme Educational Objectives - (PEO)

PEO 1	To introduce Gender Studies as an academic discipline
PEO 2	To understand the basic concepts of Gender Studies
PEO 3	To inculcate knowledge on feminist theories
PEO 4	To inculcate knowledge on various feminist movements
PEO 5	Engagement in feminist praxis that joins theory and research to specific plans for individual and social change
PEO 6	To promote knowledge on various women development programmes
PEO 7	Engage in promoting social justice and human rights.
PEO 8	To train students using research methods from Women's Studies perspective
PEO 9	To provide students with internship opportunities in university, community, and business organizations focused on serving women or advocating gender equity and justice
PEO 10	Practice critical thinking through research, writing, and application of theory in interdisciplinary contexts

## 8. Programme Specific Objectives - (PSO)

PSO 1	To explain changing trend in the status of women
PSO 2	To introduce and analyze major feminist thoughts
PSO 3	To examine the constitutional and legal rights of women
PSO 4	To understand the women empowerment Policies and programmes
PSO 5	To aware about the factors influencing upliftment of women and society

## 9. Programme Specific Outcomes - (PSO)

PSO 1	To identify the links among gender, sexuality, identity, power, and social justice
PSO 2	To discuss in the field of Women's and Gender Studies in relation to contemporary and/or recurring problems in society
PSO 3	To analyze human interactions and social/political systems using a gender lens
PSO 4	To prepare scholarly research on key gender issues and/or debates
PSO 5	To outline the ways to address societal and power inequalities to improve women's status.

## 10. Programme Outcome - (PO)

PO 1	To explain the evolution of Women's Studies as a field of a study and the nature of interdisciplinary research
PO 2	To analyze various feminist movement from grass root level to global level
PO 3	To discuss various kinds of feminism and the impact of feminist movements in the life of women
PO 4	To explain the students with the feminist research methodology
PO 5	To discuss various women development programmes at the national and international level
PO 6	To prepare research and action programmes to achieve gender equity in all sectors
PO 7	To design with key issues, questions and debates in Women and Gender issues
PO 8	To identify various frameworks for gender analysis
PO 9	To apply thoughts on personal wellbeing and social responsibility
PO 10	To create knowledge on research report writing

## 11. Eligibility for admission

A pass in the Higher Secondary Examination (Academic / Vocations Stream) conducted by the Government of Tamil Nadu.

## 12. Medium of Instruction:

English

## 13. Minimum Duration of programme

The programme is for a period of three years. Each year shall consist of two semesters viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and even semesters shall be from November / December to April / May. Each semester there shall be 90 working days consisting of 6 teaching hours per working day (5 days/week).

## 14. Components

A UG programme consists of a number of courses. The term “course” is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of the courses suggested for the UG programmes:

- A. Core Courses (CC) - “Core Papers” means “the core courses” related to the programme concerned including practicals and project work offered under the programme and shall cover core competency, critical thinking, analytical reasoning, and research skill.
- B. Discipline-Specific Electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students, shall cover additional academic knowledge, critical thinking, and analytical reasoning.
- C. Non-Major Electives (NME)- Exposure beyond the discipline
  - Students have to undergo a total of two Non Major Elective courses with 2 credits offered by other departments (one in III Semester another in IV Semester).
  - A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives.
  - Non Major Elective courses offered by the departments pertaining to a semester should be announced before the end of previous semester.
  - Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or NME portal (University Website).
- D. Self Learning Courses from MOOCs platforms.
  - MOOCs shall be on voluntary for the students.
  - Students have to undergo a total of 2 Self Learning Courses (MOOCs) one in III semester and another in IV semester.
  - The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits. Otherwise 2 credits/course be given if the Self Learning Course (MOOCs) is without credit.
  - While selecting the MOOCs, preference shall be given to the course related to employability skills.
- E. Projects / Dissertation / Internships

The duration of the Project/Dissertation/internship shall be a minimum of three months in the fourth semester.

### ➤ **Plan of Work**

#### **Project/Dissertation**

The candidate shall undergo Project/Dissertation Work during the final semester. The candidate should prepare a scheme of work for the dissertation/project and should get approval from the guide. The candidate, after completing the dissertation /project work, shall be allowed to submit it to the university departments at the end of the final semester. If the candidate is desirous of availing the facility from other



departments/universities/laboratories/organizations they will be permitted only after getting approval from the guide and HOD. In such a case, the candidate shall acknowledge the same in their dissertation/project work.

➤ **Format to be followed for dissertation/project report**

The format /certificate for thesis to be followed by the student are given below

- Title page

➤ **Format of the title page**

**Title of Dissertation/Project Work**

Dissertation/Project submitted in partial fulfilment of the requirement for the degree of B.A. programme to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of Women's Studies

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003

(Year)

➤ **Format of Certificates**

**Certificate – Guide**

This is to certify that the Dissertation/Project entitled “-----  
---” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the B.A. programme in Gender Studies by Mr/Ms ----- (Reg No: -----) under my supervision. This is based on the results of studies carried out by him/her in the Department of Women's Studies, Alagappa University, Karaikudi-630003. This dissertation/Project or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar titles or record of any University or Institution.

Place: Karaikudi

Date: \_\_\_\_\_

Research Supervisor

### Certificate - (HOD)

This is to certify that the thesis entitled “-----” submitted by Mr/Mss ----- (Reg No: -----) to the Alagappa University, in partial fulfilment for the award of the B.A. programme in Gender Studies is a bonafide record of research work done under the supervision of Dr.-----, Assistant/Associate/ Professor, Department of Women’s Studies, Alagappa University. This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date: \_\_\_\_\_

Head of the Department

### Declaration (Student)

I hereby declare that the dissertation entitled “-----” submitted to the Alagappa University for the award of the B.A. programme in Gender Studies has been carried out by me under the guidance of Dr. -----, Assistant/Associate/Professor, Department of Women’s Studies, Alagappa University, Karaikudi – 630 003. This is my original and independent work and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date: \_\_\_\_\_

Student Name

- Acknowledgment
- Content as follows:

Chapter No	Title	Page Number
1	Introduction	
2	Aim and Objectives	
3	Review of Literature	
4	Materials and Methods	
5	Result	
6	Discussion	
7	Summary	
8	References	

## **Internship**

The students who have opted for an Internship must undergo industrial training in the reputed organizations to accrue industrial knowledge in the final semester. The student has to find industry related to their discipline (Public limited/Private Limited/owner/NGOs etc.,) in consultation with the faculty in charge/Mentor and get approval from the head of the department and Departmental Committee before going for an internship.

### ➤ **Format to be followed for Internship report**

The format /certificate for internship report to be followed by the student are given below

### ➤ **Title page - Format of the title page**

#### **Title of Internship Report**

Internship report submitted in partial fulfilment of the requirement for the B.A. degree in Gender Studies to the Alagappa University, Karaikudi -630003

By

(Student Name)

(Register Number)

University Logo

Department of Women's Studies

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003

(Year)

#### **Certificate (Format of certificate – faculty in-charge)**

This is to certify that the report entitled "-----" submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the B.A. programme in Gender Studies by Mr/Ms----- (Reg No: -----) under my supervision. This is based on the work carried out by him/her in the organization M/S ----- . This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Date: \_\_\_\_\_

Research Supervisor

### **Certificate (HOD)**

This is to certify that the Internship report entitled “-----” submitted by Mr/Ms.----- (Reg No:-----) to the Alagappa University, in partial fulfilment for the award of the B.A. programme in Gender Studies is a bonafide record of Internship report done under the supervision of Dr.-----, Assistant/Associate/Professor, Department of Women’s Studies, Alagappa University and the work carried out by him/her in the organization M/S ----- . This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date: \_\_\_\_\_

Head of the Department

### **Certificate - (Format of certificate – Company supervisor or Head of the Organization)**

This is to certify that the Internship report entitled “-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the B.A. programme in Gender Studies by Mr/Ms----- (Reg No:-----) under my supervision. This is based on the work carried out by him/her in our organization M/S ----- --- for the period of three months or ----- . This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Date: \_\_\_\_\_

Supervisor or in charge

### **Declaration (Student)**

I hereby declare that the Internship Report entitled “-----” submitted to the Alagappa University for the award of the B.A. programme in Gender Studies has been carried out by me under the supervision of Dr.-----, Assistant/Associate/Professor, Department of Women’s Studies, Alagappa University, Karaikudi – 630 003. This is my original and independent work carried out by me in the organization M/S ----- for the period of three months or ----- and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date: \_\_\_\_\_

Student Name

- Acknowledgment
- Content as follows:

<b>Chapter No</b>	<b>Title</b>	<b>Page Number</b>
1	Introduction	
2	Aim and Objectives	
3	Organisation profile /details	
4	Methods and Work	
5	Observation and knowledge gained	
6	Summary and outcome of the Internship study	
7	References	

### **Field Visit**

The students shall undergo Field Visits to various aquaculture farms, fish landing centers, sea food processing industries, Research Institutes, ship building industries etc. to acquire industrial and practical knowledge during the first semester.

### **Format to be followed for Field Visit report**

The format for Field Visit report to be followed by the student are given below

- **Format of the title page**

#### **Field Visit Report**

*Field visit report submitted in partial fulfilment of the requirement for the B.A programme in Gender Studies to the Alagappa University, Karaikudi -630003*

By

(Student Name)

(Register Number)

University Logo

Department of Women's Studies

Alagappa University

*(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)*

Karaikudi - 630003

(Year)

➤ **Format of certificate**

**HOD**

This is to certify that the Field Visit report submitted by Mr./Ms -----  
-(Reg No:-----) to the Alagappa University, in partial fulfilment for the award of  
the B.A programme in Gender Studies is a bonafide record of Field Visit reports carried out  
by him/her during -----. This is to further certify that the report or any part  
thereof has not formed the basis of the award to the student of any degree, diploma,  
fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:

Head of the Department

**Declaration (Student)**

I hereby declare that the Field Visit Report submitted to the Alagappa University for  
the award of the B.A programme in Gender Studies has been carried out by me. This is my  
original and independent work carried out by me during ----- and has not previously formed  
the basis of the award of any degree, diploma, associateship, fellowship, or any other similar  
title of any University or Institution.

Place: Karaikudi

Date:

(Student Name)

- Acknowledgment
- Content as follows:

S. No.	Date	Field Visit	Page No.	Signature
1				
2				
3				
4				
5				

➤ **No. of copies of the dissertation/project report/internship report**

The candidate should prepare three copies of the dissertation/project/report and submit  
the same for the evaluation of examiners. After evaluation, one copy will be retained in the  
department library, one copy will be retained by the guide and the student shall hold one copy.

## 15. Teaching Methods

- Lecture-discussions
- Lectures by well known personalities
- Lecture summary presentation by students
- Group discussions
- Students seminar Presentations
- Field Work based Learning
- Project based Learning
- Film screening cum discussions
- Digital Learning approaches

## 16. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall redo the semester(s) after completion of the programme.

## 17. Examination and Evaluation

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analysing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

### *A. Internal Assessment*

The internal assessment shall comprise a maximum of 25 marks for each subject. The following procedure shall be followed for awarding internal marks.

### **Theory – 25 Marks**

<b>Sr. No</b>	<b>Content</b>	<b>Marks</b>
1	Average marks of two CIA test	15
2	Seminar/group discussion/quiz	5
3	Assignment/field trip report/case study report	5
	Total	25

### Practical – 25 Marks

Sr. No	Content	Marks
1	Major Experiment	10/16
2	Minor Experiment	5/8
3	Spotter (2x 5/ 4 x4) or any other mode	10/16
	Total	25/40

### Project/Dissertation – 25 Marks (assess by Guide/Incharge/HOD/Supervisor)

Sr. No	Content	Marks
1	Two Presentations (mid-term)	15
2	Progress Report	10
	Total	25

### Internship – 150 Marks (assess by in charge/ HOD / Organization supervisor)

Sr. No	Content	Marks
1	Two Presentations (mid-term)	90
2	Progress Report	60
	Total	150

### ***B. External Examination***

- There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.
- A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October /November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.
- A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed (OR) belated joining (OR) on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- For the Project Report/ Dissertation Work / internship the maximum marks will be 75/150 marks for project report evaluation and for the Viva-Voce it is 25/50 marks (if in some programmes, if the project is equivalent to more than one course, the project marks would be in proportion to the number of equivalent courses).
- Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Dissertation Work /Project/ Internship).



### **C. Scheme of External Examination (Question Paper Pattern)**

#### **Theory - Maximum 75 Marks**

Section A	10 questions. All questions carry equal marks.	$10 \times 1 = 10$	10 questions – 1 each from every unit
Section B	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	$5 \times 5 = 25$	5 either or questions from each unit ( one either-or question from each unit)
Section C	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	$5 \times 8 = 40$	5 either or questions from each unit ( one either-or question from each unit)

#### **Practical – Maximum 75 Marks**

Section A	Major experiment	10 Marks
Section B	Minor experiment	5 Marks
Section C	Experimental setup	5 Marks
Section D	Spotters (5 x 5 marks)	25 Marks
Section E	Record note	10 Marks
Section F	Viva voce	10 Marks

#### **Dissertation /Project report/Internship report Scheme of evaluation**

Dissertation /Project report/Internship report	50 Marks
Viva voce	25 Marks

#### **Internship report Scheme of evaluation**

Internship report	150 Marks
Viva voce	100 Marks

### **18. Results**

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website.

### **19. Passing minimum**

- A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 40% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.

- The passing minimum for CIA shall be 40% out of 25/15\* marks (i.e.10/6\* marks) in Theory papers and 40% out of 40/10\* marks (i.e. 16/4\* marks) in Practical Examinations.
- The passing minimum for University Examinations shall be 40% out of 75/ 60\*marks (i.e. 30/24\* marks) for Theory papers and 40% out of 60/40\* marks (i.e. 24/16\* marks) for Practical papers.
- The candidates not obtained 40% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/ or in University examinations.
- A candidate shall be declared to have passed in the Dissertation/Project report/Internship report if he / she get not less than 40% in each of the Report an Viva-Voce.
- A candidate who gets less than 40% in the Dissertation / Internship/ Project Report must resubmit the thesis. Such candidates need take again the Viva-Voce on the resubmitted report / thesis.

## 20. Grading of the Courses

The following table gives the marks, Grade points, Letter Grades and classifications meant to indicate the overall academic performance of the candidate.

Conversion of Marks to Grade Points and Letter Grade (Performance in Course / Paper)

<b>RANGE OF MARKS</b>	<b>GRADE POINTS</b>	<b>LETTER GRADE</b>	<b>DESCRIPTION</b>
90 - 100	<b>9.0 – 10.0</b>	<b>O</b>	<b>Outstanding</b>
80 - 89	<b>8.0 – 8.9</b>	<b>D+</b>	<b>Excellent</b>
75 - 79	<b>7.5 – 7.9</b>	<b>D</b>	<b>Distinction</b>
70 - 74	<b>7.0 – 7.4</b>	<b>A+</b>	<b>Very Good</b>
60 - 69	<b>6.0 – 6.9</b>	<b>A</b>	<b>Good</b>
50 - 59	<b>5.0 – 5.9</b>	<b>B</b>	<b>Average</b>
40 - 49	<b>4.0 – 4.9</b>	<b>C</b>	<b>Satisfactory</b>
00 - 39	<b>0.0</b>	<b>U</b>	<b>Re-appear</b>
ABSENT	<b>0.0</b>	<b>AAA</b>	<b>ABSENT</b>

- a) Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).
- b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).

- c) Successful candidates passing the examinations and earning GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).
- d) Successful candidates passing the examinations and earning GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).
- e) Successful candidates passing the examinations and earning GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).
- f) Successful candidates passing the examinations and earning GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have Average (B).
- g) Successful candidates passing the examinations and earning GPA between 4.0 – 4.9 and marks from 40 - 49 shall be declared to have Satisfactory (C).
- h) Candidates earning GPA between 0.0 and marks from 00 - 39 shall be declared to have Re-appear (U).
- i) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by **Grade Point Average (GPA)** and **Cumulative Grade Point Average (CGPA)**. These two are calculated by the following formulate

$$\text{GRADE POINT AVERAGE (GPA)} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

GPA = Sum of the multiplication of grade points by the credits of the courses  
Sum of the credits of the courses in a Semester

## 21. Classification of the final result

The final result of the candidate shall be based only on the CGPA earned by the candidate.

