ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India

FACULTY OF ARTS
DEPARTMENT OF WOMEN'S STUDIES

M.A., GENDER STUDIES

REGULATIONS AND SYLLABUS

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

DEPARTMENT OF WOMEN'S STUDIES

M.A. GENDER STUDIES

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 andGraded as Category-I University by MHRD-UGC)

Karaikudi -630003, Tamil Nadu

The panel of Members-Broad Based Board of Studies

Chairperson: Dr.K.Manimekalai Professor & Head, Department of Women's Studies Alagappa University, Karaikudi Teaching Experience: 34, Research Experience: 34 Area of Research: Gender Studies & Social Work	
Foreign Expert: Dr. Seetha Lakshmi Associate Professor, Department of Asian Language & Culture Nanyang Technological University, Singapore Teaching Experience: 25 , Research Experience: 26 Area of Research: Spoken Tamil, Curriculum Review and Innovative Pedagogy	
Indian Expert: Dr. C.Aruna Professor & Director i/c Centre for Women's Studies Pondicherry University, Puducherry Teaching Experience:18 , Research Experience: 18 Area of Research: Elderly Women and Social Audit	
Indian Expert: Dr. Sabiha Hussain Director Sarojini Naidu Centre for Women's Studies Jamia Millia Islamia, New Delhi Teaching Experience: 23, Research Experience: 23 Area of Research: Gender and Development & Women's Rights	
Industry Expert: 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	
Member: 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	
Alumnus/Alumna: Ms. Vijayasankari Assistant Project Officer, Mahalirthittam Sivaganga Dist. Sivagangai	

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: **M.A.**

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

8. Programme Educational Objectives - (PEOs)

PEO 1	To introduce Gender Studies as an Academic Discipline
PEO 2	To understand the Basic Concepts of Gender Studies
PEO 3	To inculcate Remember on Feminist Theories
PEO 4	To inculcate Remember on various Feminist Movements
PEO 5	To train students using research methods from Women's Studies perspective
PEO 6	To promote Remember on various Women Development programmes
PEO 7	To familiarize the students about the gender matrix and models that adopted in National & International scenario
PEO 8	To imbibe Remember on governance system and various matrix used for promoting Gender Responsive Governance
PEO 9	To inculcate Remember on Sustainable Development Goals and policies that assist to achieve SDGs
PEO 10	To develop capabilities and skills in writing project proposal and enhance the practical skills for initiation of NGO

09. Programme Outcomes - (POs)

On successful completion of the M.A. Gender Studies program students are able to	
PO 1	Recollect the evolution of Women's Studies **as a field of a study and the nature of interdisciplinary research**
PO 2	Understand the various **feminist movement from grass root level to global level**
PO 3	Sense the various kinds of feminism and **the impact of feminist movements in the life of women**
PO 4	Familiarize the students with the **feminist research methodology**
PO 5	Gain Remember on various **women development programmes** at the National and International level
PO 6	Undertake research and action programmes **to achieve gender equity in all sectors**
PO 7	Analyse the development models **from gender perspective** and create new models to **promote gender fair society**
PO 8	Comprehend the gender aspects of political rights and construct gender matrix to **promote gender responsive governance**

PO 9	Implement various steps **in attaining the Sustainable Development Goals** related to gender, health, education and environmental sustainability.
PO 10	Develop various practical skills like steps in registration of NGO, role and structure of NGOs, and **writing projects proposal** for availing grants from national and international organisation

10. Programme Specific Objectives (PSOs)

PSO 1	To inculcate Remember on need and importance of women's studies as a academic discipline
PSO 2	To imbibe Remember on various school of Feminist Thoughts that support for the development of women
PSO 3	To familiarize students on Constitutional and Legal Rights, Policies and Programmes that safeguard women and children from various social issues
PSO 4	To promote Remember on feminist research methodology and gender development models that promote gender fair society
PSO 5	To develop skills and capabilities in writing proposal, research project and process in implementing NGOs

11. Programme Specific Outcomes (PSOs)

On successful completion of the M.A. Gender Studies program students are expected to	
PSO 1	Explain the historical development of women's studies and its significance in the academic discipline
PSO 2	Analyze and introduce major Feminist Thoughts
PSO 3	Examine the Constitutional and Legal Rights, Policies and Programmes for Women and children from gender perspective
PSO 4	Describe the feminist research methodology and construct models and matrixes
PSO 5	Generate research proposal, writes project reports and starts up the NGOs

12. Eligibility for admission

A pass in any degree (Academic / Vocations Stream) conducted by the Government of Tamil Nadu.

13. Minimum Duration of programme

The programme is for a period of two 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).

13. Components

A PG 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 PG 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 Remember, 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 II Semester another in III 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 II semester and another in III 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 (Maximum Marks: 200)
  ➢ The student shall undertake the dissertation work during 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 acRemember 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
- Certificate
- 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	

➢ **Format of the title page**

Title of Dissertation/Project Work

Dissertation/Project submitted in partial fulfilment of the requirement for the degreeof Master of Arts 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 degree of Master of Arts 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/Mis ----------------- (Reg No: --------------) to the Alagappa University, in partial fulfilment for the award of the degree of Master of Arts 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 degree of Master of Arts 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

Internship

The students who have opted for an Internship must undergo industrial training in the reputed organizations to accrue industrial Remember 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 Master of Arts 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 Master of Arts 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 Master of Arts 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 Master of Arts 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 Master of Arts 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:

Chapter No	Title	Page Number
1	Introduction	
2	Aim and Objectives	
3	Organisation profile /details	
4	Methods and Work	
5	Observation and Remember 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 Remember 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 work report submitted in partial fulfilment of the requirement for the Master of

Arts 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 Master of Arts 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   Head of the Department

Date:

Declaration (Student)

I hereby declare that the Field Visit Report submitted to the Alagappa University for the award of the Master of Science in _____ 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   (Student Name)

Date:

- ➢ 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/Field visit 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.

14. 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

15. 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.

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

Sr. No	Content	Marks
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

Project/Dissertation/Internship-50marks(assess by Guide/Incharge/HOD/Supervisor)

Sr. No	Content	Marks
1	Two Presentations (mid-term)	30
2	Progress Report	20
	Total	50

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 100 marks for project report evaluation and for the Viva-Voce it is 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. (Objective type questions)	10 x 1 = 10	10 questions – 2 each from every unit
Section B	5 questions Either / or type like 1. a (or) b. All questions carry equal marks	5 x 5 = 25	5 questions – 1 each from every unit
Section C	5 questions Either / or type like 1. a (or) b. All questions carry equal marks	5 x 8 = 40	5 question –Should cover all units

17. Dissertation /Project report/Internship report Scheme of evaluation

Dissertation /Project report/Internship report	100 Marks
Vivo voce	50 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 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.
- ➢ The candidates not obtained 50% 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 Project / Dissertation / Internship if he /she gets not less than 40% in each of the Project / Dissertation / Internship Report and Viva-Voce and not less than 50% in the aggregate of both the marks for Project Report and Viva-Voce.
- ➢ A candidate who gets less than 50% in the Project / Dissertation / Internship Report must resubmit the thesis. Such candidates need to take again the Viva-Voce on the resubmitted Project report.

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 Paper / Course)

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

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) Candidates earning GPA between 0.0 and marks from 00 - 49 shall be declared to have Re-appear (U).

h) 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

$$\text{GRADE POINT AVERAGE (GPA)} = \Sigma_i C_i \ G_i / \Sigma_i C_i$$

GPA = <u>Sum of the multiplication of Grade Points by the credits of the courses</u>
Sum of the credits of the courses in a Semester

21. Classification of the final result

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

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+), 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+), 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+), 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), those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.

i) Candidates those who earned CGPA between 0.0 and 4.9 shall be given Letter Grade (U) and declared to have Re-appear.

e) Absence from an examination shall not be taken as an attempt.

CUMULATIVE GRADE POINT AVERAGE (CGPA) = $\Sigma_n \Sigma_i C_{ni} \ G_{ni} / \Sigma_n \Sigma_i C_{ni}$

CGPA = $\dfrac{\text{Sum of the multiplication of Grade Points by the credits of the entire Programme}}{\text{Sum of the credits of the courses for the entire Programme}}$

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 PG Programme are alone eligible for this classification.