- a) Successful candidates passing the examinations and earning CGPA between 9.5 and 10.0 shall be given Letter Grade (O+) and those who earned CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class –Exemplary\*.
- b) Successful candidates passing the examinations and earning CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned CGPA between 8.0 and 8.4 shall be given Letter Grade (D+) and those who earned CGPA between 8.5 and 8.9 shall be given Letter Grade (D++) and declared to have First Class with Distinction\*.
- c) Successful candidates passing the examinations and earning CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned CGPA between 6.5 and 6.9 shall be given Letter Grade (A+) and those who earned CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class.
- d) Successful candidates passing the examinations and earning CGPA between 5.0 and 5.4 shall be given Letter Grade (B) and those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.
- e) Successful candidates passing the examinations and earning CGPA between 4.0 and 4.4 shall be given Letter Grade (C) and those who earned CGPA between 4.5 and 4.9 shall be given Letter Grade (C+) and declared to have passed in Third Class.
- f) Absence from an examination shall not be taken as an attempt.

## Final result

CGPA	Grade	Classification of Final Result
9.5 – 10.0 9.0 and above but below 9.5	<b>O+</b> <b>O</b>	First Class – Exemplary*
8.5 and above but below 9.0 8.0 and above but below 8.5 7.5 and above but below 8.0	<b>D++</b> <b>D+</b> <b>D</b>	First Class with Distinction*
7.0 and above but below 7.5 6.5 and above but below 7.0 6.0 and above but below 6.5	<b>A++</b> <b>A+</b> <b>A</b>	First Class
5.5 and above but below 6.0 5.0 and above but below 5.5	<b>B+</b> <b>B</b>	Second Class
4.5 and above but below 5.0 4.0 and above but below 4.5	<b>C+</b> <b>C</b>	Third Class
0.0 and above but below 4.0	<b>U</b>	Re-appear

$$\text{CUMMULATIVE GRADE POINT AVERAGE (CGPA)} = \frac{\sum_n \sum_i C_{ni} \cdot G_{ni}}{\sum_n \sum_i C_{ni}}$$

$$\text{CGPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the entire Programme}}{\text{Sum of the credits of the course for the entire Programme}}$$

Where ‘Ci’ is the Credit earned for Course i in any semester; ‘Gi’ is the Grade Point obtained by the student for Course i and ‘n’ refers to the semester in which such courses were credited.

**CGPA** (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

Note: \* The candidates who have passed in the first appearance and within the prescribed Semesters of the UG Programme (Major, Allied and Elective courses alone) are alone eligible for this classification.

### 22. Maximum duration of the completion of the programme

The maximum period for completion of UG Degree in Gender Studies shall not exceed six semesters continuing from the first semester.

### 23. Conferment of the Undergraduate Degree programme

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed therefore (i.e. 140 + Extra Credits for three years UG Programmes and 160 + Extra credits for four years UG Programmes credits).

#### **24. Village Extension Programme**

The Sivaganga and Ramnad districts are very backward districts where a majority of people lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit any one of the adopted villages within the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme.1. Environmental awareness, 2. Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.

**ALAGAPPA UNIVERSITY, KARAIKUDI**  
**NEW SYLLABUS UNDER CBCS PATTERN (w.e.f. 2022-23)**  
**B.A GENDER STUDIES - 316**  
**PROGRAMME STRUCTURE**

Sem.	Part	Course Code	Title of the Paper	T/P	Credit	Hrs/ week	Marks		Total Marks
							Int.	Ext.	
I	I	221T1	தற்காலக் கவிதையும் உரைநடையும்	T	3	6	25	75	100
	II	712CE	Communicative English - I	T	3	6	25	75	100
	III	3161C1	Key Concepts in Gender Studies	T	5	5	25	75	100
		3161C2	Women's Studies in India	T	4	4	25	75	100
		3161A1	Women's Health and Nutrition	T	5	5	25	75	100
	IV	22BVE1	Value Education	T	2	2	25	75	100
			Library	-	-	2	-	-	-
<b>Total</b>					<b>22</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600</b>
II	I	222T1	இடைக்கால இலக்கியமும் சிறுகதையும்	T	3	6	25	75	100
	II	722CE	Communicative English – II	T	3	6	25	75	100
	III	3162C1	Fundamentals of Feminist Theory	T	5	5	25	75	100
		3162C2	Filed Work Practicum	P	4	4	25	75	100
		3162A2	Gender and Development Policies	T	5	5	25	75	100
	IV	4BES2	Environmental Studies	T	2	2	25	75	100
			Library	-	-	2	-	-	-
<b>Total</b>					<b>22</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600</b>
III	I	223T1	காப்பியமும் புதினமும்	T	3	6	25	75	100
	II	2232E	English For Enrichment - I	T	3	5	25	75	100
	III	3163C1	Gender and Society	T	5	5	25	75	100
		3163C2	Gender and Human Rights	T	4	4	25	75	100
		3162A3	Filed Work	F	5	5	25	75	100
	IV	22BE3	Entrepreneurship	T	2	2	25	75	100
			Non Major Elective: I	T	2	3	25	75	100
<b>Total</b>					<b>24</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>
IV	I	224T1	பண்டைய இலக்கியமும் நாடகமும்	T	3	6	25	75	100
	II	2242E	English For Enrichment - II	T	3	5	25	75	100
	III	3164C1	Gender and Work	T	5	5	25	75	100
		3164C2	Gender and Politics	T	4	4	25	75	100
		3164A4	Women, Science and Technology	T	5	5	25	75	100
			Industry visit report/Mini project		2	2	25	75	100
	IV		Non Major Elective: II		2	3	25	75	100
<b>Total</b>					<b>24</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>

V	III	3165C1	Research Methods	T	4	6	25	75	100	
		3165C2	Women and Entrepreneurship Development	T	5	6	25	75	100	
		3165C3	Gender based Violence	T	5	5	25	75	100	
		3165C4	Gender and Disability	T	5	5	25	75	100	
		3165C5	Gender Mainstreaming	T	5	5	25	75	100	
			Library/Yoga etc.		-		3			
		<b>Total</b>			<b>24</b>	<b>30</b>	<b>125</b>	<b>375</b>	<b>500</b>	
VI	III	3166C1	Internship		<b>24</b>	<b>30</b>	<b>150</b>	<b>250</b>	<b>400</b>	
			<b>Or</b>							
		3166C2	Gender and Culture	T	6	6	25	75	100	
		3166C3	Gender and Environment Livelihood	T	6	6	25	75	100	
		3166C4	Gender Planning and Development	T	6	6	25	75	100	
		3166C5	Gender and Poverty	T	6	6	25	75	100	
			Library/Yoga etc.		-	-	2	-	-	-
			Career development/employability skills/ Field trip		-	-	4	-	-	-
			<b>Total</b>			<b>24</b>	<b>30</b>	<b>100</b>	<b>300</b>	<b>400</b>
			<b>Or</b>							
		3167C1	Project		6	10	25	75	100	
		3167C2	Gender Training	T	6	6	25	75	100	
		3167C3	Training for Community Development	T	6	6	25	75	100	
	3167C4	NGO and Corporate Social Responsibility	T	6	6	25	75	100		
	Library/Yoga etc.		-	-	2	-	-	-		
	<b>Total</b>			<b>24</b>	<b>30</b>	<b>100</b>	<b>300</b>	<b>400</b>		
	<b>Grand Total</b>			<b>140</b>		<b>-</b>	<b>-</b>	<b>3500</b>		

As per TANSCH, the Professional English book will be taught to all four streams apart from the existing hours of teaching/additional hours of teaching (1hour/day) as a 4 credit paper as an add on course on par with Major paper and completion of the paper is a must to continue his/her studies further.

Sem.	Part	Course Code	Title of the Paper	Credit	Hrs/ week	Marks		Total Marks
						Int.	Ext.	
I	III	91BPEA	Professional English-I	4	4	25	75	100
II		92BPEA	Professional English-II	4	4	25	75	100
II		93BPEA	Professional English-III	4	4	25	75	100
IV		94BPEA	Professional English-IV	4	4	25	75	100

## **T- Theory P- Practical**

- TOL – Tamil/Other Languages
- E – English
- CC – Core course – Core competency, critical thinking, analytical reasoning, research skill & teamwork
- Allied – Exposure beyond the discipline
- AECC – Ability Enhancement Compulsory Course (Professional English & Environmental Studies) – Additional academic knowledge, psychology and problem solving etc.,
- SEC - Skill Enhancement Course – Exposure beyond the discipline (Value Education, Entrepreneurship Course, Computer application for Science, etc.,
- NME - Non Major Elective – Exposure beyond the discipline
- DSE – Discipline specific elective – Student choice – either or
  - Internship
  - If internship – Marks = Internal =150 (75+75) two midterm evaluation through Viva voce and External 250 marks (Report =150 +Viva Voce=100) = Total 400 marks
  - Theory papers or
  - Project + 3 theory papers
- Extension activity & MOOCs – Voluntary basis



<b>Semester - I</b>					
<b>CC</b>	<b>Course code: 3161C1</b>	<b>Key Concepts in Gender Studies</b>	<b>T</b>	<b>Credits: 5</b>	<b>H/W: 5</b>
<b>Unit - I</b>					
<b>Objective 1</b>	<b>To impart a significant body of knowledge to students about the social construction of gender in various cultural contexts from diverse disciplinary perspectives</b>				
<b>Basic Concepts:</b> Sex – Gender – Gender Roles – Gender Discrimination - Gender Identity – Gender Ideology – Gender Stereotypes – Gender Division of Labour – Patriarchy					
<b>Outcome 1</b>	<b>Learner discuss the social construction of gender</b>				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	<b>To elaborate on the concept of patriarchy and male dominance in society and its impact on women</b>				
<b>Gender Concepts:</b> Gender Analysis – Gender Needs – Gender Planning – Gender Training – Gender based Violence – Gender Mainstreaming – Gender Audit – Gender Budget – Gender Sensitization					
<b>Outcome 2</b>	<b>Students assess the concepts of patriarchy and male dominance in the society</b>				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	<b>To make the student understand the concepts of masculinity and femininity as analytical categories</b>				
<b>Terminology:</b> Femininities – Masculinities – Determinism – Dualism – Reductionism – Objectification – Socialization – Internalization					
<b>Outcome 3</b>	<b>Learners outline the concepts of masculinity and femininity as analytical categories</b>				<b>K2</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	<b>To inculcate insights on basic gender concepts and multiple forms of oppression and marginalization</b>				
<b>Gender Equality/Equity:</b> Equality Vs Equity, Meanings: HDI, GDI, GEM					
<b>Outcome 4</b>	<b>Students analyze the social differences between men, women, and other gender identities in the society</b>				<b>K4</b>
<b>Unit - V</b>					
<b>Objective 5</b>	<b>To develop the understanding of gender with respect to power that acknowledges the intersectionality of race, class, sexuality, ethnicity, ability, and other social categories.</b>				
<b>Empowerment of Women:</b> Meaning and Concepts					
<b>Outcome 5</b>	<b>Learners apply gender with respect to power that acknowledges the intersectionality of different social categories</b>				<b>K2</b>

**Suggested Readings:**

Butler, Judith (1990). *Gender Trouble*. Routledge, New York

Cann, Carole (2020). *Feminist Theory Reader: Local & Global Perspectives* (5<sup>th</sup> ed). New York: Routledge.

Chandra Pandey, Umesh, & Kumar, Chhabi (2020). *SDG5 - Gender Equality and Empowerment of Women and Girls*. Emerald Publishing Limited

Connell, R W. (1987). *Gender and Power*. Cambridge: Polity Press.

Saraswathi, Ayu, Shaw Barbara, & Rellihan, Heather (2020). *Introduction to Women's, Gender and Sexuality Studies: Interdisciplinary and Intersectional Approaches* (2<sup>nd</sup> ed). Oxford University Press.

**Online Resources:**

Gender Studies: Foundations and Key Concepts- <https://daily.jstor.org/reading-list-gender-studies/>

Introduction to Women, Gender, Sexuality Studies-<https://openbooks.library.umass.edu/introwgss/>

Gender studies and interdisciplinarity- <https://www.nature.com/articles/palcomms201518>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Prof.K.Manimekalai**

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	3	2	3	3	3
CO2	2	3	2	3	3	2	3	2	2	2
CO3	3	3	2	2	2	3	2	3	3	3
CO4	3	2	3	2	3	3	3	2	2	2
CO5	3	3	3	3	2	2	3	2	2	2
W.AV	2.8	2.8	2.6	2.6	2.4	2.6	2.6	2.4	2.4	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	2	3	2	3	3
CO3	3	3	2	3	2
CO4	3	2	3	2	3
CO5	2	3	2	3	2
W.AV	2.6	2.8	2.4	2.8	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - I					
Core	Course code: 3161C2	Women's Studies in India	T	Credits: 4	H/W: 4
Unit - I					
Objective 1	To gain knowledge on emergence of Women's Studies				
Women's Studies Programme: The status of women, origin and growth of Women's Studies Programme in India - Towards Equality Report					
Outcome 1	Learners analyze the origin and growth of Women's Studies programme				K4
Unit - II					
Objective 2	To impart knowledge on women specific institutions and movements				
UGC Programme: Women's Studies Centres and Cells - Constraints faced by Women's Studies as an Academic Discipline					
Outcome 2	Students assess the contemporary women's movement and institutions				K4
Unit - III					
Objective 3	To make the students aware of inspiring Social Reformers in India				
Social Reform Movements in India: Contributions of Rammohan Roy, Ishwarchandra Vidyasagar, Jyotiba Phule, Savitribai Phule, Pandita Rama Bai, B.R. Ambedkar, and E.V. Ramaswamy.					
Outcome 3	Learners explain the inspiring Social Reformers in India				K2
Unit - IV					
Objective 4	To inculcate insights on various Social Reform Movements in India				
Emergence of Women's Studies: First, Second and Third wave feminism					
Outcome 4	Learner outline the various Social Reform Movements in India				K4
Unit - V					
Objective 5	To understand the relationship between Feminism and Women's Studies				
Critique of creation of knowledge: Emergence of Women's Studies - Relationship between Feminism and Women's Studies					
Outcome 5	Learners analyze the relationship between Feminism and Women's Studies				K4
Suggested Readings:					
Bonnie, Smith (2013). <i>Women's Studies: the Basics</i> . Routledge.					
Devaki, Jain & Pam, Rajput (2003). <i>Narratives from the Women's Studies Family – Recreating Knowledge</i> . New Delhi: Sage.					
Maithreyi, Krishna Raj (1986). <i>Women Studies in India – Some Perspectives</i> . Bombay: Popular Prakasham.					
Sharma, Kumud (1989). Shared Aspirations, Fragmented Realities: Contemporary Women's Movement in India: Its Dialectics and Dilemmas, Occasional Paper No. 12, CWDS, New Delhi.					
Online Resources:					
Gender/Women Studies- <a href="https://onlinecourses.swayam2.ac.in/arp19_ap54/preview">https://onlinecourses.swayam2.ac.in/arp19_ap54/preview</a>					
Gender and Women's Studies- <a href="https://guides.loc.gov/gender-womens-studies">https://guides.loc.gov/gender-womens-studies</a>					
K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create					
Course Designed by: Dr.P.Veeramani					

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	3	3	3	3	3
CO2	2	3	2	3	3	2	3	2	2	2
CO3	3	3	2	2	2	3	2	2	2	2
CO4	3	2	3	3	3	3	3	3	2	2
CO5	2	3	2	3	2	2	3	2	2	3
W.AV	2.6	2.8	2.4	2.8	2.4	2.6	2.8	2.4	2.2	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	3	2
CO2	2	3	2	3	3
CO3	3	3	2	2	2
CO4	3	2	3	2	2
CO5	2	3	3	3	2
W.AV	2.4	2.8	2.4	2.6	2.2

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - I					
Allied	Course code: 3161A1	Women's Health and Nutrition	T	Credits: 5	H/W: 5
Unit - I					
Objective 1	To study the Feminist approach to Health and Nutrition				
Women and Nutrition: Concept, Scope, definition of Health and Nutrition. Relation between Women's Health and Nutrition - determinants of Health and Nutrition					
Outcome 1	Learners understand the Feminist approach to health and nutrition				K2
Unit - II					
Objective 2	To be familiar with the current concerns in Women's Health and Nutrition				
Current concerns in Women's Health and Nutrition: Health based interventions including immunization, Provision of safe drinking water/sanitation – Personal hygiene					
Outcome 2	Students explain women's health and nutrition				K4
Unit - III					
Objective 3	To throw light into the health indicators of Women				
Health Indicators of Women: Sex ratio - Life Expectancy - Maternal Mortality Rate – Infant Mortality Rate – Fertility					
Outcome 3	Learners outline the impact of malnutrition on productivity of national development				K2
Unit - IV					
Objective 4	To notify the nutritional requirements during various stages of life				
Nutritional Requirements: During adolescence, Pregnancy and lactating period, Protein Energy Malnutrition (PEM), Vitamin A Deficiency (VAD), Iron Deficiency Anemia (IDA), Iodine Deficiency Disorders (IDD), Zinc Deficiency, Fluorosis - Food Security					
Outcome 4	Learners predict the nutritional requirements during various stages of life				K4
Unit - V					
Objective 5	To make the students understand about the nutritional requirements for special conditions				
Nutrition for Special conditions: Nutrition for physical fitness and sport, Nutrition for children with special needs - Elderly women and Women with Disability.					
Outcome 5	Student analyze the nutritional requirements for special conditions				K4
Suggested Readings:					
Agranovich, Cheryl (2020). <i>A Women's Health Survival Guide: Helping You Become Your Best Self</i> . Archway Publishers					
Bamji MS, Rao, NP., & Reddy, V. (2009). <i>Text Book of Human Nutrition</i> . Oxford & IBH Publishing Co. Pvt Ltd.					
Khanna, K. et al. (2013). <i>Textbook of Nutrition and Dietetics</i> . Phoenix Publisher.					
Mudambi, S.R., & Rajagopal, MV. (2007). <i>Fundamentals of Foods, Nutrition and Diet Therapy</i> (5th ed). New Age International Publishers.					
Ricci, Susan (2020). <i>Essentials of Maternity, Newborn, and Women's Health</i> (5th ed.) LWW Publishers					
Verma, Arpita (2017). <i>Women's Health and Nutrition-Role of State and Voluntary Organizations</i> . Rawat Publication.					

**Online Resources:**

Healthy eating and women-<https://www.womenshealth.gov/healthy-eating/healthy-eating-and-women>

Importance of Nutrition in Women's Health-<https://nutritioninformatics.info/importance-of-nutrition-in-womens-health/>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Dr.P.Veeramani & Dr.S.Poulpunitha**

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	2	3	2	3	3	3	2
CO2	2	2	2	3	3	2	3	2	2	2
CO3	2	3	3	2	2	3	2	2	3	3
CO4	3	2	3	2	3	2	3	2	2	2
CO5	2	3	3	2	2	2	2	2	2	3
W.AV	2.4	2.4	2.8	2.2	2.6	2.2	2.6	2.2	2.4	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	2
CO2	2	2	2	3	2
CO3	2	3	2	2	2
CO4	3	2	3	2	3
CO5	3	3	3	2	2
W.AV	2.6	2.6	2.4	2.4	2.2

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - II					
Core	Course code: 3162C1	Fundamentals of Feminist Theory	T	Credits: 5	H/W: 5
Unit - I					
Objective 1	To understand the Feminist theories				
Feminism: Definition - Objectives – Goals					
Outcome 1	Students explain the historical perspectives in Feminist theories				K2
Unit - II					
Objective 2	To impart knowledge on the conceptual and theoretical background on Feminism				
Liberal Feminism: Equality – Rationality – Freedom - Civil liberty – Critique					
Outcome 2	Learners discuss Indian Feminist perspectives				K4
Unit - III					
Objective 3	To examine the history of ideas on different theoretical and disciplinary approaches to the study of women and gender.				
Marxist Feminism: Class – Alienation – Production - Reproduction, Engels idea on origin of family, Private property and State - Contemporary Marxist Feminist ideas on socialization of domestic work, wages for house work					
Outcome 3	Students outline the key concepts and significant writings in feminist theories				K4
Unit - IV					
Objective 4	Critical engagement with ongoing feminist debates and struggles across the world in their complexity and diversity				
Radical Feminism: Gender, Patriarchy, Sexuality, Motherhood and Reproduction, Androgyny.					
Outcome 4	Learners analyze the women’s issues through gender lens feminist theories				K2
Unit - V					
Objective 5	To mould the students to critically engage with ongoing feminist debates and struggles across the world in their complexity and diversity				
Socialist Feminism: Dual System Theory - Unified System Theory.					
Outcome 5	Students discuss theoretical and disciplinary approaches to the study of women and gender				K5
<b>Suggested Readings:</b> Butler, Judith & Joan W Scott (1992). <i>Feminist Theorize the Political</i> . New York: Routledge. Bhasin, Kamla (1993). <i>What is Patriarchy?</i> , New Delhi: Kali For Women. Cann, Hannah (2019). <i>The Feminism Book</i> . London: DK Publishers. Celia, Harquail (2020). <i>Feminism A Key Idea for Business and Society</i> . London: Routledge Mary Eagleton (2003). <i>A concise companion to Feminist Theory</i> . Blackwell: Routledge.					

**Online Resources:**Feminist Theory-<http://bailiwick.lib.uiowa.edu/wstudies/theory.html>

Feminist Theory in Sociology: Definition, Types &amp; Principles-

<https://simplysociology.com/feminist-theory-sociology.html>**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create****Course Designed by: Prof.K.Manimekalai****Course Outcome VS Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	2	2	3	3	2
CO2	2	3	2	3	3	3	2	2	2	2
CO3	3	3	2	2	2	3	2	2	3	3
CO4	2	2	2	2	3	3	3	2	2	2
CO5	3	3	3	3	3	2	2	3	2	2
W.AV	2.6	2.8	2.2	2.6	2.8	2.6	2.2	2.4	2.4	2.2

**S - Strong (3), M - Medium (2), L - Low (1)****Course Outcome VS Programme Specific Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	2
CO2	2	2	3	3	2
CO3	3	3	2	2	2
CO4	3	2	3	2	3
CO5	2	3	3	3	2
W.AV	2.6	2.2	2.8	2.6	2.2

**S - Strong (3), M - Medium (2), L - Low (1)**



Semester - II					
Core	Course code: 3162C2	Field Work Practicum	P	Credits: 4	H/W: 4
<b>Unit - I</b>					
<b>Objective 1</b>	<b>To gain knowledge on various tools and techniques of training programme for different stakeholders</b>				
<b>Concept of Training:</b> Training and learning - Types of Training - Role of Training and Capacity Building in Human Resource Development					
<b>Outcome 1</b>	<b>Learners design and evaluate the training programmes for different stake holders</b>				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	<b>To get familiar with various organizations and institutions that work for the upliftment of people in vulnerable society</b>				
<b>Methods and Techniques of Training:</b> Tools and Techniques for Training					
<b>Outcome 2</b>	<b>Students analyze various international and national initiatives that focus on gender equity and equality</b>				<b>K4</b>
<b>Unit - III</b>					
<b>Objective 3</b>	<b>To understand the concept of training</b>				
<b>Designing and evaluation of Training Programs for different Stakeholders:</b> Grass root Functionaries					
<b>Outcome 3</b>	<b>To create various forms of training</b>				<b>K2</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	<b>To engage in methods and techniques of training</b>				
<b>Training Methods and Techniques – Practice:</b> Develop Training Modules for specific target groups and Learning Goals					
<b>Outcome 4</b>	<b>Learners outline the methods and techniques of training</b>				<b>K4</b>
<b>Unit - V</b>					
<b>Objective 5</b>	<b>To acquire knowledge on agencies involved in Training and Development</b>				
<b>Agencies involved in Training and Development:</b> NGOs, GOs and Corporate					
<b>Outcome 5</b>	<b>Students analyze the agencies involved in training and development</b>				<b>K4</b>
<b>Suggested Readings:</b>					
Anisur, Rehman (2011). <i>Human Rights and Social Security; perspectives, issues and challenges</i> . New Delhi: Manak					
Kodwani, Amitabh Deo & Noe, Raymond (2017). <i>Employee Training and Development</i> . McGraw Hill Education					
Lytton R., & Pareek U. (1990). <i>Training for Development</i> . New Delhi: Vistaar Publications					
Manoj Kumar Singh (2015). <i>A Women and Human Rights</i> . New Delhi: Akashdeep					
Stanely, Ross (2019). <i>Training and development in Organizations-An Essential Guide for Trainers</i> . Routledge					

**Online Resources:**Field Work: <https://csrd.edu.in/web/field-work/>

Social Work Practicum: Concept, Meaning, Nature, Importance and

Scope:<https://egyankosh.ac.in/bitstream/123456789/50426/1/Block-1.pdf>**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create****Course Designed by: Dr.P.Veeramani****Course Outcome VS Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	2	2	2	3	3	3
<b>CO2</b>	2	2	2	3	3	2	3	2	2	2
<b>CO3</b>	3	3	2	2	2	3	2	2	3	3
<b>CO4</b>	3	2	3	2	3	3	3	2	2	2
<b>CO5</b>	3	3	3	3	2	2	2	2	3	3
<b>W.AV</b>	2.8	2.6	2.6	2.6	2.4	2.4	2.4	2.2	2.6	2.6

**S - Strong (3), M - Medium (2), L - Low (1)****Course Outcome VS Programme Specific Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	2
<b>CO2</b>	2	2	2	3	3
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	2	3	2	3
<b>CO5</b>	3	3	3	3	2
<b>W.AV</b>	2.8	2.6	2.6	2.6	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - II					
Allied	Course code: 3162A2	Gender and Development Policies	T	Credits: 5	H/W: 5
Unit – I					
Objective 1	To understand the feminist approaches in various development policies, reports and commissions				
Gender and Development: Historical Journey - Concept of Development					
Outcome 1	Learners understand the concept of gender and development from gender perspectives				K2
Unit - II					
Objective 2	To introduce the concepts and debates in engendering development policies				
Feminisms in Development: WID-WAD-GAD-GII-GEM					
Outcome 2	Learners outline the development policies from gender perspectives				K4
Unit - III					
Objective 3	Informed programmes and Policies implement for Women development.				
Gender and Livelihood: Feminisation of Poverty, Practical Gender Needs, Strategic Gender Needs					
Outcome 3	Learners discuss various women and gender development programs				K4
Unit - IV					
Objective 4	To explain various dimensions of development towards gender				
Gender and Development: Indian and State					
Outcome 4	Students analyze the policies for women's development from a gender perspective				K2
Unit - V					
Objective 5	To introduce various programmes policies for women in India				
Women Organizing for Social Transformation: Shifts in Forms and Strategies					
Outcome 5	Learners discuss the constitutional rights and legal provisions for women and spreading the same to others				K4
<b>Suggested Readings:</b> Behl, Natasha (2019). <i>Gendered Citizenship: Understanding Gendered Violence in Democratic India</i> . Oxford University Press Calkin, Sydney (2018). <i>Human Capital in Gender and Development</i> . Routledge. Hines, S. (2013). <i>Gender Diversity, Recognition and Citizenship- Towards a Politics of Difference</i> . UK: Palgrave Macmillan Kasturi, Sumana (2020). <i>Gender, Citizenship, and Identity in the Indian Blogosphere-Writing the Everyday</i> . Routledge Spary, Carole (2020). <i>Gender, Development and the State in India</i> . Routledge Sumer, Sevil (2020). <i>Gendered Academic Citizenship- Issues and Experiences</i> . UK: Palgrave Macmillan					

**Online Resources:**

Gender and development: <https://www.ilo.org/global/topics/economic-and-social-development/gender-and-development/lang--en/index.htm>

The Gender Perspective: <https://www.fao.org/3/x2919e/x2919e04.htm>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Prof.K.Manimekalai**

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	2	2	2	3	3	3
CO2	2	2	3	3	3	2	3	3	3	2
CO3	2	3	2	2	2	3	2	2	3	3
CO4	3	2	3	2	3	2	3	2	2	3
CO5	2	3	3	3	3	2	3	2	3	3
W.AV	2.2	2.6	2.8	2.4	2.6	2.2	2.6	2.4	2.4	2.8

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	2
CO2	2	2	2	3	3
CO3	3	3	2	2	2
CO4	3	3	3	3	3
CO5	3	3	2	3	3
W.AV	2.6	2.8	2.4	2.8	2.6

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - III					
Core	Course code: 3163C1	Gender and Society	T	Credits: 5	H/W: 5
Unit - I					
<b>Objective 1</b>	<b>To study the basic concept of gender socialization</b>				
<b>Basic Concepts:</b> Gender Socialization - Theories of Gender construction - Understanding Sexism and Androcentrism					
<b>Outcome 1</b>	<b>Learners understand the gender concepts for socialization</b>				<b>K2</b>
Unit - II					
<b>Objective 2</b>	<b>To study the patriarchy practices in different institutions</b>				
<b>Understanding Patriarchy:</b> Patriarchy - Private - Public dichotomy - Sexual Division of Work - Patriarchy practices in different institutions and Text Books					
<b>Outcome 2</b>	<b>Students discuss the gender discriminative practices in different institutions</b>				<b>K4</b>
Unit - III					
<b>Objective 3</b>	<b>To study impart knowledge about social structure and institution</b>				
<b>Social Structures and Institutions:</b> Family – Marriage and Kinship - Class/Caste/Religion					
<b>Outcome 3</b>	<b>Learners outline the importance of social structure and institutions</b>				<b>K4</b>
Unit - IV					
<b>Objective 4</b>	<b>To understand the changing status of women in India</b>				
<b>Changing Status of Women in India:</b> Women in Ancient and Pre-Colonial India - Women in Post-Colonial India					
<b>Outcome 4</b>	<b>Students analyze the factors influencing empowerment of women</b>				<b>K4</b>
Unit - V					
<b>Objective 5</b>	<b>To gain knowledge about contemporary issues faced by women</b>				
<b>Contemporary Debates:</b> Indian women: Identity and Illusion - Representation and issues of marginalised women					
<b>Outcome 5</b>	<b>Learners analyze the contemporary issues faced by women</b>				<b>K2</b>
<b>Suggested Readings:</b>					
Ashok S. Kolaska (2012). <i>Women and Society: The Road to Change</i> . U.K: Oxford Book					
Kamla, Bhasin (1993). <i>What is Patriarchy?</i> . New Delhi: Kali For Women					
Mary E. John (2008). <i>Women's Studies in India: A reader</i> . New Delhi: Penguin Books.					
Neera Desai & Usha Thakkar (2019). <i>Women in Indian Society, New Delhi: National University Press</i>					
Sivakumar, I., & Manimekalai, K. (2021). Masculinity and Challenges for Women in Indian Culture. <i>Journal of International Women's Studies</i> , 22(5), 427-436.					
<b>Online Resources:</b>					
Sociology of Gender: <a href="https://othersociologist.com/sociology-of-gender/">https://othersociologist.com/sociology-of-gender/</a>					
The Gender Perspective: <a href="https://www.fao.org/3/x2919e/x2919e04.htm">https://www.fao.org/3/x2919e/x2919e04.htm</a>					
<b>K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create</b>					
<b>Course Designed by: Prof.K.Manimekalai</b>					

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	2	2	3	3	3
CO2	2	2	2	3	3	2	3	2	2	2
CO3	3	3	2	2	2	3	2	2	3	3
CO4	3	2	3	2	3	3	3	2	2	2
CO5	3	3	3	3	2	2	2	2	3	3
W.AV	2.8	2.6	2.6	2.6	2.4	2.4	2.4	2.2	2.6	2.6

S - Strong (3), M - Medium (2), L - Low (1)

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	2	2	2	3	3
CO3	3	3	2	2	2
CO4	3	2	3	3	3
CO5	2	3	2	3	3
W.AV	2.6	2.6	2.4	2.8	2.6

S - Strong (3), M - Medium (2), L - Low (1)

Semester - III				
Core	Course code: 3163C2	Gender and Human Rights	T	Credits: 4 H/W: 4
<b>Unit - I</b>				
<b>Objective 1</b>	<b>To gain knowledge the historical evolution of gender and human rights</b>			
<b>Understanding Human Rights:</b> Historical Evolution of Gender Human Rights SOGI and Minorities				
<b>Outcome 1</b>	<b>Students understand the historical evolution of gender human rights</b>			<b>K4</b>
<b>Unit - II</b>				
<b>Objective 2</b>	<b>To identify major human rights violations faced by women</b>			
<b>Women's Rights as Human Rights:</b> Rape, Sex selective Abortion, Female Genital Mutilation, Honour Killing, Witch Hunting, Virginitly Test				
<b>Outcome 2</b>	<b>Learners analyze the major human rights violation</b>			<b>K2</b>
<b>Unit - III</b>				
<b>Objective 3</b>	<b>To study the salient features of CEDAW</b>			
<b>CEDAW:</b> Convention on the Elimination of all forms of Discrimination against Women				
<b>Outcome 3</b>	<b>Students outline the importance of CEDAW prevention of discrimination against women</b>			<b>K2</b>
<b>Unit - IV</b>				
<b>Objective 4</b>	<b>To study the role of communalism, fundamentalism, patriarchy and violence as major hurdles to women's rights</b>			
<b>Indian Constitutional Provisions:</b> Special Articles and Legal provisions				
<b>Outcome 4</b>	<b>Learners explain the Indian constitution provisions for women</b>			<b>K2</b>
<b>Unit - V</b>				
<b>Objective 5</b>	<b>To study the national and other institution working on prevention of human rights violation</b>			
<b>National and Other Initiatives:</b> National Commission for Women and other State Commissions - Ministry of Women and Child Development				
<b>Outcome 5</b>	<b>Learners outline the various international and national initiatives that focus on gender equity and equality</b>			<b>K4</b>
<b>Suggested Readings:</b>				
Anisur, Rehman (2011). Human Rights and Social Security; perspectives, issues and challenges. New Delhi: Manak.				
Bishnu. C., Barik, Pushpesh Kumar, & Usha, Sarode (Eds.) (2010). Gender and Human Rights: Narratives on Macro-Micro Realities. Rawat.				
Hellum, Anne (2019). Human Rights, Sexual Orientation, and Gender Identity. Routledge.				
Manoj, Kumar & Singh (2015). A Women and Human Rights. New Delhi: Akashdeep Publications				
Subramanian, C., & Sugirtha, M. (2015). Transgender Rights: A panoramic view. New Delhi: Serial.				
Yahyaoui, Krivenko, & Ekaterina (2020). Gender and Human Rights: Expanding Concepts. Edward Elgar.				