23. Maximum duration of the completion of the programme

The maximum period for completion of **M.A in Gender Studies** shall not exceed eight semesters continuing from the first semester.

24. Conferment of the Master's Degree

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. 90 credits Programme).

25. 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)
M.A. GENDER STUDIES (458) – COURSE STRUCTURE

S.No	Code		Title of the paper	T/P	Credits	Hours/Week	Marks		
							I	E	TOTAL
			SEMSTER - I						
1	458101	Core 1	Introduction to Gender Studies	T	4	4	25	75	100
2	458102	Core 2	Feminist Movements in India	T	4	4	25	75	100
3	458103	Core 3	Feminist Research Methodology	T	4	4	25	75	100
4	458104	Core 4	Field Work		4	8	25	75	100
5	458105	Core 5	Women Entrepreneurship and Technology	T	4	4	25	75	100
6	458501	*DSE-1	Life Skills Education	T	4	5	25	75	100
	458502		Gender and Environment						
			Library / Yoga/ Counselling / Field Visit		-	1			--
					24	**30**	**150**	**450**	**600**
			SEMSTER - II						
7	458201	Core 6	Feminist Theories	T	4	4	25	75	100
8	458202	Core 7	Gender and Governance	T	4	4	25	75	100
9	458203	Core 8	Gendering Citizens' Rights	T	4	4	25	75	100
10	458204	Core 9	Gender Analysis	T	4	4	25	75	100
11	458205	Core 10	Field Work		4	6	25	75	100
12	458503	*DSE-2	Gender and Media	T	4	5	25	75	100
	458504		Community Development						
13			Non-Major Elective **	T	2	3	25	75	100
14			Self-learning course (SLC) –MOOCs ***		Extra Credit				
			Library / Yoga/ Counselling/ Field Visit		-	-	-	-	-
					26	**30**	**175**	**525**	**700**
			SEMSTER - III						
15	458301	Core 11	Gender and Development	T	4	4	25	75	100
16	458302	Core 12	Gender in Management	T	4	4	25	75	100
17	458303	Core 13	Filed Work		4	6	25	75	100
18	458304	Core 14	Gender and Health	T	4	4	25	75	100
19	458305	Core 15	Gender and History	T	4	4	25	75	100
20	458505	*DSE-3	NGO Management	T	4	5	25	75	100
	458506		Counselling						
21			Non-Major Elective **	T	2	3	25	75	100
22			Self-learning course (SLC) –MOOCs ***		Extra Credit				
			Library / Yoga/ Counselling/ Field Visit		-	-	-	-	-
					26	**30**	**175**	**525**	**700**
			SEMSTER - IV						
23	458401	Core 16	Dissertation Work ****		14	30	50	150	**200**
			Total		**14**	**30**	**50**	**150**	**200**
			Grant Total (Four Semesters)		**90**	**120**	**550**	**1650**	**2200**

*DSE – Student Choice and it may be conducted by parallel sections.

** NME –Student have to select courses offered by other (Faculty) departments.

*** SLC- Voluntary basis

**** Dissertation: Marks -Viva-voce (50) + Thesis (100) + Internal (50) = 200

T-Theory

P-Practical

Semester - I					
Core 1 **Course Code: 458101**	**Introduction to Gender Studies**		**T**	**Credits: 4**	**Hours: 4**
Unit 1					
Objective 1	To introduce gender studies as an academic discipline				
Gender Studies: Definition - Scope of Gender Studies - Differences between Sex and Gender, Interdisciplinary nature of Gender Studies, Gender Studies Vs Women's Studies.					
Outcome 1	**Learners explain the importance of Women's Studies in academic discipline**				**K2**
Unit II					
Objective 2	To understand the basic concept of gender studies				
Gender Concepts: Social construction of Gender – Stereotypes – Gender Roles – Gender Ideology - Sexual Minorities – LBGTQ – Understanding Patriarchy					
Outcome 2	**Learners distinguish the sex and gender roles and it's impact on society**				**K4**
Unit III					
Objective 3	To explain changing trend in gender relations				
Gendering Institutions: Formal and Informal Institutions – Family – Class – Caste – Religion					
Outcome 3	**Students understand the institutions that involve in socialization process**				**K2**
Unit IV					
Objective 4	To study the significance of gender and education				
Education and Economic institutions: Gender and Education – Enrolment pattern – Primary to Higher Education – Literacy Rates - Drop-out Rates – Gender Gap - Sexual Division of Labour: Pay Gap- Wage differentials					
Outcome 4	**Students analyse the importance of women education in national development**				**K4**
Unit V					
Objective 5	To identify sexual identity in media portrayals				
Gender and Media: Concept and Types - Mass Media – Portrayal of Gender in Print and Audio Visual Media					
Outcome 5	**Learners examine the mass media that portrayal women as sexual identity**				**K4**

Suggested Readings

Oakley, Ann (1972). *Sex and Gender and Society*. London: Temple smith.

Richardson, Diane (Eds). (1983). *Introducing Women's Studies*. Hong Kong: Macmillan.

Suryakumari (1993). *Women's Studies an Emerging Discipline*. New Delhi: Gyan Publishing

Krishnaraj, Maithreyi (1995). *Remaking Society for Women: Visions Past and Present*. New Delhi: Indian Association for Women's Studies.

Robinson, Victoria & Diane, Richardson (Eds.). (1993). *Introducing Women's Studies: Feminist Theory and Practice*. London: Macmillan

Judith (2001). *Encyclopaedia of Women and Gender*. Vol. 2. Academic press

Online Resources

Social Institutions: Family, Religion, and Education – Brewminate: A Bold Blend of News and Ideas
Feminism:Concepts and Theories - Course (nptel.ac.in)

Course Designed by: Prof.K.Manimekalai

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

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	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1
CO2	3	3	2	2	1
CO3	3	3	2	2	1
CO4	3	3	2	2	1
CO5	3	3	3	2	1
W.AV	3	2.8	2.2	2	1

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

Semester - I				
Core 2 **Course Code:** **458102**	**Feminist Movements In India**	**T**	**Credits:** **4**	**Hours: 4**
Unit 1				
Objective 1	**To impart Remember about the Feminist Movements**			
Women Movements: Basic concepts – Women's Movement an overview – Suffrage, Working Women issues, Birth Control Movement				
Outcome 1	**Learners explain various waves in Feminist movements**			**K2**
Unit II				
Objective 2	**To gain Remember about historical devilments of social reform movement**			
Historical Developments of Social Reform Movements: Women centered issues like Women's Education, Abolition of Sati custom, Widow Remarriage, Abolition of Polygamy, Child Marriage, Inheritance and Property Rights				
Outcome 2	**Learners summaries the social reform movements on women issues**			**K2**
Unit III				
Objective 3	**To study about the role of Women in Pre – Independence Movements**			
Women's Role in Indian Independence Movement: Emergence of Women's questions in Colonial India - Women and Civil Disobedience Movement – Quit India Movement				
Outcome 3	**Learners elaborate the contribution of women freedom fighters in India**			**K6**
Unit IV				
Objective 4	**To study about the role of Women in Post Independence Movements**			
Post Independence Period and Women's Movements: Dravidian Movement and Women –Dalit Movement- Women and Political Movement				
Outcome 4	**Learners interpret the women's movement in Post-Independence era**			**K4**
Unit V				
Objective 5	**To study the social reformers to working with women development**			
Social Reformers: Eswara Chandra Vidyasagar, Dayanada Saraswathi, Mahatma Jothirao, Savtribai, Dr.B.RAmbedkar, Rajaram Mohan Roy, Pandit Ramabai, Annie Besant, Sarojini Naidu, Dr.Muthulakshmi, Durgabai Deshmukh, Aruna Asaf Ali, E.V.Ramasamy, Bharathiar				
Outcome 5	**Learners describe the social reformers worked for women development**			**K1**

Suggested Readings

    Mishra, Anupam & Tripathi, Satyendra. (1978). *Chipko Movement: Uttarakhand Women's Bid to Save Forest Wealth*. New Delhi: People's Action.

    Desai, Neera. (1988). A Decade of Women's Movement in India. New Delhi: Himalaya.

    Kumar, Radha. (1993). The History of Doing. New Delhi: Kali for Women.