**Online Resources:**

Human Rights and Gender: <https://www.un.org/ruleoflaw/thematic-areas/human-rights-and-gender/#:~:text=Discrimination%20based%20on%20sex%20is,men%20and%20women%20in%20the>

Human rights & gender equality: <https://india.unfpa.org/en/topics/human-rights-gender-equality-2>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Dr.P.Veeramani**

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO2</b>	2	2	2	3	3	2	3	2	2	2
<b>CO3</b>	3	3	2	3	2	3	2	2	3	3
<b>CO4</b>	3	2	3	2	3	2	2	2	2	2
<b>CO5</b>	2	2	2	3	3	2	2	2	3	2
<b>W.AV</b>	2.4	2.4	2.4	2.8	2.6	2.2	2.2	2.2	2.4	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	3	2	2	2
<b>CO2</b>	2	2	2	3	3
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	2	3	2	3
<b>CO5</b>	2	2	3	3	2
<b>W.AV</b>	2.6	2.4	2.4	2.4	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**



Semester - III				
Allied	Course code: 3162A3	Field Work		Credits: 5 H/W: 5
Unit - I				
Objective 1	To gain knowledge on various tools and techniques of training programme for different stakeholders			
<b>Concept of Training:</b> Training and learning - Types of training - Role of training and capacity building in Human Resource Development				
Outcome 1	Learners design and evaluate the training programmes for different stake holders			K2
Unit - II				
Objective 2	To get familiar with various organizations and institutions that work for the upliftment of people in vulnerable society			
<b>Methods and Techniques of Training:</b> Tools and Techniques for Training				
Outcome 2	Students analyze various international and national initiatives that focus on gender equity and equality			K4
Unit - III				
Objective 3	To understand the concept of training			
<b>Designing and evaluation of Training Programs for different Stakeholders:</b> Grass root Functionaries				
Outcome 3	Learners create various forms of training			K2
Unit - IV				
Objective 4	To engage in methods and techniques of training			
<b>Training Methods and Techniques – Practice:</b> Develop Training Modules for specific target groups and Learning Goals				
Outcome 4	Students outline the methods and techniques of training			K4
Unit - V				
Objective 5	To acquire knowledge on agencies involved in Training and Development			
<b>Agencies involved in Training and Development:</b> NGOs, GOs and Corporate				
Outcome 5	Learners analyze the knowledge on agencies involved in training and development			K4
<b>Suggested Readings:</b> Anisur, Rehman (2011). <i>Human Rights and Social Security; perspectives, issues and challenges</i> . New Delhi: Manak Kodwani, Amitabh Deo & Noe, Raymond (2017). <i>Employee Training and Development</i> . McGraw Hill Education Lyton R., & Pareek U. (1990). <i>Training for Development</i> . New Delhi: Vistaar Publications Manoj Kumar Singh (2015). <i>A Women and Human Rights</i> . New Delhi: Akashdeep Stanely, Ross (2019). <i>Training and development in Organizations-An Essential Guide for Trainers</i> . Routledge				

**Online Resources:**Field Work: <https://csrd.edu.in/web/field-work/>

Social Work Practicum: Concept, Meaning, Nature, Importance and

Scope: <https://egyankosh.ac.in/bitstream/123456789/50426/1/Block-1.pdf>**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create****Course Designed by: Dr.P.Veeramani****Course Outcome VS Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	2	2	3	3	3
CO2	2	2	2	3	3	2	3	2	2	2
CO3	3	3	2	2	2	3	2	2	3	3
CO4	3	2	3	2	3	3	3	2	2	2
CO5	3	3	3	3	2	2	2	2	3	3
W.AV	2.8	2.6	2.6	2.6	2.4	2.4	2.4	2.2	2.6	2.6

**S - Strong (3), M - Medium (2), L - Low (1)****Course Outcome VS Programme Specific Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	2	2	2	3	3
CO3	3	3	2	2	2
CO4	3	2	3	2	3
CO5	3	3	3	3	2
W.AV	2.8	2.6	2.6	2.6	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - IV				
Core	Course code: 3164C1	Gender and Work	T	Credits: 5 H/W: 5
<b>Unit - I</b>				
<b>Objective 1</b>	<b>To get knowledge about triple role of women</b>			
<b>Women as Workers:</b> Productive, Reproductive and Community work – unpaid and underpaid				
<b>Outcome 1</b>	<b>Students understand the triple role of women</b>			<b>K2</b>
<b>Unit - II</b>				
<b>Objective 2</b>	<b>To understand the invisibility practice of Women's Work</b>			
<b>Invisibility of Women's Work:</b> Women in primary, Secondary and tertiary sectors				
<b>Outcome 2</b>	<b>Learners explain consequences of Female labour force Participation</b>			<b>K2</b>
<b>Unit - III</b>				
<b>Objective 3</b>	<b>To study the significance of Gender Disaggregated Data</b>			
<b>Classification of Work:</b> Main workers, marginal workers and non-workers				
<b>Outcome 3</b>	<b>Learners create the gender disaggregated data for article writing</b>			<b>K4</b>
<b>Unit - IV</b>				
<b>Objective 4</b>	<b>To study the Gender Inequality in Labour Market in India</b>			
<b>Gender Inequality in Labour Market:</b> Sex Segregation at Work Place, Occupational Segregation and Segmented Labour Market				
<b>Outcome 4</b>	<b>Students discuss information on gender inequality in labor market in India</b>			<b>K4</b>
<b>Unit - V</b>				
<b>Objective 5</b>	<b>To understand the conditions of women working in organized and unorganized sectors.</b>			
<b>Women's Participation:</b> Organised Sector and Unorganized sector				
<b>Outcome 5</b>	<b>Learners analyze gender issues in organized and unorganized sectors.</b>			<b>K2</b>
<b>Suggested Readings:</b>				
Aruna Rao., Joanne Sandler., David Kelleher & Carol Miller (2015). <i>Gender at Work: Theory and Practice for 21<sup>st</sup></i> . New York: Routledge				
Bradley, H. (1989). <i>Men's Work, Women's Work</i> . Cambridge: Polity Press				
Gary N. Powell (2012). <i>Handbook of Gender and Work</i> . USA: University of Connecticut				
Rekha, Pande., Bharat Chillakuri, & Sita Vanka (2018). <i>Gender and Work: International perspectives</i> . New Delhi: Rawat Publications				
Sharma, U. (2006). <i>Female Labour in India</i> . New Delhi: Mittal Publications				
Walby, Sylvia (1986). <i>Patriarchy at Work</i> . Cambridge: Polity Press				
<b>Online Resources:</b>				
Women, Gender and Work: <a href="https://www.ilo.org/public/english/revue/download/pdf/intro994.pdf">https://www.ilo.org/public/english/revue/download/pdf/intro994.pdf</a>				
Gender at Work: <a href="HTTPS://WWW.WORLDBANK.ORG/CONTENT/DAM/WORLDBANK/EVENT/GENDER/GENDERATWORK_WEB2.PDF">HTTPS://WWW.WORLDBANK.ORG/CONTENT/DAM/WORLDBANK/EVENT/GENDER/GENDERATWORK_WEB2.PDF</a>				
<b>K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create</b>				
<b>Course Designed by: Dr.P.Veeramani &amp; Dr.S.Poulpunitha</b>				

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	2	3	2	2	2	3	3
CO2	2	3	2	3	3	2	3	2	3	3
CO3	3	3	2	2	2	3	2	2	3	3
CO4	3	2	3	2	3	3	3	2	2	2
CO5	2	3	2	3	2	2	3	2	3	3
W.AV	2.4	2.8	2.4	2.4	2.6	2.4	2.6	2.0	2.8	2.8

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	2
CO2	2	2	2	3	3
CO3	3	3	2	2	2
CO4	3	2	3	3	2
CO5	3	2	2	3	2
W.AV	2.6	2.2	2.4	2.8	2.0

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - IV					
Core	Course code: 3164C2	Gender and Politics	T	Credits: 4	H/W: 4
<b>Unit - I</b>					
<b>Objective 1</b>	<b>To study the importance of political participation of women in Pre-Independent India</b>				
<b>Introduction:</b> Political Participation, Political Participation of Women in Pre-Independent India - Political Participation of Women in Independent					
<b>Outcome 1</b>	<b>Learners understand the participation of women in politics</b>				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	<b>To know the gender imbalance in political representation in parliament and legislative assembly</b>				
<b>Political Participation of Women:</b> Gender Imbalance in Political Representation in Parliament and Legislative Assembly - Gender perspectives on Electoral Process					
<b>Outcome 2</b>	<b>Students analyze the gender imbalance in politics</b>				<b>K4</b>
<b>Unit - III</b>					
<b>Objective 3</b>	<b>To understand the issues and challenges of women leaders from gender perspective</b>				
<b>Gender and Political Empowerment:</b> Political Conscientization of Women - Challenging Gender Stereotypes in Political sphere – Commission on Status of Women					
<b>Outcome 3</b>	<b>Learners analyze the challenges of women leaders from gender perspective</b>				<b>K4</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	<b>To study the feminist critique of power and political conscientization of women</b>				
<b>Women in Local Governance:</b> Women Leaders in Panchayati Raj Institutions (PRI'S) - Women's Participation in Local Self Governance - Factors Affecting Women's Participation in Local Governance - Significance of 73rd and 74th Amendment for women empowerment					
<b>Outcome 4</b>	<b>Learners outline the gender power in governance</b>				<b>K4</b>
<b>Unit - V</b>					
<b>Objective 5</b>	<b>To understand the gender discrimination in Indian polity</b>				
<b>Leadership development - Capacity Building, Gender Discrimination in Indian Polity</b>					
<b>Outcome 5</b>	<b>Students explain the gender discrimination in Indian polity</b>				<b>K2</b>
<b>Suggested Readings:</b>					
Banerjee, Prathama (2020). <i>Elementary Aspects of the Political- Histories from the Global South</i> . Duke University					
Brush, Lisa D. (2007). <i>Gender and Governance</i> . New Delhi: Rawat Publications					
Jha, Deepika (2010). <i>Women in World Politics</i> . New Delhi: Pearl Books					
Saxena, Alka (2011). <i>Women and Political Leadership</i> . New Delhi: Altar Publishing House					
Singh, Preeti (2010). <i>Women and Politics Worldwide</i> . New Delhi: Axis Publications					
Tadros, Mariz (2015). <i>Women in Politics: Gender, Power and development</i> . Routledge					

**Online Resources:**Gender Quotas Database:<https://www.idea.int/data-tools/data/gender-quotas/country-view/146/35>Women's leadership and political participation: <https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create****Course Designed by: Prof.K.Manimekalai & Dr.I.Sivakumar****Course Outcome VS Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	2	2	3	3	2	3
CO2	2	2	2	2	3	2	3	2	2	8
CO3	3	3	2	2	2	3	2	2	3	3
CO4	3	2	2	2	2	3	3	2	2	2
CO5	2	2	2	2	2	3	3	2	3	3
W.AV	2.6	2.4	2.2	2.0	2.2	2.6	2.8	2.2	2.4	2.8

**S - Strong (3), M - Medium (2), L - Low (1)****Course Outcome VS Programme Specific Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	2	2	2	3	2
CO3	3	3	2	3	2
CO4	3	2	3	2	3
CO5	2	2	3	3	2
W.AV	2.6	2.4	2.6	2.8	2.2

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - IV					
Allied	Course code: 316A4	Women, Science and Technology	T	Credits: 5	H/W: 5
Unit - I					
Objective 1	To gain knowledge about the intersection of gender, science and technology				
Women in Science: Concepts of Gender and Science - Myths about women in Science - Feminist critique of Science					
Outcome 1	Learners discuss the present position about women in science and need for gender-just science				K4
Unit - II					
Objective 2	To familiarize with gender bias in science education and scientific research				
Gender bias in Science education and Scientific research: Women's career in Science, Exclusion of Women from Scientific research					
Outcome 2	Students analyze the information on integrating gender perspective in science education and research				K4
Unit - III					
Objective 3	To understand technology transfer can be facilitated to bridge the gender divide				
Gender - Just Science: Integrating Gender Perspective in Science Education and Research - Gender and STEM					
Outcome 3	Learners discuss the connection between women and technology				K4
Unit - IV					
Objective 4	To outline the status about gender and STEM				
Women in Science and Technology: A historical perspective – Technology as masculine culture – Impact of Technological Change on Women					
Outcome 4	Learners explain the information technology and STEM				K2
Unit - V					
Objective 5	To make known the impact of working women in information and communication technologies				
Women and Information Technology: Inequality in access, utilisation and impact of ICTs					
Outcome 5	Students discuss the impact of working women in information and communication technologies				K4
<b>Suggested Readings:</b> Deepak. M. Walolar (2001). <i>Women Entrepreneurs</i> . New Delhi: Himalaya publishing House Eric A. Morse, & Ronald K. Mitchell, (2007). <i>Cases in Entrepreneurship: The Venture Creation Process</i> . New Delhi: Sage Publications Gehlawant, S.K., & Kant, K. (1987). <i>Strategies for Rural Development</i> . New Delhi: Arnold Publishers Jain S.C. (1985). <i>Women and Technology</i> . Jaipur Begh: Rawat Publication Saif Sidiqi (2008). <i>Women Entrepreneurs in Export Trade</i> . New Delhi: Regal publications Sami Uddin (1989). <i>Entrepreneurship Development in India</i> . New Delhi: Mittal publications					

**Online Resources:**

Innovate. Demonstrate. Elevate. Advance. Sustain ( I.D.E.A.S.):

<https://www.un.org/en/observances/women-and-girls-in-science-day>

Women Scientists Programs:<https://dst.gov.in/scientific-programmes/scientific-engineering-research/women-scientists-programs>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Dr.P.Veeramani & Dr.T.Murugesan**

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	2	2	2	2	3	3
CO2	2	2	2	3	2	2	3	2	2	2
CO3	3	3	2	2	2	2	2	2	3	3
CO4	2	2	3	2	3	3	3	2	2	2
CO5	2	2	2	3	2	2	2	2	2	2
W.AV	2.2	2.4	2.4	2.6	2.2	2.2	2.4	2.0	2.4	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	2	2	2	2	2
CO3	3	3	2	2	2
CO4	3	2	3	2	3
CO5	2	2	2	3	2
W.AV	2.6	2.4	2.4	2.4	2.2

**S - Strong (3), M - Medium (2), L - Low (1)**



Semester - V					
Core	Course code: 3165C1	Research Methods	T	Credits: 4	H/W: 6
Unit - I					
Objective 1	To understand the importance and limitations of Social Science Research				
Research: Meanings, Types, Importance and Limitations. Principles of Scientific research: Subjectivity, Objectivity in Social Science Research – Research Ethics					
Outcome 1	Learners create knowledge on Research Methodology				K2
Unit - II					
Objective 2	To learn about basics concepts in Feminist Research				
Research Methods: Qualitative and Quantitative Research - Merits and Limitations					
Outcome 2	Students discuss the importance of Feminist Research in Social Science				K4
Unit - III					
Objective 3	Introduce the alternative inclusive research method - feminist research method				
Research Design: Descriptive, Explanatory, Exploratory, Experimental, Diagnostic, Inductive and Deductive research					
Outcome 3	Learners analyze the flaws in mainstream research methods and incorporate into the disciplines				K2
Unit - IV					
Objective 4	Learn how knowledge has been constructed and deployed and how perspectives inform research methods.				
Sources and Techniques of Data collection: Primary data, Secondary data, Technique and methods of data collection: Observation, Questionnaire, Interview schedule, Case Study and Participatory Rural Appraisal					
Outcome 4	Students explain the Methods and Techniques of Feminist Research in future research				K4
Unit - V					
Objective 5	Trained to use new tools and techniques and research report writing				
Report Writing: Research Report Writing – Meaning, Steps and Importance – Bibliography – Reference – Plagiarism					
Outcome 5	Learners understand the research report writing methods				K4
Suggested Readings:					
Anol Bhattacharjee (2012). Social Science Research: Principles, Methods and Practices; Creative Commons Attribution.					
Bruce L. Berg (2001). Qualitative Research Methods for Social Sciences, Allyn & Bacon.					
Bryman, Alan (2008). Social Research Methods, Oxford University Press.					
Donatella della Porta, & Michael Keating (Eds.) (2008). Approaches and Methodologies in the Social Sciences: A Pluralist Perspective, Cambridge University Press.					
Linbary, J. R., & Hamel, S. A. (2017). <i>Feminist online interviewing: Engaging issues of power, resistance and reflexivity in practice</i> . Feminist review, 115(1), 97-113.					