    Rao, M.S. A. (1979). Social Movements in India. New Delhi: Manoha.

    Bhaksh, R. (2015). Handbook of Transnational Feminist Movements, Oxford.

    Anagol. (2017). The Emergence of feminism in India, Routledge.

Online resources

Research Journal of Humanities and Social Sciences (rjhssonline.com)
Evolution of Women's Movements in India (drishtiias.com)
The feminist movement in India | The India Centre for Inclusive Growth and Sustainable Development | University of Southampton
Women movement - INSIGHTSIAS (insightsonindia.com)

Course designed by: Dr.P.Veeramani

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

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	1	1	1	1	1	1
CO2	1	3	3	2	2	2	1	2	1	1
CO3	2	3	3	1	2	1	1	1	2	1
CO4	2	3	3	1	1	1	2	1	1	1
CO5	2	3	3	1	1	2	2	1	2	1
W.AV	1.8	2.8	2.6	1.2	1.4	1.4	1.4	1.2	1.4	1

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	1
CO2	3	3	2	2	1
CO3	3	3	2	1	1
CO4	2	3	2	1	1
CO5	3	3	2	1	1
W.AV	2.8	3	2	1.6	1

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

Semester - I					
Core 3 **Course Code:** **458103**	**Feminist Research Methodology**	**T**	**Credits:** **4**		**Hours: 4**
Unit 1					
Objective 1	To understand the basic concepts of Research and its Methodologies in Social Science				
Research: Methodology, Methods and Techniques- Research Methodology: Definition – Characteristics. **Research Design**: Descriptive- Exploratory – Diagnostic – Experimental – Types: Survey – Action - Advocacy – Qualitative-Quantitative.					
Outcome 1	Learners acquire Remember on social science research			K2	
Unit II					
Objective 2	To train the students use new tools and techniques and revisit the Social Science research methods				
Sampling Techniques: Types: Probability – Non-Probability – Primary and Secondary Sources. **Data Collection Techniques**: Observation, Interview Schedule – Questionnaire – Case Study. **Statistical Techniques:** Measures of Central Tendencies – Dispersion – Correlation Methods – Tests of Significance – Hypothesis Formulation & Testing					
Outcome 2	Learners apply the tools and statistical techniques in their research study			K3	
Unit III					
Objective 3	To familiarize the students with Feminist Research Methodology				
Feminist Research Methodology: Characteristics – Objectivity Vs Subjectivity – Sex Role Research – Non-Sexist Methods – Feminist Ontology – Epistemology – Stand Point Theory- Oral History, Focused Group Discussion, Content Analysis. **Sexism in Research**: Androcentricity – Over Generalization – Gender Insensitivity – Double Standards – Sex Appropriateness – Sexual Dichotomism					
Outcome 3	Learners apply various feminist research methodology in their research			K3	
Unit IV					
Objective 4	To gain Remember on various research analysis in Feminist Research Methodology				
Research Analysis: Experimental Content – Cross Cultural – Longitudinal – Oral Testimony – Gender as a Variable –Multi Variate Analysis –Mixed Methods Approach – Triangulation - SPSS					
Outcome 4	Students choose the research analysis for their research work			K5	
Unit V					
Objective 5	To learn the referencing styles in the process of writing the research article				
Research Proposal: Referencing Styles, Proposal, Report Writing and Plagiarism					
Outcome 5	Learners apply the referencing styles while writing research paper			K3	

Suggested readings

Krishnaraj, Maithreyi (ed). (1988). *Evolving New Methodologies in Research on Women's Studies.* Bombay: SNDT Women's University

Eichler, Margrit (1988). *Non-Sexist Research Methods: A Practical Guide.* London: Allen and Urwin

Singaravelu, G. (2017). *Research Methodology*. A.P.H.

Shukla, Asha (2017). *Research Methodology in Women's Studies*. Serials.

Maynard, Mary & Purvis, June (1994). *Researching Women's Lives from a Feminist Perspective*. London: Taylor & Francis

Online resources
https://onlinecourses.swayam2.ac.in/cec20_ge37/preview
https://onlinecourses.nptel.ac.in/noc20_hs78/preview
https://onlinecourses.swayam2.ac.in/cec20_mg14/preview

Course Designed by: Prof.K.Manimekalai & Dr.I.Sivakumar					
K1-Remember	**K2-Understand**	**K3-Apply**	**K4-Analysze**	**K5-Evaluate**	**K6-Create**

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	1	3	1	3	2	2	2	1
CO2	1	1	1	3	2	3	2	1	2	1
CO3	1	1	1	3	2	3	2	1	2	1
CO4	1	1	1	3	1	3	3	1	1	1
CO5	1	1	1	3	1	1	1	1	1	1
W.AV	1	1	1	3	1.4	2.6	2	1.2	1.6	1

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	3	1
CO2	2	3	1	3	1
CO3	2	3	2	3	1
CO4	2	2	1	3	1
CO5	1	1	1	1	3
W.AV	1.8	2.2	1.2	2.6	1.4

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

Semester - I				
Core 4 **Course code: 458104**	**Field Work**		**Credits: 4**	**Hours: 8**
Unit 1				
Objective 1	**To understand the concept of training and learning**			
Concept of Training: Training and learning - Types of Training - Role of Training and Capacity Building in Human Resource Development				
Outcome 1	**Learners describe the training methods for different stake holders**			**K1**
Unit II				
Objective 2	**To gain Remember on various tools and techniques of training programme for different stakeholders**			
Methods and Techniques of Training: Tools and Techniques for Training				
Outcome 2	**Students explain the training techniques for different stakeholders**			**K2**
Unit III				
Objective 3	**To familiarize with various organizations and institutions that work for the uplifment of people in vulnerable society**			
Designing and evaluation of Training Programs for different Stakeholders: Grass root Functionaries				
Outcome 3	**Learners classify the organizations that work for vulnerable people**			**K4**
Unit IV				
Objective 4	**To learn the information on various training methods and techniques**			
Training Methods and Techniques – Practice: Develop Training Modules for specific Target Groups and Learning Goals				
Outcome 4	**Learners acquire Remember on various training methods and techniques**			**K2**
Unit V				
Objective 5	**To study about the various agencies involved in training and development**			
Agencies involved in Training and Development: NGOs, GOs and Corporate				
Outcome 5	**Learners categories various agencies involved in training and development**			**K4**

Suggestion Readings

Anisur, Rehman (2011). *Human Rights and Social Security; perspectives, issues and challenges*. New Delhi: Manak

Kodwani, Amitabh Deo., & Noe, Raymond (2017). *Employee Training and Development.* McGraw Hill Education

Lyton R., & Pareek U. (1990). *Training for Development*. New Delhi: Vistaar Publications

Manoj Kumar Singh (2015). *A Women and Human Rights*. New Delhi: Akashdeep

Stanely, Ross (2019). *Training and development in Organizations-An Essential Guide for Trainers.* Routledge

Online resources
FIELD-WORK-NOTES.pdf.pdf (naalya-schools.com)

Course designed by: Prof.K.Manimekalai & Dr.P.Veeramani

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	1	1	2	2	3	2	3	3
CO2	3	3	3	1	3	2	3	1	3	3
CO3	3	3	3	1	3	2	2	1	3	3
CO4	1	1	2	2	1	2	2	1	2	2
CO5	1	1	1	1	1	3	1	1	2	1
W.AV	1.8	1.8	2	1.2	2	2.2	2.2	1.2	2.6	2.6

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	3	1	3
CO2	2	2	3	1	3
CO3	2	2	2	1	3
CO4	1	1	2	3	3
CO5	1	1	3	1	3
W.AV	1.4	1.4	2.6	1.4	3

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

Semester - I					
Core 5 **Course code: 458105**	**Women Entrepreneurship and Technology**	**T**	**Credits: 4**	**Hours: 4**	

Unit 1	
Objective 1	**To promote Remember on Women and Entrepreneurship**

Entrepreneurship: Meaning, Concept, Definition, Need for Entrepreneurship, Employment generation through entrepreneurship –Social, Economic and Psychological factors for Entrepreneurship development

Outcome 1	**Learners acquire Remember on significance of Entrepreneurship development**	**K2**

Unit II	
Objective 2	**To study about the challenges faced by Women in Technology**