**Online Resources:**Research Methods: <https://www.scribbr.com/category/methodology/>Research: <https://www.questionpro.com/blog/what-is-research/>**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create****Course Designed by: Prof.K.Manimekalai****Course Outcome VS Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	2	1	2	2	2	2	2	2	1	2
<b>CO2</b>	2	2	2	2	2	2	1	2	2	2
<b>CO3</b>	2	2	2	2	2	2	2	2	2	2
<b>CO4</b>	2	2	2	2	2	2	1	2	2	2
<b>CO5</b>	2	1	2	1	2	2	2	2	2	3
<b>W.AV</b>	2.0	1.6	2.0	1.8	2.0	2.0	1.6	2.0	1.8	2.2

**S - Strong (3), M - Medium (2), L - Low (1)****Course Outcome VS Programme Specific Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	1	2	2	1
<b>CO2</b>	2	2	2	2	2
<b>CO3</b>	2	2	2	2	2
<b>CO4</b>	2	2	2	2	2
<b>CO5</b>	2	1	1	2	2
<b>W.AV</b>	2.0	1.6	1.8	2.0	1.8

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - V					
Core	Course code: 3165C2	Women and Entrepreneurship Development	T	Credits: 5	H/W: 6
Unit - I					
Objective 1	To develop an aptitude for Entrepreneurship Development.				
Entrepreneurship: Entrepreneur and Entrepreneurship – Meaning, Need, Qualities of a good Entrepreneur, gender based challenges of Women Entrepreneurs.					
Outcome 1	Students discuss the factors influencing the Entrepreneurial Development				K2
Unit - II					
Objective 2	To provide students in - depth knowledge of entrepreneurship.				
Factors influencing Women Entrepreneurial Development: Economic, Legal, Social and Psychological Factors.					
Outcome 2	Learners explain the supporting agencies and assistance schemes in promoting the Entrepreneurs				K4
Unit - III					
Objective 3	To provide information about the various policies and programmes targeting empowerment of women entrepreneurs				
Agencies supporting Entrepreneurial Development: SIDCO, DIC, TIIC, NSIC, MSME, WDC					
Outcome 3	Students analyze the significance of technology for women's advancement and the role of entrepreneurship in their development				K4
Unit - IV					
Objective 4	To enable them to understand the procedure involved in establishing their own ventures				
Women Specific Schemes for Assistance: State and Central Level Current Schemes and Programmes for Individual and Group Support.					
Outcome 4	Learners discuss the various ED Agencies and government schemes available				K4
Unit - V					
Objective 5	To equip them with skills necessary to establish enterprise				
Project Proposal: Proposal format and Content - Steps and Preparation, Feasibility Testing, SWOC Analysis.					
Outcome 5	Students outline the basics of Entrepreneurial Skill				K4
<b>Suggested Readings</b>					
Adam, Maura, MC., & Cunningham, James, A. (Ed.) (2021). Women and Global Entrepreneurship – Contestualising Everyday Experience. U.K: Routhledge					
Binda Zane, Edoardo (2016). Writing Proposals: A Handbook of What Makes your Project Right for Funding. New Delhi: Create space Independent Pub					
David, H. Moll (1999). Entrepreneurship. New Delhi: Prentice Hall of India					
Vasant Desai (2000). Project Management and entrepreneurship. New Delhi: Himalaya Publishing House					
Walters, Charlene (2021). Launch Your Inner Entrepreneur: 10 Mindset Shifts for Women to Take Action, Unleash Creativity, and Achieve Financial Success. McGraw-Hill Education					

**Online Resources:**

Entrepreneurship Development Institute of India: <https://www.ediindia.org/women-entrepreneurship/>

Women's Entrepreneurship Development: <https://www.ilo.org/empent/areas/womens-entrepreneurship-development-wed/lang--en/index.htm>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Dr.P.Veeramani**

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	2	2	2	3	2	2
CO2	2	2	2	2	3	2	3	2	2	2
CO3	2	2	2	2	2	3	2	2	3	3
CO4	3	2	3	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2
W.AV	2.4	2.2	2.4	2.0	2.2	2.4	2.2	2.4	2.4	2.2

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	2	2
CO2	2	2	2	3	3
CO3	3	3	2	2	2
CO4	3	2	2	2	2
CO5	2	2	2	3	2
W.AV	2.6	2.4	2.2	2.4	2.2

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - V					
Core	Course code: 3165C3	Gender Based Violence	T	Credits: 5	H/W: 5
Unit - I					
Objective 1	To understand the Gender based Violence				
Gender Based Violence: Concepts, Types, Overview of Gender Based Violence: Global to National					
Outcome 1	Students analyze the various forms of violence against women				K2
Unit - II					
Objective 2	To debate and discourse on legal measures and Constitutional provisions				
Factors that perpetuate Violence: Socio- Cultural factors, Legal factors, Policies and Practices, Economic factors, Education, Institutional factors					
Outcome 2	Learners analyze the gender-specific violence				K2
Unit - III					
Objective 3	Explain gender based violence is a major problem in every society				
Forms of Gender Based Violence: Physical, Sexual, Psychological/ Emotional Violence					
Outcome 3	Students discuss the gender-based violence and related theories				K4
Unit - IV					
Objective 4	The student aware of the issue of gender based violence, its magnitude and its forms				
Gender Based Violence through the Life Cycle: Pre-birth – Infancy-Girlhood-Adolescence-Reproductive Age – Elderly					
Outcome 4	Learners discuss the role of media about gender based violence				K4
Unit - V					
Objective 5	Knowledge regarding National and International laws that helps curbing gender based violence				
Preventive Mechanisms: Constitutional Provisions and Legislative Measures					
Outcome 5	Students discuss how to prevent gender-based violence				K4
Suggested Readings:					
<p>Agnes, Chandra, &amp; Basu (2016). <i>Women and Law in India</i>. U.K: Oxford University Press.</p> <p>Arvind Sharma (Ed.) (1993). <i>Today's Woman in World Religions</i>. State University of New York Press</p> <p>Indira Sharma (2015). Violence against women: Where are the solutions?, <i>Indian J Psychiatry</i>, 57(2), 131–139.</p> <p>Khosla, Tamanna (2018). <i>Personal Laws in India: Reconciling Diversity with Gender Justice</i>. Vitasta Publishing</p> <p>Sivakumar, I., &amp; Manimekalai, K. (2021). Masculinity and Challenges for Women in Indian Culture. <i>Journal of International Women's Studies</i>, 22(5), 427-436.</p> <p>Nyhagen, Line, Halsaa (2016). <i>Religion, Gender and Citizenship Women of Faith, Gender Equality and Feminism</i>. Palgrave Macmillan</p>					

**Online Resources:**Violence against Women in India: <https://india.unfpa.org/sites/default/files/pub-pdf/435.pdf>Gender-Based Violence: <https://www.worldbank.org/en/topic/socialsustainability/brief/violence-against-women-and-girls>**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create****Course Designed by: Dr.P.Veeramani & Dr.S.Poulpunitha****Course Outcome VS Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	2	2	3	2	2	2	2	3	2
<b>CO2</b>	2	2	2	2	2	2	2	2	2	2
<b>CO3</b>	2	3	2	2	2	2	2	2	3	2
<b>CO4</b>	3	2	2	2	2	2	3	2	2	2
<b>CO5</b>	2	2	2	2	2	1	2	2	2	2
<b>W.AV</b>	2.4	2.2	2.0	2.2	2.0	1.8	2.2	2.0	2.4	2.0

**S - Strong (3), M - Medium (2), L - Low (1)****Course Outcome VS Programme Specific Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	3	3	2	2
<b>CO2</b>	2	2	2	1	2
<b>CO3</b>	3	3	2	2	2
<b>CO4</b>	3	2	2	2	2
<b>CO5</b>	2	2	2	1	2
<b>W.AV</b>	2.4	2.4	2.0	1.8	2.0

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - V					
Core	Course code: 3165C4	Gender and Disability	T	Credits: 5	H/W: 5
<b>Unit - I</b>					
<b>Objective 1</b>	<b>To understand human rights based approach in context of disability</b>				
<b>Disabilities:</b> Meaning, definition, concepts, models, gender discrimination, Impairment and disabilities					
<b>Outcome 1</b>	<b>Learners discuss the development policies programs for PWD</b>				<b>K4</b>
<b>Unit - II</b>					
<b>Objective 2</b>	<b>To explain the impact of gender on disability</b>				
<b>Gender Experience of disabilities</b>					
<b>Outcome 2</b>	<b>Students analyze about the impact reproductive health</b>				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	<b>The students learn the issue of gender based violence on disability</b>				
<b>Gender perspective on Family, Marriage and disabilities</b>					
<b>Outcome 3</b>	<b>Learners discuss the gender based violence against disability person on gender perspective</b>				<b>K2</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	<b>Explain the gender discrimination, Impairment and disabilities</b>				
<b>Gender-Based Violence:</b> Within Family - Traditional Practices - Sexual and Reproductive Health					
<b>Outcome 4</b>	<b>Students discuss gender experience of disabilities</b>				<b>K4</b>
<b>Unit - V</b>					
<b>Objective 5</b>	<b>To debate and discourse traditional Practices on gender-based violence</b>				
<b>Policies and Programs for PWD</b>					
<b>Outcome 5</b>	<b>To explain the concepts, models of disabilities</b>				<b>K4</b>
<b>Suggested Readings:</b>					
Habib, L. A. (1997). <i>Gender and Disability: Women's Experiences in the Middle East</i> . UK: Oxfam					
Hans, A. (2015). <i>Disability, Gender and the Trajectories of Power</i> . Sage.					
Meekosha, H. (2004). <i>Gender and Disability</i> . Sage Encyclopaedia of Disability.					
Ridgeway, C. L. (2011). <i>Framed by Gender: How Gender Inequality Persists in the Modern World</i> . Oxford University Press.					
<b>Online Resources:</b>					
Gender And Disability: <a href="https://egyankosh.ac.in/bitstream/123456789/66531/1/Unit10.pdf">https://egyankosh.ac.in/bitstream/123456789/66531/1/Unit10.pdf</a>					
Employment Rights of Disabled Women in India: <a href="https://newapps.nic.in/pdfReports/EMPLOYMENT_RIGHTS_OF_DISABLED_WOMEN.pdf">https://newapps.nic.in/pdfReports/EMPLOYMENT_RIGHTS_OF_DISABLED_WOMEN.pdf</a>					
<b>K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create</b>					
<b>Course Designed by: Dr.P.Veeramani</b>					

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	2	1	2	2	2	1	2	2
CO2	2	2	2	2	2	2	1	2	2	2
CO3	2	2	2	2	2	2	2	2	2	1
CO4	2	2	2	2	2	2	2	2	2	2
CO5	2	1	2	2	2	2	2	2	2	2
W.AV	2.0	1.6	2.0	1.8	2.0	2.0	1.8	1.8	2.0	1.8

S - Strong (3), M - Medium (2), L - Low (1)

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	1	2
CO2	2	2	2	2	2
CO3	2	2	2	2	2
CO4	2	2	2	2	2
CO5	2	1	3	1	2
W.AV	2.0	1.8	2.2	1.8	2.0

S - Strong (3), M - Medium (2), L - Low (1)



Semester - V					
Core	Course code: 3165C5	Gender Mainstreaming	T	Credits: 5	H/W: 5
Unit - I					
<b>Objective 1</b>	<b>To gain knowledge on concept and steps in gender mainstreaming</b>				
<b>Mainstreaming:</b> Definition, importance - Collecting Disaggregated Data and Developing Analytical Framework					
<b>Outcome 1</b>	<b>Learners explain tools and techniques in Gender Mainstreaming</b>				<b>K2</b>
Unit - II					
<b>Objective 2</b>	<b>To describe the importance of gender mainstreaming in project implementation, monitoring and evaluation</b>				
<b>Gender Mainstreaming:</b> Gender Sensitive Indicators - Gender Sensitive Policy Formulation - Gender Training and management support					
<b>Outcome 2</b>	<b>Students explain the importance of Gender Mainstreaming in Policies and Programmes</b>				<b>K4</b>
Unit - III					
<b>Objective 3</b>	<b>Introduce to the engendering policy and programs of Gender Management System</b>				
<b>Analysing Development Agenda:</b> Networking, Lobbying and Advocacy - Developing Gender Equality Action Plan					
<b>Outcome 3</b>	<b>To discuss the Planning and design - Gender Mainstreaming in programme implementation</b>				<b>K4</b>
Unit - IV					
<b>Objective 4</b>	<b>Gain knowledge on developing gender equality action plan of Gender Mainstreaming Strategies</b>				
<b>Engendering Policy and Programs:</b> Gender Mainstreaming in Country Level Projects - Gender Mainstreaming in National, State and Local Policy					
<b>Outcome 4</b>	<b>Learners discuss the policies towards the inclusion of gender and the marginalized</b>				<b>K4</b>
Unit - V					
<b>Objective 5</b>	<b>Sensitize on incorporating gender needs to the management system.</b>				
<b>Gender Mainstreaming in Programme:</b> Planning and Design - Gender Mainstreaming in programme implementation, Monitoring and Evaluation					
<b>Outcome 5</b>	<b>Learners explain the Gender Mainstreaming in local policy</b>				<b>K4</b>
<b>Suggested Readings:</b>					
Sweetman, C. (Ed.). (1997). <i>Gender in Development Organisations, Gender and Development</i> , Great Britain: Oxfam					
UNDP. (2006). <i>Human Development Report, Fighting Climate Change: Human Solidarity in A Divided World</i> . New York: Palgrave.					
Moser, A. (2005). <i>Gender Mainstreaming Since Beijing: A Review of Success and Limitations In International Institutions</i> . New York.					
Manasi Sinha (2013). <i>Gender-Mainstreaming: Bridging Gender Inequality in India</i> . New Delhi: Grin Publishing					

Jamil, I., et al. (2020). *Gender Mainstreaming in Politics, Administration and Development in South Asia*. Switzerland: Palgrave Macmillan.