Women and Entrepreneurship: Internal and External Barriers –Women Entrepreneurship in India – Problems and Prospects – Capacity Building Strategies – Women specific Entrepreneurship Development programme, Globalization and Women Entrepreneurship

Outcome 2	**Students categories the challenges faced by Women in Technology**	**K4**

Unit III	
Objective 3	**To gain Remember on how to start the small scale industries in future**

Small Scale Industries: SSI – Business Plan – Preparation of Project Proposal, Registration, License – Success and Challenges – Rehabilitation Measures, Policy measures for Promoting and strengthening SSI - Funding Agencies and Government Schemes

Outcome 3	**Learners develop and run a Small Scale Industries**	**K6**

Unit IV	
Objective 4	**To understand the various steps in principles of management accountancy**

Principles of Management Accountancy: Book-Keeping –Single and Double Entry System – Types of Accounts-Journal, Ledger, Final Accounts and Balance Sheet. **Cost Accounting:** Nature, Meaning and Scope of Cost Accounting, GST - CGST - PAN -TAN - TIN

Outcome 4	**Learners apply the principles of management accountancy in accounting practices**	**K3**

Unit V	
Objective 5	**To empower students through women and technology**

Women and Technology: Women's entry into Technology, commitment, Perception and Impact of Technology- Hurdles for women in Technology and Women as catalyst

Outcome 5	**Learners critically examine the status of women in technology**	**K4**

Suggestion Readings

Jain, S.P., & Narang, K.L. (2002). *Advanced Cost Accounting*. New Delhi: Kalyani.

Lakshmi, Sukaraiya (1998). *Development of Women Entrepreneurship in India- problems and Prospects*. New Delhi: Discovery.

Lalitha, Romi. D. (1996). *Women Entrepreneurs*. New Delhi: APH.

Allen, Tuovi (1992). *Economic Development and the Feminization of Poverty*. Helsinki: Labour Institute for Economic Research.

Boserup, Ester (1970). *Women's Role in Economic Development*. New York: Martin's

Online resources

Fostering women entrepreneurship in the tech and digital sectors (CSW67 Side Event) | UN Web TV
Women Entrepreneurship (startupindia.gov.in)
Microsoft Word - PBMEBC2-AllPapers-20201105

Course designed by: Prof.K.Manimekalai & Dr.T.Murugesan

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

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

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

Course Outcome Vs Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	1	3
CO2	2	2	1	1	2
CO3	1	1	1	1	3
CO4	1	1	2	1	3
CO5	1	2	2	1	3
W.AV	1.4	1.6	1.8	1	2.8

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

Semester - I				
DSE-1 **Course code:** **458501**	**Life Skills Education**	**T**	**Credits:** **4**	**Hours: 5**

Unit 1		
Objective 1	**To learn to communicate effectively, vocally, in writing and in presentation format**	
Life Skills Education: Meaning, Definition, Importance of Life Skills- Need for Life Skill Education. **Core Life Skills**: Self Awareness – Empathy – Critical thinking – Creative Thinking – Decision Making – Problem Solving – Interpersonal Relationship –Effective Communication – Coping with Stress – Coping with Emotion. Methods to Enhance Life Skill – Life Skill Application for Gender Development		
Outcome 1	**Learners identify their inherent life skills and communicate effectively** Question: Construct, Develop, Discover, Identify, Interview, modify, Predict, Practice, Solve.	**K3**
Unit II		
Objective 2	**To develop a comprehensive understanding about the Life Skill Application for Gender Development**	
Leadership Skills: Skills of a good leader – Leadership Vs Management – leadership styles – effective speaking – Personal appearance – Role models		
Outcome 2	**Students apply their Skills for Gender Development** Question: Construct, Develop, Discover, Identify, Interview, modify, Predict, Practice, Solve.	**K3**
Unit III		
Objective 3	**To enhance students expressive Remember and accurate self – perception**	
Interpersonal Skills: Emotional Intelligence - Communication Skills – Listening Skills – Verbal / Nonverbal communication – Problem solving –Negotiation – Working in groups – Team Building - Improving communication		
Outcome 3	**Learners compile their skills for effective communication** Question: Choose, Compile, Compose, Construct, Create, Develop, Discuss, Elaborate, Estimate, Formulate, Maximize, Minimize, Modify, Propose, Solve	**K6**
Unit IV		
Objective 4	**To develop a deeper understanding of personal motivation**	
Personal Development Skills: Personal development, personal empowerment. Assertiveness – Presentation skills – self motivation – Building confidence – Improving self esteem, Time management. **Stressors and Stress Management**: Yoga and Meditation		
Outcome 4	**Learners identify their skills and apply the self motivation techniques in their life** Question: Construct, Develop, Discover, Identify, Interview, modify, Predict, Practice, Solve.	**K3**
Unit V		
Objective 5	**To educate and practice personal and professional responsibility**	
Advocacy: Dimensions of Advocacy - Advocacy groups, Forms of advocacy – Advocacy models and effectiveness – Empowerment Advocacy – Advocacy Tools. **Writing skills:** Formal and informal Writing styles.		
Outcome 5	**Learners understand the forms of advocacy and practice in their professional life.** Questions: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate	**K2**

Suggested Readings

Carthy, Mc, Pasty & Hatcher, Caroline (2002). *Presentation Skills: The essential guide for students*. New Delhi: SAGE

Thompson, Neil (2009). *People Skills*. London; Palgrave Macmillan

Hargie, Saunders, C., & Dockson, D. (1994). *Social Skills in Interpersonal Communication*.

London: Routledge
Facilitator's Manual on Enhancing Life Skills (2010, Tamil), Rajiv Gandhi National Institute of youth Development, Sriperumbudur

Online resources
What is Life Skills Education & why it is Important? - Digital Class Blogs (digitalclassworld.com)
Microsoft Word - 7962 Prajapati.docx (ed.gov)

Course designed by: Dr.P.Veeramani & Dr.S.Poulpunitha					
K1-Remember	**K2-Understand**	**K3-Apply**	**K4-Analysze**	**K5-Evaluate**	**K6-Create**

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	1	1	1	2	1	2	2	1
CO2	2	2	1	1	3	3	3	2	2	1
CO3	1	1	1	1	2	2	2	2	2	2
CO4	1	1	1	1	2	3	1	1	3	1
CO5	1	1	1	1	2	3	2	1	3	1
W.AV	1.2	1.2	1	1	2	2.6	1.8	1.6	2.4	1.2

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	2	2
CO2	2	2	2	3	3
CO3	1	2	2	2	2
CO4	1	1	1	1	1
CO5	3	2	3	3	3
W.AV	1.6	1.8	1.8	2.2	2.2

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

Semester - I				
DSE-1	**Gender and Environment**	**T**	**Credits: 4**	**Hours: 5**
Course code: 458502				

Unit 1		
Objective 1	**To impart Remember on linkages between Environment and Livelihoods of women**	
Gender and Environment: Gender Inequality- Gender roles – Society, Gender and Environment-Public Health and Sanitation – Sustainable Development on Environment.		
Outcome 1	**Learners illustrate the gender roles and it's impact on environment**	**K2**
Unit II		
Objective 2	**To learn the role of Women in Generating Sustainable Environment**	
Gender, Environmental relations: Ecological Feminism – Eco-feminist movements, – Ethics of care and partnership - Ideal of Environment- Françoise d' Eaubonne Maria Mies - Vandana Shiva - Wangari Maathai - Charlene Spretnak		
Outcome 2	**Learners describe the contribution of eco feminists in promoting sustainable environment.**	**K1**
Unit III		
Objective 3	**To articulate the impact of environmental degradation on women's livelihood and promote the role of women in creating the sustainable environment.**	
Agriculture and Water Management: Women and Agriculture – Feminization of Agriculture – Role of Women in biodiversity Management – Seed Preservation – Organic Farming – Home Garden – Water Management – Solid Waste Management.		
Outcome 3	**Students identify various environmental issues in feminist perspective.**	**K3**
Unit IV		
Objective 4	**To analyse the role of women in protecting environment**	
International impact of Gender and Environment: UN – SAARC - RIO Summit - International Conferences on Environment focus on agenda 21 of Rio Conference.		
Outcome 4	**Learners explain the international initiatives that focus women in environmental protection.**	**K2**
Unit V		
Objective 5	**To explain Gendered impact of globalization and loss of livelihoods**	
Indian Initiatives on Environment: India's Environmental Policies - Impact on Women – Contemporary issues on Environment.		
Outcome 5	**Learners interpret the policies that focus on environmental issues**	**K5**

Suggested Readings

M.S Swaminathan (1998). "Gender Dimensions in Biodiversity Management", New Delhi: Konark.

Sujaya C.P, (2006). "Climbing a Long Road: Women in Agriculture in India- Ten Years after Beijing", M.S Swaminathan Research Foundation.

Bina Agarwal (eds.) (1988). "Structures of Patriarchy: State, Community and Household in Modernizing Asia", New Delhi: Kali for Women.

Mies, M. & Shiva, V. (1988). "Eco Feminism", New Delhi: Kali for Women

Shiva Vandana (1988). "Staying Alive", New Delhi: Kali for Women.

Shiva Vandana (1991). "Ecology and the Politics of Survival", New Delhi: Sage

Online resources
About gender | UNEP - UN Environment Programme
Promoting gender equality and the environment | Asia and the Pacific | UNEP - UN Environment Programme
Gender and the Environment: Building Evidence and Policies to Achieve the SDGs | en | OECD

Course designed by: Dr.P.Veeramani & Dr.I.Sivakumar					
K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	1	2	2	1	2	1
CO2	2	2	2	1	2	3	3	2	3	1
CO3	2	3	3	2	2	3	3	2	3	2
CO4	1	1	2	1	2	1	2	1	3	3
CO5	2	2	3	1	2	2	3	1	3	2
W.AV	1.6	2	2.4	1.2	1.8	2.2	2.6	1.4	2.8	1.8

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	1	1
CO2	2	3	3	2	2
CO3	2	3	3	2	1
CO4	1	1	2	1	3
CO5	2	3	2	1	2
W.AV	1.8	2.6	2.4	1.4	1.8

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

Semester - II				
Core 6 **Course code: 458201**	**Feminist Theories**	**T**	**Credits: 4**	**Hours: 4**
Unit 1				
Objective 1	**To introduce and analyze major Feminist Thoughts**			
Concepts in Feminism: Feminism, Femininity - Masculinity, Sexual division of labour - Conceptualizing				
Outcome 1	**Learners analyse the views of various feminist thinkers**			**K3**
Unit II				
Objective 2	**To impart Remember about the feminist movements**			
Feminist Theories: Liberal - Cultural – Lesbian – Eco - Visionary – Marxist – Socialist – Radical - Development				
Outcome 2	**Learners describe the focus area of various feminist theories**			**K1**
Unit III				
Objective 3	**To have a better understanding on feminism**			
Waves of Feminism: First Wave of Feminism – Second Wave of Feminism – Third Wave of Feminism – Fourth Wave Feminism				
Outcome 3	**Students understand the three waves of feminism and its contributions**			**K2**
Unit IV				
Objective 4	**To learn the approaches in post-modern feminism**			
Post-modern approaches: Psychoanalytic, Existentialist				
Outcome 4	**Learners apply the psychoanalytic and existentialist approaches in their research**			**K4**
Unit V				
Objective 5	**To study the women's activism in the third world**			
Third world feminist theory: Intersectionality theory - Black feminist theory				
Outcome 5	**Learners explain the views and contributions of Intersectionality and Black feminists**			**K5**

Suggested Readings

Beauvoir, Simone de. (1979). *The Second Sex*. Harmondsworth: Penguin Books.

Friedan, Betty (1974). *The Feminine Mystique*. New York

Jaggar, Alison. M. (1983). *Feminist Politics and Human Nature*. New Jersey: Rowman and Allenhold.

Barrett, Michele. (1980). *Women's Oppression Today: Problems in Marxist Feminist Analysis*. London: Virago.

Robinson, Victoria, & Diane, Richardson (Eds.). (1993). *Introducing Women's Studies: Feminist Theory and Practice*. London: Macmillan

Online resources

Feminist Theory – Theoretical Models for Teaching and Research (wsu.edu)
Feminist Theory: Definition and Discussion (thoughtco.com)

Course designed by: Dr.P.Veeramani

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	2	2	2	2	2
CO2	2	3	3	2	1	2	3	2	2	2
CO3	2	3	3	2	2	3	3	2	2	2
CO4	3	3	3	1	1	2	2	2	2	1
CO5	1	3	3	1	1	2	2	1	2	1
W.AV	2	3	3	1.4	1.2	2.2	2.4	1.8	2	1.6

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	1
CO2	3	3	2	2	1
CO3	3	3	2	2	1
CO4	3	3	2	1	1
CO5	3	3	2	1	2
W.AV	2.8	3	2	1.6	1.2

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

Semester - II				
Core 7 **Course code:** **458202**	**Gender and Governance**	**T**	**Credits:** **4**	**Hours:** **4**

Unit 1		
Objective 1	**To provide the Remember about women's participation in public administration**	
Governance: Definition – Feminist Thinking about Welfare State – Reflection – Gender and Politics – Gender Perspective on Political Identities – Gender and Citizenship – Constitutional Provisions for Gender equality		
Outcome 1	**Learners describe the importance of women's participation in Public Administration**	**K1**
Unit II		
Objective 2	**To know the Gender and Power dynamics**	
Gender and Power Dynamics: Female Powerlessness – Cultural Preparedness - Existential base for Power Relationship		
Outcome 2	**Learners interpret relationships and interactions between and among people, based on gender**	**K4**
Unit III		
Objective 3	**To gain Remember about the participation of women in Politics**	
Indian Scenario: Women's Participation in Governance – Sex Ratio of Members of Assembly, Parliament. **Government and Government undertaking sectors:** Civil Services – Banking and Railway Sectors – Police – Army – Judiciary		
Outcome 3	**Learners measure the level of participation of women in Politics**	**K5**
Unit IV		
Objective 4	**To impart Remember on women reservation bill**	
Gender and Political Participation: Voters – Contestants – Leaders – Voting Behaviour – Gender constraints – Politics as career – Electoral Politics – Women Reservation Bill – 81st Amendment – Recent Amendments for 1/3 reservation-unfinished Agenda		
Outcome 4	**Learners examine the women reservation bill and gender constraints in politics**	**K4**
Unit V		
Objective 5	**To learn the grass root level training by Governmental and Non Governmental Agencies**	
Local Self Governance: 73rd and 74th Amendments – Panchayati Raj Institution – Constitutional Provisions for Women – Role Performance of Elected Women Representatives – Problems – Strategies – Capacity Building – Grass Root Level Training by Governmental and Non Governmental Agencies		
Outcome 5	**Students explain the agencies that provides training for women in PRIs**	**K5**

Suggested Readings

Kumar, Raj. (2000). *Women in Politics.* New Delhi: Anmol.

Finn, Geraldine & Miles, Angela. (2002). *Feminism from Pressure to Politic*. New Delhi: Rowat

Brooke, Ackerly. (2000). *Political Theory and Feminist Social Criticism*. Cambridge: University.

Palanithurai, G. (2003). *New Panchayati Raj in Tamil Nadu.* New Delhi: Concept.

Mohantry Talpade, Chandra. (2003*). Feminism without Borders Decolonzing Theory, Practicising Solidarity*. Duke University.