**Online Resources:**

Gender Mainstreaming: <https://www.adb.org/sites/default/files/publication/29934/gender-mainstreaming-case-studies-india.pdf>

Good Practices in Gender Mainstreaming Case Studies from India:

<https://www.undp.org/india/publications/good-practices-gender-mainstreaming-case-studies-india>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Prof.K.Manimekalai & Dr.I.Sivakumar**

**Course Outcome VS Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	2	2	2	3	3	3
<b>CO2</b>	2	2	2	3	3	2	3	2	2	2
<b>CO3</b>	3	3	2	2	2	3	2	2	3	3
<b>CO4</b>	3	2	3	2	3	3	3	2	2	2
<b>CO5</b>	3	3	3	3	2	2	2	2	3	3
<b>W.AV</b>	2.8	2.6	2.6	2.6	2.4	2.4	2.4	2.2	2.6	2.6

**S - Strong (3), M - Medium (2), L - Low (1)**

**Course Outcome VS Programme Specific Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	3	3	3	2
<b>CO2</b>	2	2	2	3	3
<b>CO3</b>	3	3	3	2	2
<b>CO4</b>	3	2	3	2	3
<b>CO5</b>	2	3	3	3	3
<b>W.AV</b>	2.6	2.6	2.8	2.6	2.6

**S - Strong (3), M - Medium (2), L - Low (1)**

<b>Semester - VI</b>			
<b>Core</b>	<b>Course code: 3166C1</b>	<b>Internship</b>	<b>Credit: 24 H/W: 30</b>
<b>Unit - 1</b>			
<b>Objective 1</b>	<b>Understand the characteristics of effective helping professionals.</b>		
<b>Observation visit</b>			
<b>Outcome 1</b>	<b>Learners discuss the specific programs on women's development and ground level realities: understanding awareness, access and barriers.</b>		<b>K1</b>
<b>Unit - 3</b>			
<b>Objective 2</b>	<b>Describe the everyday operations of an agency or organization</b>		
<b>Studying the village with the help of an NGO</b>			
<b>Outcome 2</b>	<b>Students able to manage field research at basic level</b>		<b>K6</b>
<b>Unit - 3</b>			
<b>Objective 3</b>	<b>Understand the stages of helping, including exploration, insight, and action</b>		
<b>Data collection</b>			
<b>Outcome 3</b>	<b>Students create the students will able to develop skill to conduct research in non-sexist, gender sensitive way</b>		<b>K3</b>
<b>Unit - 4</b>			
<b>Objective 4</b>	<b>Students are expected to learn the basics of SPSS and Google form and they should be using such techniques for their micro-research project</b>		
<b>Report writing</b>			
<b>Outcome 4</b>	<b>To analyze the students development and confidence to write project proposals and undertake independent research</b>		<b>K5</b>
<b>Unit - 5</b>			
<b>Objective 5</b>	<b>The research project and dissertation the research, reading and writing skills of the student will be sharpened</b>		
<b>Viva – voce</b>			
<b>Outcome 5</b>	<b>Student create on the field based experience will be required to be present their research work in the form of presentation</b>		<b>K4</b>
<b>Online Resources:</b>			
What is a Dissertation? Projects, Report, Structure, Types, & Work   Leverage Edu			
What Is a University Dissertation: 2023 Structure, Challenges & Writing Tips   Research.com			
<b>K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create</b>			
<b>Course Designed by: Prof.K.Manimekalai &amp; Dr.P.Veeramani</b>			

### Course Outcome VS Programme Outcomes

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	2	2	2	3	3	3
<b>CO2</b>	2	2	2	3	3	2	3	2	2	3
<b>CO3</b>	3	3	2	2	2	3	2	2	3	3
<b>CO4</b>	3	2	3	2	3	3	3	2	2	3
<b>CO5</b>	3	3	3	3	2	2	2	2	3	3
<b>W.AV</b>	2.8	2.6	2.6	2.6	2.4	2.4	2.4	2.2	2.6	3.0

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	2	2	2	3	3
<b>CO3</b>	3	3	2	2	3
<b>CO4</b>	3	2	3	2	3
<b>CO5</b>	3	3	3	3	3
<b>W.AV</b>	2.8	2.6	2.6	2.6	3.0

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - VI			
Core	Course code: 3166C2	Gender and Culture	T Credits: 6 H/W: 6
<b>Unit - I</b>			
<b>Objective 1</b>	<b>To introduce gender perspectives on popular culture, discourse and practices of mass media as sites of modernity in India.</b>		
<b>Culture, Gender and Modernity in India:</b> concepts, approaches to the study of culture, 'emergence of culture' in gender studies.			
<b>Outcome 1</b>	<b>Learners analyze the culture practices through Media</b>		<b>K2</b>
<b>Unit - II</b>			
<b>Objective 2</b>	<b>To explore the concepts, approaches to the study of culture</b>		
<b>Cultural Practices in Media:</b> Nation, State and Gender understanding practices, Popular Indian and Tamil Cinema and borderless television.			
<b>Outcome 2</b>	<b>Students discuss the cultural practices and social identity</b>		<b>K4</b>
<b>Unit - III</b>			
<b>Objective 3</b>	Familiar with media and gender discourse		
<b>Gender, State and Democracy:</b> Socialization and reinforcement of patriarchal culture through media and strategies for engendering			
<b>Outcome 3</b>	<b>To explain the socialization and reinforcement of patriarchal culture through media</b>		<b>K4</b>
<b>Unit - IV</b>			
<b>Objective 4</b>	<b>Learn about perspective of Religion and Culture</b>		
<b>Gender audit</b> in formal and informal text			
<b>Outcome 4</b>	<b>To outline the gender understanding practices through Tamil cinema and borderless television</b>		<b>K4</b>
<b>Unit - V</b>			
<b>Objective 5</b>	<b>Learn about gender audit in formal and informal text</b>		
<b>Cultural Practices and Social Identity:</b> Gender, Caste, Religion and Culture			
<b>Outcome 5</b>	<b>Students explain the 'emergence of culture' in gender studies</b>		<b>K2</b>
<b>Suggested Readings:</b>			
Naregal, Veena, (Ed.) (2004). Bollywood and Indian Cinema: Changing Contexts and Articulations of National Cultural Desire in Downing, Sage Handbook of Media Studies, New Delhi: Sage			
Rajapandian, R., Dhanapal B., & Iyyanar, S. (2021). Representation of Caste and Class in Modern Tamil Films. <i>Am J Econ Sociol</i> , 80: 915-929.			
Niranjana, Tejaswini (Ed.) (2006). Question for Feminist Film Studies in Bose, Brinda Gender and Censorship, New Delhi: Women Unlimited.			
Sivakumar, I., & Manimekalai, K. (2021). Masculinity and Challenges for Women in Indian Culture. <i>Journal of International Women's Studies</i> , 22(5), 427-436.			
Karupiah, P., Pathmanathan, S., & Nikku, B. R. (2020). Perception of Sexual Violence in Tamil Movies by Malaysian Indian Viewers, <i>Feminist Media Studies</i> , 1-6.			

**Online Resources:**Gender and Culture: <https://docs.iza.org/dp13607.pdf>Women in India: Unheard Stories: <https://artsandculture.google.com/project/indias-women-in-culture>**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create****Course Designed by: Prof.K.Manimekalai****Course Outcome VS Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	2	2	2	1
CO2	2	2	2	1	1	2	2	2	2	2
CO3	2	2	2	2	2	3	2	1	2	2
CO4	2	2	2	2	3	1	2	2	2	2
CO5	2	2	2	2	1	1	2	1	2	2
W.AV	2.0	2.2	2.0	1.8	2.0	1.8	2.0	1.6	2.0	1.8

**S - Strong (3), M - Medium (2), L - Low (1)****Course Outcome VS Programme Specific Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
CO1	2	1	2	2	1
CO2	2	2	2	2	2
CO3	2	2	2	2	2
CO4	2	2	1	2	1
CO5	2	2	1	1	1
W.AV	2.0	1.8	1.6	1.8	1.4

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - VI				
Core	Course code: 3166C3	Gender, Environment and Livelihood	T	Credits: 6 H/W: 6
Unit - I				
Objective 1	To impart knowledge on linkages between Environment and Livelihoods of women			
Feminist debate on Gender and Environment: Global and National, Environment and Livelihood Resources - Women's Access to Land and Natural Resources				
Outcome 1	Learners discuss the impact of globalization in environment and livelihood			K2
Unit - II				
Objective 2	learn the role of Women in Generating Sustainable Environment			
Gender, Environment and Livelihoods of Rural & Tribal: Gendered Farming System: Women Livelihood in Subsistence Economy - Changing Scenario of Rural Economy and Livelihoods of Women - Gendered impact of globalization and loss of livelihoods				
Outcome 2	Students explain the role of women in generating sustainable environment			K4
Unit - III				
Objective 3	Articulate the impact of environmental degradation on women's livelihood and promote the role of women in creating the sustainable environment.			
Environmental Degradation and Livelihoods of Women: Gender specific consequences of environmental degradation				
Outcome 3	Learners explain the various environmental issues in feminist perspective.			K4
Unit - IV				
Objective 4	To analyze the role of women to protect environment			
Role of Women in Sustainable Environment: Public-Private Partnership and natural resource management				
Outcome 4	Students analyze the role of NGO's and Livelihood Resources.			K4
Unit - V				
Objective 5	To explain Gendered impact of globalization and loss of livelihoods			
Livelihood Management: Role of Government - Role of NGO's - Livelihood Resources, Rights and Entitlements				
Outcome 5	Learners discuss the changing scenario of rural economy and livelihoods of women.			K4
<b>Suggested Readings:</b> Baumgartner R. & Hogger R. (Ed.) (2004). <i>In Search of Sustainable Livelihood System, Managing Resources and Changes</i> . New Delhi: Sage. Harcourt, W. (Ed.) (1994). <i>Feminist perspective on sustainable development</i> . London: Zed books. Karmakar K G (Ed.) (2008). <i>Microfinance in India</i> . New Delhi: Sage. Shiva, Vandana & Cummins, Ronnie (2020). <i>Reclaiming the Commons: Biodiversity, Traditional Knowledge, and the Rights of Mother</i> . U.S: Synergetic Press Shiva, Vandhana (2016). <i>Staying Alive: Women, Ecology, and Development</i> . North Atlantic Books Shiva, Vandhana & Mies, Maria (2014). <i>Ecofeminism</i> . (2nd ed.) Zed Books Ltd.				

**Online Resources:**Gender and Environment: <https://indianlegalsolution.com/gender-and-environment-overview/>India: <https://data.unwomen.org/country/india>**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create****Course Designed by: Dr.P.Veeramani****Course Outcome VS Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	2	1	2	2	2	2	2	1
CO2	2	2	2	2	2	2	1	2	2	2
CO3	2	3	2	2	2	3	2	2	2	1
CO4	2	2	2	2	2	2	1	2	2	2
CO5	2	2	2	2	2	2	2	1	2	2
W.AV	2.0	2.2	2.0	1.8	2.0	2.2	1.6	1.8	2.0	1.6

**S - Strong (3), M - Medium (2), L - Low (1)****Course Outcome VS Programme Specific Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
CO1	2	1	2	2	2
CO2	2	2	1	2	1
CO3	2	2	2	2	2
CO4	2	2	1	2	1
CO5	2	2	2	2	2
W.AV	2.0	1.8	1.6	2.0	1.6

**S - Strong (3), M - Medium (2), L - Low (1)**



Semester - VI					
Core	Course code: 3166C4	Gender Planning and Development	T	Credits: 6	H/W: 6
<b>Unit - I</b>					
<b>Objective 1</b>	<b>To explore various Gender Development Approaches</b>				
<b>Gender needs:</b> Practical and Strategic - State intervention through Legislation, Policy and planning for Practical and Strategic Gender Needs					
<b>Outcome 1</b>	<b>Learners discuss the concept of Gender Planning and Development</b>				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	<b>To create awareness on Gender Policy and Planning</b>				
<b>Approaches to Women's Development:</b> Welfare – Equity – Antipoverty – Efficiency - <b>Empowerment Capability approach:</b> Amartya Sen and Martha Nussbaum					
<b>Outcome 2</b>	<b>Learners explain the various frameworks for Gender Analysis</b>				<b>K4</b>
<b>Unit - III</b>					
<b>Objective 3</b>	<b>Delineate the development approaches towards women and gender planning and development</b>				
<b>Planning Methodology:</b> Traditional approach – Blue print plan - Rational comprehensive planning - Gender Planning –Principles and Tools – Procedures and Techniques					
<b>Outcome 3</b>	<b>Students analyze the procedures and techniques of planning methodology</b>				<b>K4</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	<b>Introduce the areas of gender planning methodology</b>				
<b>Gender Planning Process:</b> Identification of Gender roles/needs and allocation of resources - Institutionalization of Gender Policies, Programmes and Planning, Gender Budgeting and Gender Auditing					
<b>Outcome 4</b>	<b>Students understand gender budgeting and gender auditing</b>				<b>K4</b>
<b>Unit - V</b>					
<b>Objective 5</b>	<b>Training Strategies for Gender analysis and Gender Planning</b>				
<b>Training Strategies for Gender analysis and Gender Planning:</b> Translating planning into practice - Best practices – Case Study					
<b>Outcome 5</b>	<b>Learners discuss gender roles and needs</b>				<b>K4</b>
<b>Suggested Readings:</b>					
Janet Momsen (2019). <i>Gender and Development</i> (3rd ed.). New York: Routledge.					
Samuel Cohn., & Rae Lesser Blumberg (2019). <i>Gender and Development: The Economic Basis of Women's Power</i> . New Delhi: Sage.					
Janet Momsen (2018). <i>Women and Development in the Third World</i> . New York: Routledge.					
Anne Coles, Leslie Gray & Janet Momsen (2015). <i>The Routledge Handbook of Gender and Development</i> . New York: Routledge.					
Jane L. Parpart., M. Patricia Connelly., & V. Eudine Barriteau (2000). <i>Theoretical Perspectives on Gender and Development</i> , Canada: the International Development Research Centre.					

**Online Resources:**

Gender planning: [https://eige.europa.eu/gender-mainstreaming/tools-methods/gender-planning?language\\_content\\_entity=en](https://eige.europa.eu/gender-mainstreaming/tools-methods/gender-planning?language_content_entity=en)

Gender Planning Tools: <https://egyankosh.ac.in/bitstream/123456789/7875/1/Unit-9.pdf>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Prof.K.Manimekalai & Dr.I.Sivakumar**

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	2	2	2	2	3	1	2
CO2	2	2	2	3	3	2	1	2	2	1
CO3	3	2	2	2	2	2	2	2	1	2
CO4	3	2	2	2	3	2	1	1	2	2
CO5	2	2	1	2	2	2	2	1	1	1
W.AV	2.4	2.2	2.0	2.2	2.4	2.0	2.2	2.0	1.4	1.6

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	1	2
CO2	2	2	2	1	1
CO3	2	2	2	2	2
CO4	3	2	1	2	1
CO5	2	2	2	2	2
W.AV	2.2	2.0	1.8	1.6	1.6

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - VI					
Core	Course code: 3166C5	Gender and Poverty	T	Credits: 6	H/W: 6
<b>Unit - I</b>					
<b>Objective 1</b>	<b>Present the theoretical and analytical understanding of poverty measures with a gender based perspective</b>				
<b>Introduction:</b> Definition and types of poverty - Characteristics of poverty, Absolute and Relative poverty – Objective and Subjective – Chronic poverty and transient poverty					
<b>Outcome 1</b>	<b>Students understand gender inequality and poverty</b>				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	<b>Open the new horizons of poverty with a gender lens.</b>				
<b>Approaches to Poverty:</b> Poverty line approach Capability approach – Participatory approach – Indicators and measurement of poverty: Indicators of poverty – Measurement of poverty – Head count index, Poverty gap index					
<b>Outcome 2</b>	<b>Learners analyze the unequal economic impacts and unequal access to labour market</b>				<b>K4</b>
<b>Unit - III</b>					
<b>Objective 3</b>	<b>Present the theoretical and analytical understanding of poverty</b>				
<b>Gender dimensions of Poverty:</b> Gender Inequality and poverty, Women’s Work and Household Survival, Female headed households and Feminisation of poverty, Displacement, migration and poverty, Social stratification and poverty, Poverty and social injustice, Poverty and right to development					
<b>Outcome 3</b>	<b>Explain the National policies and programs for poverty reduction</b>				<b>K4</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	<b>Equip the students with analytical skills to evaluate the anti-poverty policies</b>				
<b>Gender and Poverty:</b> Unequal economic impacts and unequal access to labour market. <b>Capacity:</b> unequal access to education, health and resources. <b>Security:</b> vulnerability to economic risks, natural disasters, violence and environmental risks.					
<b>Outcome 4</b>	<b>Analyze the natural disasters, violence and environmental risks</b>				<b>K4</b>
<b>Unit - V</b>					
<b>Objective 5</b>	<b>Explain the Indicators and poverty measures with gender lens</b>				
<b>Poverty Reduction:</b> Policies and Strategies - Role of International Agencies, World Bank– UNDP– MDG–SDG- National Policies and programs for Poverty reduction.					
<b>Outcome 5</b>	<b>Learners discuss the measurement of poverty and head count index, poverty gap index</b>				<b>K4</b>
<b>Suggested Readings:</b> Addison, T., Hulme, D., & Knabur, R. (2009). <i>Poverty Dynamics: Interdisciplinary Perspectives</i> . London: Oxford University Press. Kabeer, N. (2005). <i>Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals</i> . Canada: International Development Research Center. Kaur, S. (2008). <i>Women and Poverty</i> . Jaipur: Book Enclave Limited.					