Mostove, Julie & Lvekovic, Rada. (2004). *From Gender to Nation.* South Asia.
Obeng (2014). *Rural women's power in South Asia.* Palgrave macmillan

Online resources
Gender mainstreaming, governance and leadership - OECD
International Remember Network of Women in Politics | is an interactive network of women in politics who share experiences, resources, advice and collaborate on issues of interest (iknowpolitics.org)

Course designed by: Prof.K.Manimekalai

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	1	2	2	3	2	2
CO2	2	2	3	1	2	2	2	3	2	2
CO3	1	1	2	2	1	2	2	3	3	2
CO4	1	2	2	1	1	2	3	3	3	2
CO5	1	1	1	1	3	2	2	3	2	2
W.AV	1.2	1.6	2	1.2	1.6	2	2.2	3	2.4	2

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	2	2
CO2	1	2	3	2	2
CO3	2	3	2	3	1
CO4	1	2	2	2	1
CO5	1	1	3	2	3
W.AV	1.4	2	2.6	2.2	1.8

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

Semester - II					
Core 8	**Gendering Citizens' Rights**	**T**	**Credits: 4**		**Hours: 4**
Course code: 458203					

Unit 1	
Objective 1	**To understand the Basic Constitutional rights in India**

Constitution of India Basic: Salient Features – Fundamental Rights & Fundamental Duties – Directive Principles of State Policy – Constitutional Remedies – Secularism – Communalism – Fundamentalism. **Human Rights**: Definition – UN Declaration – CEDAW - Women's Rights are Human Rights

Outcome 1	Learners describe the Constitutional rights and UN declaration on Women's rights	K1

Unit II	
Objective 2	**To examine the personal laws that safeguard women and children**

Personal Laws: Marriage, Child Marriage – Marriage - Divorce – Dowry - Maintenance – Adoption – Guardianship - Property Rights (Hindu, Muslim, Christian law) – Domestic Violence Act 2005 – Uniform Civil Code-Unfinished agenda

Outcome 2	Learners explain the personal laws related to marriage, divorce and dowry	K5

Unit III	
Objective 3	**To aware on criminal laws that protect women and children**

Criminal Laws: IPC, CRPC, Protection of Modesty – Sexual Violence – Immoral Trafficking - Female Infanticide - Foeticide - Sexual Assault - Rape - Child Labour - Violation of child rights

Outcome 3	Learners illustrate the criminal laws that protect women and children from various social issues	K2

Unit IV	
Objective 4	**To examine the Constitutional and Legal Rights of working women**

Women's Workers Rights: Sexism in Law and Justice – Equal Remuneration, Maternity benefit act, Creche, ESI, PF, Prevention of Sexual Harassment at Work place - Constitutional Provisions for Women- Legal rights of Sexual minorities – Debate on Recent Legal Issues

Outcome 4	Learners interpret the laws and act that focus on working women	K5

Unit V	
Objective 5	**To analyse various enforcement Machineries for the Welfare of Women**

Enforcement Machineries: National Commission for Women and State Commission for Women – Social Welfare Boards – Dept. of Social Defense and Empowerment – Dept. of Child and Women Development - All Women Police Stations, Family Courts, Legal Service Authority - Free Legal Aid - Vishaka Judgment - Gender Cell – Local Complaint Committees - Nirbhaya Case and its remedy

Outcome 5	Learners explain the commission and department that works for welfare of women	K5

Suggested Readings

Waylen, Georgina, Celis, Karen, Kantola, Johanna & Laurel Weldon, S. (2013). *The oxford handbook of gender and politics*. Oxford.

Chandrakala, N.B. (2015). *Women Rights and Gender Justice*. Regal publications

Jaising, Indira (1996). *Justice for Women: Personal Laws, Women's Rights and Law Reform*. Goa: Mapusa.

Shams, Shamsudden (1991). *Women, Law and Social Change*. New Delhi: Ashish

Online resources

Gender and citizenship - GSDRC

(PDF) Gender and Women's Citizens Rights (researchgate.net)

Course designed by: Prof.K.Manimekalai & Dr.S.Poulpunitha

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	3	3	1	2	2	2	2	2	2
CO2	2	2	2	1	2	2	3	3	2	2
CO3	1	2	2	1	2	2	2	2	2	1
CO4	1	2	2	1	2	2	2	2	2	1
CO5	1	2	1	1	3	2	2	2	2	2
W.AV	1.2	2.2	2	1	2.2	2	2.2	2.2	2	1.6

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	2	2
CO2	2	3	3	2	2
CO3	2	3	3	3	3
CO4	2	2	3	3	2
CO5	3	3	3	3	3
W.AV	1.8	1.8	2.4	3	2.2

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

Semester - II				
Core 9	Gender Analysis	T	Credits: 4	Hours: 4
Course code: 458204				

Unit 1		
Objective 1	To learn the objectives of Gender Analysis	
Gender Analysis: Objectives of Gender Analysis - Practical Gender Needs and Strategic Gender Needs - Gender as Analytical Category		
Outcome 1	**Learners distinguish between the practical and Strategic Gender Needs**	K4
Unit II		
Objective 2	To impart Remember on Gender Analysis Framework	
Gender Analysis Framework: Harvard Analytical Framework/ Gender Roles Framework - Gender Planning Framework: Caroline Moser - Gender Analysis Matrix: Rani Parker		
Outcome 2	**Learners construct the Gender Analysis Framework for gender equity**	K6
Unit III		
Objective 3	To understand the Gender Analysis Process	
Gender Analysis Process: Collecting Disaggregated Data- Assessing Gender Division of Labour - Assessing Access to and Control Over Resources- Understanding Complexity of Gender Relation - Assessing Barriers and Constraints - Developing Gender Sensitive Indicators		
Outcome 3	**Learners apply the Gender Analysis Process in assessing gender roles**	K3
Unit IV		
Objective 4	To study about Gender Analysis Tools	
Gender Analysis Tools: Problem Wall- Activity Calendar-FGD, Pair Wise Rank- Remember Mapping- PRA Techniques -Constraints and Opportunity Mapping-Case Study Analysis		
Outcome 4	**Students apply the PRA techniques to gather information in rural area**	K3
Unit V		
Objective 5	To examine Gender Mainstreaming in Policy	
Gender Analysis in Various Contexts: Mainstreaming Gender in Policy, Planning, Project Design and Programme Implementation		
Outcome 5	**Learners gain Remember on Gender Mainstreaming that focus on gender interests and concerns**	K1

Suggested Readings

Datta, R. & Kornberg, J. (Eds.) (2002) *Women in Developing Countries, Assessing Strategies for Empowerment.* London: Lynne Rienner.

Hunt, J. (2004). *Introduction to gender analysis concepts and steps*. Development Bulletin, 64(100-106).

Kabeer, N. (2003). *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals*. The Commonwealth Secretariat. London

Lilja, Nina & Dixon, John. (2008). *Operationalizing Participatory Research and Gender Analysis: New Research and Assessment Approaches*. New York: Development in Practice.

Karl, M. (1995). *Women and Empowerment, Participation and Decision-making*. London: Zed Books.

Online resources

Gender analysis | EIGE (europa.eu)

WEE_TOOL_Gender_Analysis.indd (sida.se)

Gender analysis – FPU Remember & Quality (freepressunlimited.org)

What is gender analysis? | Department of Justice and Attorney-General

Course designed by: Prof.K.Manimekalai & Dr.T.Murugesan

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	2	2	3	2	2	1
CO2	1	1	2	1	1	2	3	3	2	1
CO3	2	1	1	1	1	2	3	2	2	1
CO4	1	1	2	1	1	2	3	3	2	1
CO5	1	2	2	1	3	3	3	3	2	1
W.AV	1.2	1.4	1.8	1	1.6	2.2	3	2.6	2	1

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	2
CO2	1	1	2	3	2
CO3	2	2	3	3	2
CO4	1	1	2	3	2
CO5	3	3	3	3	3
W.AV	1.8	1.8	2.4	3	2.2

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

Semester - II				
Core 10 **Course code: 458205**	**Field Work**		**Credits: 4**	**Hours: 6**

Unit 1	
Objective 1	**To understand the concept of training and learning**

Concept of Training: Training and learning - Types of training - Role of training and capacity building in Human Resource Development

Outcome 1	**Learners understand the significance of training for human development**	**K2**

Unit II	
Objective 2	**To learn the information on various training methods and techniques**

Methods and Techniques of Training: Tools and Techniques for Training

Outcome 2	**Learners acquire Remember on various training methods and techniques**	**K2**

Unit III	
Objective 3	**To familiar with grass root functionaries that involve in evaluation of training programme**

Designing and evaluation of Training Programs for different Stakeholders: Grass root Functionaries

Outcome 3	**Students examine the functionaries that involve in framing the training programs**	**K4**

Unit IV	
Objective 4	**To gain Remember on various tools and techniques of training programme for different stakeholders**

Training Methods and Techniques – Practice: Develop Training Modules for specific target groups and Learning Goals

Outcome 4	**Learners design the training modules for different stake holder**	**K6**

Unit V	
Objective 5	**To study about the various agencies involved in training and development**

Agencies involved in Training and Development: NGOs, GOs and Corporate

Outcome 5	**Learners describe the agencies that involved in training for human development**	**K1**