Malik, B.B. (2009). <i>Poverty in India; Fundamental Issues</i> . New Delhi: Mittal Publications
<b>Online Resources:</b> Gender and Poverty: <a href="https://www.undp.org/publications/gender-and-poverty">https://www.undp.org/publications/gender-and-poverty</a> Women and Poverty: <a href="https://opentextbc.ca/womenintheworld/chapter/chapter-1-women-and-poverty/">https://opentextbc.ca/womenintheworld/chapter/chapter-1-women-and-poverty/</a>
<b>K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create</b>
<b>Course Designed by: Dr.P.Veeramani &amp; Dr.S.Poulpunitha</b>

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	2	2	2	1	2	1
CO2	2	2	2	3	2	2	2	2	2	2
CO3	3	2	2	2	2	1	2	2	2	1
CO4	2	2	2	2	2	1	2	1	2	2
CO5	2	2	2	3	2	2	2	2	1	1
W.AV	2.4	2.2	2.0	2.6	2.0	1.6	2.0	1.6	1.8	1.4

S - Strong (3), M - Medium (2), L - Low (1)

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	2	2	1	1	1
CO2	2	2	2	1	2
CO3	2	1	2	2	2
CO4	2	2	1	2	1
CO5	2	1	1	1	2
W.AV	2.0	1.6	1.4	1.4	1.6

S - Strong (3), M - Medium (2), L - Low (1)

<b>Semester - VI</b>				
<b>Core</b>	<b>Course code: 3167C1</b>	<b>Project</b>		<b>Credits: 6 H/W: 10</b>
<b>Unit - 1</b>				
<b>Objective 1</b>	<b>Understand the characteristics of effective helping professionals</b>			
<b>Observation visit</b>				
<b>Outcome 1</b>	<b>Learners discuss the specific programs on women's development and ground level realities: understanding awareness, access and barriers.</b>			<b>K1</b>
<b>Unit - 3</b>				
<b>Objective 2</b>	<b>Describe the everyday operations of an agency or organization</b>			
<b>Studying the village with the help of an NGO</b>				
<b>Outcome 2</b>	<b>Students analyze to manage field research at basic level</b>			<b>K6</b>
<b>Unit - 3</b>				
<b>Objective 3</b>	<b>Understand the stages of helping, including exploration, insight, and action</b>			
<b>Data collection</b>				
<b>Outcome 3</b>	<b>Students able to develop skill to conduct research in non-sexist, gender sensitive way</b>			<b>K3</b>
<b>Unit - 4</b>				
<b>Objective 4</b>	<b>Students are expected to learn the basics of SPSS and Google form and they should be using such techniques for their micro-research project</b>			
<b>Report writing</b>				
<b>Outcome 4</b>	<b>Students development and confidence to write project proposals and undertake independent research</b>			<b>K5</b>
<b>Unit - 5</b>				
<b>Objective 5</b>	<b>The research project and dissertation the research, reading and writing skills of the student will be sharpened</b>			
<b>Viva – voce</b>				
<b>Outcome 5</b>	<b>To create the student on the field based experience will be required to be present their research work in the form of presentation</b>			<b>K4</b>
<b>Online Resources:</b>				
What is a Dissertation? Projects, Report, Structure, Types, & Work   Leverage Edu				
What Is a University Dissertation: 2023 Structure, Challenges & Writing Tips   Research.com				
<b>K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create</b>				
<b>Course Designed by: Prof.K.Manimekalai &amp; Dr.P.Veeramani</b>				

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	2	2	3	3	3
CO2	2	2	2	3	3	2	3	2	2	3
CO3	3	3	2	2	2	3	2	2	3	3
CO4	3	2	3	2	3	3	3	2	2	3
CO5	3	3	3	3	2	2	2	2	3	3
W.AV	2.8	2.6	2.6	2.6	2.4	2.4	2.4	2.2	2.6	3.0

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	2	2	3	3
CO3	3	3	2	2	3
CO4	3	2	3	2	3
CO5	3	3	3	3	3
W.AV	2.8	2.6	2.6	2.6	3.0

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - VI			
Core	Course code: 3167C2	Gender Training	T Credits: 6 H/W: 6
<b>Unit - I</b>			
<b>Objective 1</b>	<b>To build capacity for gender sensitization training in the areas of Social construction of gender, Gender role identity, Patriarchy and oppression</b>		
<b>Basic Concepts:</b> Training - Concept and types, scope of training - Key facets and levels of training - Steps in training design - Training needs analysis - Setting out program objectives - Preparation of action plan – Module Preparation			
<b>Outcome 1</b>	<b>Students understand the basic concept on training model</b>		<b>K2</b>
<b>Unit - II</b>			
<b>Objective 2</b>	<b>To understand the training methods and techniques and levels of training</b>		
<b>Training Methods and Techniques:</b> Determinants of the choice of training methods - Lecture method - Case study - Role play - Assignments - Panel discussion and brain storming - Demonstrations and field trips			
<b>Outcome 2</b>	<b>Learners outline the gender sensitization training programmes for different stake holders</b>		<b>K4</b>
<b>Unit - III</b>			
<b>Objective 3</b>	<b>Introduce students to the skill transfer in gender analysis and diagnosis and skills into planning practice</b>		
<b>Gender components of a Training Strategy:</b> Objectives of different training approaches - Training in sensitization or awareness raising			
<b>Outcome 3</b>	<b>Learners discuss the lecture method, case study, role play and assignments, panel discussion and brain storming</b>		<b>K4</b>
<b>Unit - IV</b>			
<b>Objective 4</b>	<b>Equip students to understand different training approaches and alternatives through awareness raising</b>		
<b>Practicum:</b> Skill transfer in gender analysis and diagnosis - Translation of skills into planning practice - Training in motivational factors - Defining the target group - Operationalizing training within an institution - Content of training - Evaluation procedures			
<b>Outcome 4</b>	<b>Students design the effective gender equality training</b>		<b>K4</b>
<b>Unit - V</b>			
<b>Objective 5</b>	<b>To explain the content of training and evaluation procedures through gender equality training</b>		
<b>Gender Equality Training:</b> Design effective gender equality training; Find a gender trainer, Gender equality training in India.			
<b>Outcome 5</b>	<b>Learners analyze the program objectives, preparation of action plan and Module Preparation</b>		<b>K4</b>
<b>Suggested Readings:</b> Agochiya, D. (2009). <i>Every trainer's handbook</i> , New Delhi: Sage Blanchard P. N., & Thacker J. W. (2008). (3 <sup>rd</sup> edn.) <i>Effective training: systems, strategies and practices</i> . New Delhi: PHI learning. Ferguson, Lucy (2019). <i>Gender Training- A Transformative Tool for Gender Equality</i> . Palgrave Pivot			

Gender Budgeting Handbook (2015). Ministry of Women and Child Development. Government of India.

Williams, S. et. al. (2007). *The Oxfam gender training manual*. UK

**Online Resources:**

Training for gender equality and women's empowerment: <https://www.unwomen.org/en/how-we-work/capacity-development-and-training>

[https://tfig.unece.org/pdf\\_files/curriculumforthetrainingoftrainersingendermainstreaming.pdf](https://tfig.unece.org/pdf_files/curriculumforthetrainingoftrainersingendermainstreaming.pdf)

National Commission for Women: <http://ncw.nic.in/content/course-curriculum-gender-sensitisation-judicial-personnel-training-manual-including-objects>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Dr.P.Veeramani & Dr.S.Poulpunitha**

**Course Outcome VS Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	2	3	1	2	2	1	2	3
CO2	3	2	2	2	1	2	2	2	2	2
CO3	2	2	2	2	2	1	2	2	3	3
CO4	2	2	3	2	1	1	2	2	2	2
CO5	2	2	2	3	2	2	2	2	3	3
W.AV	2.2	2.0	2.2	2.4	1.4	1.6	2.0	1.8	2.4	2.6

**S - Strong (3), M - Medium (2), L - Low (1)**

**Course Outcome VS Programme Specific Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	3	2
CO2	2	2	2	2	3
CO3	3	1	2	2	2
CO4	2	2	2	2	3
CO5	2	2	2	3	2
W.AV	2.2	1.8	2.0	2.4	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**



Semester - VI					
Core	Course code: 3167C3	Training for Community Development	T	Credits: 6	H/W: 6
Unit - I					
Objective	To conceptualize the training programmes for community development				
Designing training programmes: specific goal that aims at the development of community.					
Outcome	Learners create and evaluate the sustainability of the training programme for community development.				K2
Unit - II					
Objective	To evaluate sustainability of training programme for community development				
Developing skills in selection and use of different training methods – Case study, Role play, Psychodrama, Buzz group, Group discussion, Transactional analysis, Business games, etc.					
Outcome	Students organizing and conducting training programmes for village people				K4
Unit - III					
Objective	Delineate the development organizations that focus on development of community				
Organizing and conducting training programmes for village people					
Outcome	Learners outline the assessment focuses on the capabilities of the community, including its citizens, agencies, and organizations.				K2
Unit - IV					
Objective	Introduce the areas of developing skills in selection and use of different training methods				
Evaluating specific training programmes					
Outcome	Students create collective knowledge about learning community development allows it to offer a wide range of leadership roles and skill-building opportunities.				K4
Unit - V					
Objective	Equip the students to understand different training methods like psychodrama, buzz group, group discussion, transactional analysis, business games, etc.				
Visit to training and development organizations that focus on development of community					
Outcome	Students explain training programmes on specific goal that aims at the development of community.				K4
<b>Reference and Textbooks</b>					
Anne Hope & Sally Timmel (2000). <i>Training for Transformation: A Handbook for Community Workers</i> . UK: Practical Action.					
Jerry W. Robinson (2010). <i>Introduction to Community Development: Theory, Practice and Service – Learning</i> . SAGE Publications					
Prior, J. (1994). <i>Hand Book of Training and Development</i> . Bombay: Jaico.					

**Online Resources:**

Capacity Building Training Manual for Community Development: <https://www.undp.org/latin-america/publications/capacity-building-training-manual-community-development-committee-leaders>

Community Development Programmes:

<https://egyankosh.ac.in/bitstream/123456789/59006/1/Unit5.pdf>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Prof.K.Manimekalai & Dr.I.Sivakumar**

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	2	2	2	1	2	2	2	1	2	2
<b>CO2</b>	2	2	2	1	1	2	2	2	2	2
<b>CO3</b>	1	2	2	2	2	1	2	2	1	3
<b>CO4</b>	1	2	2	2	1	1	1	2	2	2
<b>CO5</b>	2	1	2	1	2	2	2	1	2	3
<b>W.AV</b>	1.6	1.8	2.0	1.4	1.6	1.6	1.8	1.6	1.8	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	1	2	2	2	2
<b>CO2</b>	2	1	2	2	3
<b>CO3</b>	2	1	2	2	2
<b>CO4</b>	2	2	2	2	3
<b>CO5</b>	2	1	1	3	2
<b>W.AV</b>	1.8	1.4	1.8	2.2	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - VI					
Core	Course code: 3167C4	NGO and Corporate Social Responsibility	T	Credits: 6	H/W: 6
<b>Unit - I</b>					
<b>Objective 1</b>	<b>To familiarize the students about the characteristics and functions of NGO</b>				
NGO: Meaning of NGO and GO, Difference between Government Organizations and NGO, Characteristics of good NGO, Structure of NGO, Functions of NGO, Historical Perspective of NGO, Advantages of NGO					
<b>Outcome 1</b>	<b>Learners understand the characteristics, structure and functions of NGO</b>				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	<b>To understand the role of CSR in improving the standard of living of the down trodden</b>				
<b>Establishing a NGO:</b> Steps for starting NGO, Registration of NGO, Selection of Personnel, Training of Personnel, Proposal writing, Identifying Funding agencies, Resource Mobilization, Planning, Implementation and Evaluation strategy.					
<b>Outcome 2</b>	<b>Students discuss the importance of historical perspective of NGO</b>				<b>K4</b>
<b>Unit - III</b>					
<b>Objective 3</b>	<b>Explain the difference between Government Organizations and NGO</b>				
<b>NGO Management:</b> Organizational types and structures, NGO Management competencies					
<b>Outcome 3</b>	<b>Learners outline the overview of NGOs and CSR in India</b>				<b>K4</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	<b>To discuss and assess steps in developing a CSR strategy and policy evolution</b>				
CSR: Meaning, CSR Process, Steps in developing a CSR strategy and policy evolution.					
<b>Outcome 4</b>	<b>Learners apply project to the funding agencies, Implementation and evaluation strategy.</b>				<b>K4</b>
<b>Unit - V</b>					
<b>Objective 5</b>	<b>To familiarize the students about Organizational types and structures.</b>				
<b>Indian Scenario:</b> Overview of NGOs and CSR in India					
<b>Outcome 5</b>	<b>Learners explain raise the steps to start NGO.</b>				<b>K2</b>
<b>Suggested Readings:</b>					
Abraham, A. (2003). <i>Formation and Management of NGOs</i> . (3 <sup>rd</sup> ed.). New Delhi: Universal Law Publishing Co.					
Aggarwal, S. (2008). <i>Corporate Social Responsibility in India</i> . New Delhi: Sage					
Chandra, S. (2003). <i>Guidelines for NGO Management in India</i> . New Delhi: Kanishka					
Lewis, D. (2001). <i>Management of Non Governmental Development Organization</i> , New York: Routledge					
Sundar, P. (2013). <i>Business and Community: The Story of Corporate Social Responsibility in India</i> . New Delhi: Sage.					
<b>Online Resources:</b>					
CSR Funding: <a href="https://ngosindia.com/ngo-funding/csr-funding/">https://ngosindia.com/ngo-funding/csr-funding/</a>					
CSR in India: <a href="https://www.csr.gov.in/content/csr/global/master/home/home.html">https://www.csr.gov.in/content/csr/global/master/home/home.html</a>					
<b>K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create</b>					
<b>Course Designed by: Dr.P.Veeramani</b>					

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	2	2	2	1	2	3
CO2	2	2	2	1	1	2	2	2	2	2
CO3	1	1	2	2	2	1	2	2	3	3
CO4	2	2	2	2	1	1	2	2	2	3
CO5	2	1	2	1	2	2	2	1	3	3
W.AV	1.6	1.8	2.0	1.4	1.6	1.8	2.0	1.6	2.4	2.8

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	2	1	2	3	3
CO2	2	2	2	2	3
CO3	2	1	2	2	2
CO4	2	2	2	2	3
CO5	2	1	2	3	2
W.AV	2.0	1.4	2.0	2.4	2.6

**S - Strong (3), M - Medium (2), L - Low (1)**

## NME – NON MAJOR ELECTIVE

SEMESTER - III					
NME-1	Course code:	<b>Women’s Studies for Competitive Examinations</b>	<b>T</b>	<b>Credits: 2</b>	<b>H/W: 3</b>
<b>Unit - I</b>					
<b>Objective 1</b>	<b>To elaborate the Women’s Studies concepts in terms of competitive examination point of view</b>				
<b>Status of Women in India</b>					
<b>Outcome 1</b>	<b>Learners understand the status of women</b>				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	<b>Elucidate the status of women in international and national Women Achievers: National, State</b>				
<b>Outcome 2</b>	<b>Students discuss the key issues, questions and debates in women and gender issues</b>				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	<b>Familiarize Women Social Reformers Women Reformers: National, State</b>				
<b>Outcome 3</b>	<b>Students discuss about Women Achievers</b>				<b>K4</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	<b>Explain the Women’s Legal Rights Constitutional Provisions and Legal Rights for Women</b>				
<b>Outcome 4</b>	<b>Students explain the policies and programmes for Women</b>				<b>K4</b>
<b>Unit - V</b>					
<b>Objective 5</b>	<b>Aims to train the students in engendering national policies and programme Policies and Programme for Women: National - State</b>				
<b>Outcome 5</b>	<b>Learner outline the Constitutional Provisions and Legal Rights for Women</b>				<b>K4</b>
<b>Suggested Readings:</b>					
Ann Oakley (1972). <i>Sex and Gender and Society</i> , London: Temple smith.					
Brike, Lynda (1987). <i>Women, Feminism and Biology, The Feminist Challenge</i> , Brighton; Harvester					
Richardson Diane (Eds.) (1983). <i>Introducing Women’s Studies</i> , Hong Kong: Macmillan.					
Krishnaraj, Maithreyi (1995). <i>Remaking Society for Women: Visions Past and Present</i> . New Delhi: Indian Association for Women’s Studies.					
Robinson, Victoria & Diane, Richardson. (Eds) (1993). <i>Introducing Women’s Studies: Feminist Theory and Practice</i> . London: Macmillan					
<b>Online Resources:</b>					
Gender/Women Studies- <a href="https://onlinecourses.swayam2.ac.in/arp19_ap54/preview">https://onlinecourses.swayam2.ac.in/arp19_ap54/preview</a>					
Gender and Women’s Studies- <a href="https://guides.loc.gov/gender-womens-studies">https://guides.loc.gov/gender-womens-studies</a>					
<b>K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create</b>					
<b>Course Designed by: Prof.K.Manimekalai &amp; Dr.I.Sivakumar</b>					

### Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	2	3	2	2	2
CO2	2	2	2	2	3	2	3	2	2	2
CO3	3	3	2	2	2	3	2	2	3	3
CO4	3	2	3	2	3	3	3	2	2	2
CO5	2	3	2	3	2	3	2	2	3	2
W.AV	2.6	2.6	2.4	2.4	2.4	2.6	2.6	2.0	2.4	2.2