Suggested Readings

Anisur, Rehman (2011). *Human Rights and Social Security; perspectives, issues and challenges*. New Delhi: Manak

Kodwani, Amitabh Deo., & Noe, Raymond (2017). *Employee Training and Development.* McGraw Hill Education

Lyton R., & Pareek U. (1990). *Training for Development*. New Delhi: Vistaar Publications

Manoj Kumar Singh (2015). *A Women and Human Rights*. New Delhi: Akashdeep

Stanely, Ross (2019). *Training and development in Organizations-An Essential Guide for Trainers.* Routledge

Course designed by: Prof.K.Manimekalai & Dr.P.Veeramani

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

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	2	3	3	2	3	3
CO2	2	3	3	2	3	3	3	2	3	3
CO3	2	3	3	1	3	3	3	2	3	3
CO4	1	2	1	1	2	3	2	2	3	2
CO5	1	1	2	1	2	2	3	2	3	2
W.AV	1.4	2.2	2.2	1.2	2.4	2.8	2.8	2	3	2.6

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	3	2	2
CO2	2	2	3	2	2
CO3	3	3	3	2	3
CO4	1	1	3	2	2
CO5	1	1	2	2	2
W.AV	1.6	1.6	2.8	2	2.2

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

Semester - II					
DSE-2	**Gender and Media**	**T**	**Credits:** **4**	**Hours:** **5**
Course code: **458503**				

Unit 1	
Objective 1	**To understand the fundamentals of Mass Media**

Media and Communication: Concepts, Definition and Process - Evolution: Traditional, Folk Media, Mass Media - Fundamentals of Mass Communication. **Types of Mass Media and Characteristics**: Theatre, Print, Electronic, Audio, Video and New Media.

Outcome 1	**Students understand the types and characteristics of mass media**	**K2**

Unit II		
Objective 2	**To learn the gender Communication Theories**	

Gender Communication Theories: The Structuralist Paradigm - Muted Group Theory - Standpoint Theory

Outcome 2	**Learners summaries the Gender Communication Theories**	**K2**

Unit III		
Objective 3	**To sensitize the students on the presentation of gender in different Media and develop a critical thinking**	

Gender Stereotyping in Media: Portrayal of Gender in Print Media - Portrayal of Gender in Audio Visual Media, Male gaze

Outcome 3	**Learners evaluate the Portrayal of women in different Media and its impact on society**	**K5**

Unit IV		
Objective 4	**To introduce the evolution of communication and the emergence of different Mass Media in the society**	

Gender and Electronic Media: Television- Gender Presentation in Serials / Reality Shows / Talk Shows / Game Shows / Advertisements / Comedy / News – TV Culture - Films - Gender construct through the History of Cinema - Hero Vs Heroine Centric Representation and Gender Stereotyping- Commercialization and Objectification – Censor Board – Film Appreciation

Outcome 4	**Learners describe the impact of gender stereotyping and objectification of women in various mass media.**	**K1**

Unit V		
Objective 5	**To increase the awareness about the programmes and policies for women in Media**	

Gender and Alternative Media: Gender perception in programmes, Policies and planning in Media - Media and Social reality - Gender in Mass Media- Need for Alternative Media

Outcome 5	**Learners examine the programmes and policies for women in Media**	**K4**

Suggested Readings

   Charlotte Krolokke, & Anne Scott Sorensen (2006). *Gender Communication; Theories and Analysis*, New Delhi: Sage.
   Vilainilam, J.V. (2004). *Communication and Mass Communication in India*. New Delhi: Publishing Corporation.
   Kiran Prasad (2005). *Women and Media: Challenging Feminist Discourse*, New Delhi: The Women.
   John D.H. Downing (2004). *The Sage Handbook of Media Studies*. New Delhi: Sage
   Pooja Kataria (2007). *Women and Media: Changing Roles, Struggle and impact*, New Delhi.

Online resources
 BGDG-172E.xps (egyankosh.ac.in)
Gender Equality And Media: A Critical Analysis On The Objectification Of Women In Media (legalserviceindia.com)

Course designed by: Dr.P.Veeramani & Dr.I.Sivakumar

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

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	3	1	2	2	2	1	2	1
CO2	1	2	2	1	1	2	2	1	1	2
CO3	1	3	3	2	2	2	2	1	2	1
CO4	1	2	2	1	1	2	1	1	2	1
CO5	1	1	1	1	3	2	2	1	2	1
W.AV	1	1.8	2.2	1.2	1.8	2	1.8	1	1.8	1.2

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	1	2	1
CO2	1	3	2	2	2
CO3	2	3	2	2	2
CO4	1	1	2	1	1
CO5	2	2	3	2	2
W.AV	1.4	2	2	1.8	1.6

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

		Semester - II			
DSE-2 **Course code: 458504**	**Community Development**	**T**	**Credits: 4**	**Hours: 5**

Unit 1	
Objective 1	**To gain Remember on rural and urban community development administration**

Community Development: Concepts, Definition, Objectives, Philosophy and Principles. **Extension Education**: Meaning, Definition Characteristics, Principles, Approaches in community development.

Outcome 1	**Learners relate the community development with extension education**	**K1**
Unit II		
Objective 2	**To analyse the Rural Problems and its implications**	

Rural Community: Meaning, Characteristics. **Rural Problems and their implications**: Poverty, illiteracy, Unemployment, Problems related to agricultures Community health and Infrastructure

Outcome 2	**Learners explain the characteristics of rural community and major problems faced by them**	**K5**
Unit III		
Objective 3	**To impart Remember on Urbanization and its related issues**	

Urbanization: Meaning, Characteristics, approaches. **Slums:** Definition - approaches. **Urban Issues**: Housing, drug addiction, juvenile delinquency

Outcome 3	**Students describe the process in urbanization and it 's impact on society**	**K1**
Unit IV		
Objective 4	**To promote the Remember on Rural Development Administration**	

Rural Development administration: Administrative structure for Rural Development – Central and State level; Urban development administration: National and State level; Structure and Function of Urban development agencies

Outcome 4	**Learners illustrate the Rural Development Administration structure at central and state level.**	**K2**
Unit V		
Objective 5	**To get the awareness about Rural Development Programmes**	

Rural Development Programmes: Challenges in the implementation of community development programmes- Role of women in community development

Outcome 5	**Learners examine the constraints in implementing the Community Development programs**	**K4**

Suggested Readings

Dayasl, Rajeswar. (1968). *Community development programme in India*. New Delhi: Kitap Mahal

Mukerji, B. (1967). *Community development in India*. New Delhi: Orient Longman

Mitra, Arup (1994). *Urbanisation: Slums informational sector and employment and poverty*. B.R.

Thudipara, Jacob Z. (1993). *Urban Community Development*. New Delhi: Rawat

Field, Bruk & Copper (2013). *The Sage Handbook of Aging, work and Society*. Sage

Clinard, Marshell, B. (1970). Slums and community development. New York: The free

Online resources

What is Community Development? (nacdep.net)

Community Development – International Mental Health Collaborating Network (imhcn.org)

Community Development- meaning, definition, Concept & principles, Philosophy of C.D (agrostudy.in)

Course designed by: Prof.K.Manimekalai & Dr.P.Veeramani

| **K1-Remember** | **K2-Understand** | **K3-Apply** | **K4-Analysze** | **K5-Evaluate** | **K6-Create** |

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	1	1	2	2	2	1	2	1
CO2	1	2	2	1	2	2	2	1	2	1
CO3	2	2	2	1	2	2	2	1	2	1
CO4	1	2	2	1	3	3	3	1	2	1
CO5	2	3	3	1	3	2	3	2	2	1
W.AV	1.4	2	2	1	2.4	2.2	2.4	1.2	2	1

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	2	1	2
CO2	1	2	2	2	3
CO3	1	1	2	2	3
CO4	1	1	3	2	2
CO5	3	3	3	3	3
W.AV	1.4	1.6	2.4	2	2.6

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

Semester - III				
Core 11 **Course code: 458301**	**Gender and Development**	**T**	**Credits: 4**	**Hours: 4**