**S - Strong (3), M - Medium (2), L - Low (1)**

### Course Outcome VS Programme Specific Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	2
CO2	2	2	2	3	3
CO3	3	3	2	2	2
CO4	3	2	3	2	3
CO5	2	3	3	3	2
W.AV	2.6	2.6	2.6	2.4	2.4

**S - Strong (3), M - Medium (2), L - Low (1)**

Semester - IV				
NME-2	Course code:	Key Concepts in Gender Studies	T	Credits: 2 H/W: 3
<b>Unit - I</b>				
<b>Objective 1</b>	<b>To impart a significant body of knowledge to students about the social construction of gender in various cultural contexts from diverse disciplinary perspectives</b>			
<b>Basic Concepts:</b> Sex - Gender - Gender Roles - Gender Discrimination - Gender Identity - Gender Ideology - Gender Stereotypes - Gender Division of Labour - Patriarchy				
<b>Outcome 1</b>	<b>Students understand the social construction of gender</b>			<b>K2</b>
<b>Unit - II</b>				
<b>Objective 2</b>	<b>To elaborate on the concept of patriarchy and male dominance in society and its impact on women</b>			
<b>Gender Concepts:</b> Gender Analysis – Gender Needs - Gender Planning - Gender Training - Gender based Violence – Gender Mainstreaming – Gender Audit – Gender Budget – Gender Sensitization				
<b>Outcome 2</b>	<b>Learners discuss the concepts of patriarchy and male dominance in the society</b>			<b>K2</b>
<b>Unit - III</b>				
<b>Objective 3</b>	<b>To make the student understand the concepts of masculinity and femininity as analytical categories</b>			
<b>Terminology:</b> Femininities - Masculinities - Determinism – Dualism – Reductionism – Objectification – Socialization - Internalization				
<b>Outcome 3</b>	<b>Learners explain the concepts of masculinity and femininity as analytical categories</b>			<b>K4</b>
<b>Unit - IV</b>				
<b>Objective 4</b>	<b>To inculcate insights on basic gender concepts and multiple forms of oppression and marginalization</b>			
<b>Gender Equality/Equity:</b> Equality Vs Equity, Meanings: HDI, GDI, GEM				
<b>Outcome 4</b>	<b>Learners analyze the social differences between men, women, and other gender identities in the society</b>			<b>K4</b>
<b>Unit - V</b>				
<b>Objective 5</b>	<b>To develop the understanding of gender with respect to power that acknowledges the intersectionality of race, class, sexuality, ethnicity, ability, and other social categories.</b>			
<b>Empowerment of Women:</b> Meaning and Concepts				
<b>Outcome 5</b>	<b>Students discuss the gender with respect to power that acknowledges the intersectionality of different social categories</b>			<b>K2</b>
<b>Suggested Readings:</b> Butler, Judith (1990). <i>Gender Trouble</i> . Routledge, New York Cann, Carole (2020). <i>Feminist Theory Reader: Local &amp; Global Perspectives</i> (5 <sup>th</sup> ed). New York: Routhledge. Chandra Pandey, Umesh & Kumar, Chhabi (2020). <i>SDG5 - Gender Equality and Empowerment of Women and Girls</i> . Emerald Publishing Limited Connell, R W. (1987). <i>Gender and Power</i> . Cambridge: Polity Press.				

Mohanty, Chandra Talpade (1991). *Third World Women and the Politics of Feminism*, Indianapolis: Indiana University Press.

Saraswathi, Ayu., Shaw, Barbara & Rellihan, Heather (2020). *Introduction to Women's, Gender and Sexuality Studies: Interdisciplinary and Intersectional Approaches* (2<sup>nd</sup> ed). Oxford University Press.

**Online Resources:**

Gender Studies: Foundations and Key Concepts- <https://daily.jstor.org/reading-list-gender-studies/>

Introduction to Women, Gender, Sexuality Studies-<https://openbooks.library.umass.edu/introwgss/>

Gender studies and interdisciplinarity- <https://www.nature.com/articles/palcommms201518>

**K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-Evaluate, K6- Create**

**Course Designed by: Dr.P.Veeramani & Dr.S.Poulpunitha**

**Course Outcome VS Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	3	3	3	2	3
CO2	2	2	2	3	3	2	3	2	2	2
CO3	3	3	2	2	2	3	2	2	2	2
CO4	2	2	3	2	3	3	3	2	2	2
CO5	3	2	3	2	3	2	3	2	2	2
W.AV	2.6	2.4	2.6	2.4	2.6	2.6	2.8	2.2	2.0	2.2

**S - Strong (3), M - Medium (2), L - Low (1)**

**Course Outcome VS Programme Specific Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	2	2	2	2	3
CO3	3	3	2	2	2
CO4	3	2	3	2	2
CO5	2	2	3	3	2
W.AV	2.6	2.4	2.6	2.4	2.2

**S - Strong (3), M - Medium (2), L - Low (1)**



## The Panel of Members - Broad Based Board of Studies

### CURRICULAM VITAE

#### **Dr. K. MANIMEKALAI**

Professor & Director  
Department of Women's Studies  
Alagappa University, Karaikudi  
Cell: 7010083223  
gomathimanimekalai@gmail.com



#### **ACADEMIC QUALIFICATION**

- Ph.D. 2002, Highly Commended, Women's Studies, Alagappa University, Karaikudi
- M.Phil. 1987, Commerce, Alagappa University, Karaikudi
- M.Com. 1986, Commerce, Sri Parasakthi College For Women (An Autonomous College) Courtallam, Madurai Kamaraj University, Madurai

#### **ACADEMIC EXPERIENCE / SERVICE DETAILS**

- Vice-Chancellor, 20<sup>th</sup> July 2012 to 19<sup>th</sup> July 2015, Mother Teresa Women's University, Kodaikanal
- Registrar i/c. 7<sup>th</sup> October 2010 to 19<sup>th</sup> July 2012, Alagappa University, Karaikudi
- Director, from 5<sup>th</sup> November 2007 Centre for Women's Studies, Alagappa University, Karaikudi

#### **PRIZE, MEDALS AND OTHER HONOURS**

- Life Time Achievement Award, Academy of Universal Global Peace – USA, 2017.
- Appreciation Award – 2017, Alagappa University, Karaikudi
- Innovative B – School Award for Outstanding Contribution to Education – 2016, 8<sup>th</sup> DNA and Stars of the Industry Group, Mumbai
- Innovative B – School Award for Outstanding Contribution to Education – 2015, 7<sup>th</sup> DNA and Stars of the Industry Group, Mumbai

#### **MEMBERSHIP IN ACADEMIC BODIES**

- Governor's Nominee – Selection Committee, Bharathiyar University
- Governor's Nominee – Selection Committee, University of Madras
- Vice Chancellor's Nominee – Selection Committee, Bharathiyar University

Total Citation: 218

h - index: 10

i- 10 index: 12

## CURRICULAM VITAE

### Dr SEETHA LAKSHMI

Associate Professor and Assistant Head  
Asian Languages and Cultures Academic Group  
National Institute of Education, Singapore



### Experience

- Tamil Murasu Newspaper as the Sub-Editor (1991-1992)
- Teacher for Tamil language at Mei Chin Secondary School (1993-1997)
- Coordinator of the Tamil Studies at the Special Training programme (Mother Tongue) in 1997-1999
- Head of Tamil Language and Culture Division and Assistant Head, ALC (Tamil) at the Asian Languages and Cultures Academic Group between 2002-July 2007
- She is currently the Programme Leader for Practicum, Timetable, Diploma, Degree and Higher Degree at divisional level (Tamil Language).
- Visiting Scholar at the Penn State University, Pennsylvania, USA., (01 September 2015 - 30 September 2015)
- San Jose State University, California, USA., (01 October 2015 - 31 October 2015)
- Niversity of Hong Kong, Hong Kong (11 November 2015 - 10 December 2015) as part of her Academic Leave.

### Current Grants

- Leisure Reading in Two Languages: Reading Habits and Preferences of Bilingual Children in Singapore
- CORE 3 Research Programme: Baseline Investigation of Mother Tongue Pedagogies in Singapore's Primary and Secondary Classrooms (C3MT)
- Singapore primary and secondary students' perceptions, challenges and attainment in Chinese and Tamil composition writing: A comparative study on computer-based and paper-and-pen-based writing
- An Evaluative Study on the Mother Tongue Support Programme for Mid-Primary Students

### Awards

- 2021 Received Thiruvalluvar Award for the Contribution to the Tamil Language and Community by the Tamil Language, Cultural Society
- 2020 MOE Education Award for the service at the School Advisory Board, Northland Primary School
- 2019 ALC ALC Contribution Award for the contribution to Research, Teaching and Service (Tamil Language and Culture Division), ALC AG
- 2019 Received Service Vetran Award for the recognition of service to the Education from Thamizhaga Institute of Educational Research and Advancement

Total Citation: 78

h - index: 4

i- 10 index: 3

## CURRICULAM VITAE

### **Dr. SABIHA HUSSAIN**

Professor  
Sarojini Naidu Centre for Women's Studies  
Jamia Millia Islamia University  
New Delhi-110025, India  
sabihajaz@gmail.com



### **Position Held**

1. Professor, 2014 till date Jamia Millia Islamia University, New Delhi.
2. Associate Professor, 2011 to 2014, Jamia Millia Islamia University, New Delhi.
3. Reader, 2008 to 2011, Jamia Millia Islamia University, New Delhi
4. Junior Fellow (Gr-I &II) 1998 to 2008, Centre for Women's Development Studies, New Delhi.
5. Post -doctoral fellow 1999 to 97 Attached to Department of Sociology, Jamia Millia Islamia, New Delhi.

### **Publications in National Journals and edited books**

- 'Lost Childhood in the Aroma of Agarbatti' International Journal of Sociology and the Family, Vol. 41, No. 1, Spring, 2015.
- 'Religion, Identity Politics' MWG-010, Women and Political Process, IGNOU, School of Gender and Development Studies, New Delhi, 2015.
- Addressing Gender Gaps and Challenges of Inclusion, Man in India, No.14 Part III, 2014.

### **Papers published in International Journals**

- A Socio-historical and Political Discourse on the Rights of Muslim Women: Concerns for Women's Rights or Community Identity, special reference to 1937 and 1939 Acts' Journal of International Women's Studies, Vol. 16 No.3, 2015. Bridgewater State University, USA.
- "Unfolding the Reality of Matrimonial Rights of Muslim Women in India special reference to Meher and Maintenance" Pakistan Journal of women Studies, Vol. 20, 1, Karachi, Pakistan, 2013.
- Motherhood and Female Identity: the case of childless women in India, Vol. 14 No.3, Asian Journal of Women Studies, Korea, 2009.

Total Citation: 115

h - index: 8

i- 10 index: 3

## CURRICULAM VITAE

### Dr.C.ARUNA

Professor & Director i/c  
Centre for Women's Studies  
Pondicherry University, Puducherry  
aruna.chinnappan@gmail.com



### Teaching Experience

- 18 years of progressive experience in research and teaching

### Completed Projects

<i>Title of the Project</i>	<i>Sponsored By</i>	<i>Period</i>	<i>Sanctioned Amount (Rs. Lakh)</i>	<i>Year</i>
Social Networks of Rural Elderly Women: Implications for Health Care Services	ICSSR	2018-19	3 lakhs	2019

### Ongoing Projects

<i>Title of the Project</i>	<i>Sponsored By</i>	<i>Period</i>	<i>Sanctioned Amount (Rs. Lakh)</i>	<i>Year</i>
Migrant Women in Unorganized Sector with Special Reference to Puducherry UT	National Commission for Women	2019-22	4.9 lakhs	2019
Parental Involvement and Peer Group Support for Academic Performance	Azim Premji University Research Grants 2018	2018-2022	8.4 lakhs	2018

### Ongoing Consultancy Works

<i>Title of the Consultancy Work</i>	<i>Sponsored By</i>	<i>Period</i>	<i>Amount (Rs. Lakh)</i>	<i>Year</i>
PMAY Housing for All - Social Audit	Town and Country Planning, Govt. of Puducherry	2021-22	2.6 lakhs	2021

### Completed Consultancy Works

<i>Title of the Consultancy Work</i>	<i>Sponsored By</i>	<i>Period</i>	<i>Amount (Rs. Lakh)</i>	<i>Year</i>
Educational Status of Scheduled Castes in Puducherry: Attainments and Challenges	ICSSR	2011-13	13.25 lakhs	2012

Total Citation: -  
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## CURRICULUM VITAE

### Dr. AMRUTHRAJ R M

Specialist in Women's Studies  
Kerala Institute of Local Administration (KILA)  
E.T.C P O, Kottarakkara - 691531  
Kollam, Kerala



### Educational Qualifications

- M.A. Social Welfare and Rural Management (Mahatma Gandhi University)
- M.Phil. Women's Studies (Pondicherry University)
- Ph.D Women's Studies (Pondicherry University)
- UGC. NET

### Positions Held

- Research Fellow, Centre for Women's Studies, Pondicherry University
- Asst. Professor (on contract) School of Gender Studies, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur
- Asst. Professor (on contract) Centre for Women's Studies, Pondicherry University
- Post-Doctoral Fellow, Women's Studies Centre, Cochin University of Science and Technology, Kochi.

### Expert Memberships

- Society of Gender Professionals
- UN- Solution Exchange, Gender Community
- Association for the Study of Literature and Environment (ASLE) – India

### Selected Publications

- Contributed a section on: "Gender Perspective Planning" for the handbook on *Block Panchayath Administration and Rural Development Schemes* for induction training of Block Panchayath elected representatives Associated in editing *Inservice Training Manual for Village Extension Officers*. (3 Vols)
- An article Narmada Saga: An Eco-feminist Perspective In *Nature and Human Nature: Literature, Ecology, Meaning* Ed. S.Murali. New Delhi: Prestige, 2008.
- An article Gender Discrimination in the Primary School English Language Textbooks in Tamil Nadu in *The Primary Teacher*  
A Journal Published by NCERT, January and April, 2012.
- An article Gender Issues in School and Classroom Practice: A Case Study of Pondicherry in *The Primary Teacher*, a Journal Published by NCERT, January and April, 2013.

### Present Responsibilities

- Specialist in Women's Studies
- Gender Resource Person, State Gender Cell, LSGD
- Coordinator, Gender School for Local Governance, KILA

Total Citation: -

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## CURRICULUM VITAE

### Dr. P. VEERAMANI

Assistant Professor  
Centre for Women's Studies  
Alagappa University  
Karaikudi-630 003  
Sivagangai District  
veeramws@gmail.com



### ACADEMIC QUALIFICATION

<i>Degree</i>	<i>College / University</i>	<i>Year of Passing</i>	<i>Division / Grade etc.</i>
Ph.D. Women's Studies	Alagappa University Karaikudi	2016	Awarded

### WORK EXPERIENCE

<i>Position</i>	<i>Name of the Institution</i>	<i>Nature of Work</i>	<i>Period</i>
Assistant Professor	Centre for Women's Studies, Alagappa University, Karaikudi	Research, Teaching, Training, Extension & Counseling	27 <sup>th</sup> June 2013 to till date

### MEMBERSHIP IN PROFESSIONAL / SOCIAL BODIES

- Life Member - Indian Association for Women's Studies
- Life Member – Indian Academic Researchers Association.
- Member – Centre on Swasch Bharat Swasch Abiyan, Alagappa University, Karaikudi
- Hub Co-ordinator of Alagappa University in Entrepreneurship Development and Innovation Institute, Government of Tamil Nadu, Chennai
- SWAYAM Course Co-ordinator, Department of Women's Studies, Alagappa University, Karaikudi.

### SEMINARS/WORKSHOPS/CONFERENCES/PUBLICATIONS

<i>Particulars</i>	<i>Total</i>
<i>Seminars/Workshops/Conferences/ Publications</i>	
Articles Published	30
International Seminar (Paper Presented)	7
National Seminar (Paper Presented)	30
Participated	56

Total Citation: 15

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## CURRICULUM VITAE

### **Ms. K.VIJAYASANKARI**

Assistant Project Officer  
Mahalirhittam  
Sivaganga Dist. Sivagangai  
Tamil Nadu  
vijikrishnasamy@yahoo.co.in



### **Educational Qualifications**

- M.Phil. - Women's Studies, Alagappa University
- MWS&CA - Women's Studies, Alagappa University
- B.Sc – Seethalakshmi Achi College for Women, Alagappa University

### **Positions Held**

- TNCDW, Assistant Project Officer, Mahalirhittam (2008-Present)
- Project Associate, Bharathiyar University, Coimbatore (2007-2008)
- Project Associate & Trainer, EKTA – Women's Resource Centre, Madurai (2004-2006)
- Project Associate, Gandhigram Rural University, Gandhigram (2002-2004)

### **Present Responsibilities**

- Specialist in Women's Studies

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## ARTS CAMPUS