Unit 1		
Objective 1	**To gain Remember on Gender Ideology in Indian Society**	
Gender and Development: Shifting Perceptions of Development: WID, WAD, GAD Approach: Welfare, Anti-poverty, Efficiency-Equity, Empowerment .		
Outcome 1	**Learners understand various approaches in gender and development**	**K2**
Unit II		
Objective 2	**To understand various Gender Empowerment measures**	
State of Human Development: Human Capital vs. GDP, Equality Vs Equity – HDI, GDI, GEM – Sustainable livelihoods		
Outcome 2	**Learners describe the Gender Empowerment Measures and its strategies**	**K1**
Unit III		
Objective 3	**To familiarize the students with UN development initiatives on women**	
Development Initiative: UN Initiatives – MDGs , SDGs - Changing definitions of poverty – Feminization of Poverty - Emerging tools for analysis of poverty, social capital – its relation to poverty reduction – Strategies to address the development		
Outcome 3	**Learners Understand the MDGs and SDGs and its strategies to achieve the target**	**K2**
Unit IV		
Objective 4	**To impart Remember on Government Development Initiatives on women**	
Women's Empowerment: Meaning and Concepts – Empowerment levels – Framework – Empowerment tools – National Policy for Empowerment of Women 2001 – Women Development Initiatives by Government, Non-governmental organizations		
Outcome 4	**Students illustrate the National Policy for Empowerment of Women 2001.**	**K2**
Unit V		
Objective 5	**To elaborate on the concept of Liberalization, Privatization and Globalization**	
Gender Development: New Economic Policies - Liberalization, Privatization and Globalization and its impact on women - Gender Planning – Gender Mainstreaming		
Outcome 5	**Students examine the impact of Privatization and Globalization on women**	**K4**

Suggested Readings

Agarwal, Bina (eds). (1988). *Structures of Patriarchy*. New Delhi: Kali for women.

Centre for Women and Child Development. National Policy for the Empowerment of Women –2001. New Delhi: Centre for Women and Child Development, GOI, 2001.

Karl, Marilee (1995). *Women and Empowerment: Participation and Decision Making*. London: Zed.

Nussbaum, Martha C. (2000). *Women and Human Development: The Capabilities Approach*. New Delhi: Kali for Women.

Overholt, Catheine (et al) (1985). *Gender Roles in Development Projects: A Case Book*. Connecticut: Kumarian.

Sahay, Sushama (1998). *Women and Empowerment: Approaches and Strategies*. New Delhi: Discovery.

Online resources

Gender and development (ilo.org)

Women Empowerment Schemes | Ministry of Women & Child Development|IN|hjgle (wcd.nic.in)

Women Empowerment Schemes in India: A Comprehensive Guide (unacademy.com)

Course designed by: Dr.P.Veeramani

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	2	2	2	3	2	2	2
CO2	2	2	2	2	3	3	3	2	3	2
CO3	3	3	3	3	3	3	3	3	3	3
CO4	2	2	2	2	2	2	3	3	3	2
CO5	1	1	1	1	2	2	2	1	2	1
W.AV	2	2	1.8	2	2.4	2.4	2.8	2.2	2.6	1.8

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	2
CO2	2	3	3	3	2
CO3	3	3	3	2	2
CO4	1	1	3	3	3
CO5	1	2	3	2	2
W.AV	1.8	2.2	3	2.6	2.2

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

Semester - III					
Core 12	**Gender in Management**	**T**	**Credits:** **4**	**Hours:** **4**	
Course code: **458302**					

Unit 1	
Objective 1	**To understand Gender Management System**

Management: Principles – Goal setting – Planning – Organising – Staffing – Directing – Coordinating – Controlling – Related concepts: HR Principles – Engendering – Gender Mainstreaming – Gender Blind, Gender Neutral, Gender Awareness Programmes.

Outcome 1	**Learners understand the basic concept in gender management system**	**K2**

Unit II	
Objective 2	**To understand processes in Gender Management System**

Gender Management System: Definition – Principles: Empowerment, Accountability – Gender Management System: Structures – Mechanisms – Processes – Enabling Environment – Gender Neutral Initiatives

Outcome 2	**Learners describe the principles, process and structure in gender management system**	**K1**

Unit III	
Objective 3	**To establish Remember on Gender Mainstreaming mechanism**

Establishing a Gender Mainstreaming System: Feasibility study and stakeholder analysis – Prioritizing goals – Points of entry for gender mainstreaming – Setting up or strengthening GMS structures and mechanisms

Outcome 3	**Learners design the Gender Main streaming system for various stakeholders**	**K6**

Unit IV	
Objective 4	**To study about Gender Sensitive Indicators**

Gender Sensitive Indicators and Current Statistics: Households and Families – Marital Status – Health - Economic Activity and Labour force participation – Happiness indicators

Outcome 4	**Learners develop the gender sensitive indicators for the welfare of women**	**K6**

Unit V	
Objective 5	**To impart Remember on method that involve in Gender Action Plan**

Gender Action Plan: Stages in preparing Gender Awareness Plan: Gender Analysis – Policy Development and Appraisal Gender Disaggregated data – Gender Budgeting – Implementation – Monitoring and Evaluation – Gender Auditing

Outcome 5	**Learners describe the process in Gender Budgeting and Gender Audting**	**K1**

Suggested Readings

Chinkin, Chrisine (2001). *Gender Mainstreaming in Legal Constitutional Affairs: A reference Manual for Government and other Stake holders*. London: Common Wealth Secretariat.

Common Wealth Secretariat (1999). *Gender Budget Initiative: A Common Wealth Initiative to Integrate Gender into National Budgetary Processes*. London: Common Wealth Secretariat.

McGregor, Elizabeth & Fabiola Bazo (2001). *Gender Mainstreaming in Science and Technology: A reference Manual for Gocernment and Other Stake holders*. London: Common Wealth Secretaraiat.

Sen, Tonv (1999). *Using Gender – Sensitive Indicators: A reference manual for Governments and other Stakeholders,* London: Common Wealth Secretariat

Online resources

Gender in Management: An International Journal | Emerald Publishing (emeraldgrouppublishing.com)

PDF view of the file 9781848596788-en.pdf (thecommonwealth-ilibrary.org)

Course designed by: Prof.K.Manimekalai

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

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	2	3	3	3	2	3	2
CO2	1	2	3	2	2	3	3	3	3	2
CO3	3	2	2	2	2	3	3	3	3	2
CO4	1	2	2	2	2	3	3	2	3	2
CO5	1	1	1	1	1	1	2	2	1	1
W.AV	1.4	1.8	2	1.8	2	2.6	2.8	2.4	2.6	1.8

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	2
CO2	2	2	3	3	2
CO3	3	2	2	3	2
CO4	1	1	2	2	2
CO5	1	1	1	1	
W.AV	1.8	1.6	2.2	2.4	2

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

Semester - III				
Core 13	**Field Work**		**Credits: 4**	**Hours: 6**
Course code: 458303				

Unit 1		
Objective 1	**To understand the basic concept in the training methods**	
Concept of Training: Training and learning - Types of training - Role of training -Capacity Building in Human Resource Development .		
Outcome 1	**Students understand the types and basic concepts in the training methods**	**K2**
Unit II		
Objective 2	**To get familiar with methods and techniques in the trainings**	
Methods and Techniques of Training: Tools and Techniques for Training		
Outcome 2	**Learners describe the various tools and techniques that can be adopted in the training modules**	**K1**
Unit III		
Objective 3	**To give Remember on evaluation process of training programs**	
Designing and evaluation of Training Programs for different Stakeholders: Grass root Functionaries		
Outcome 3	**Learners explain the evaluation process of the training programmes implemented by the NGOs**	**K5**
Unit IV		
Objective 4	**To develop the training modules for different stakeholders**	
Training Methods and Techniques – Practice: Develop Training Modules for specific target groups and Learning Goals		
Outcome 4	**Learners set the goal and develop training modules for different stakeholders**	**K6**
Unit V		
Objective 5	**To enhance the Remember about the Agencies that involved in Training**	
Agencies involved in Training and Development: NGOs, GOs and Corporate		
Outcome 5	**Learners describe the agencies involved in Training & Development**	**K1**

Suggested Readings

Anisur, Rehman (2011). *Human Rights and Social Security; perspectives, issues and challenges*. New Delhi: Manak

Kodwani, Amitabh Deo., & Noe, Raymond (2017). *Employee Training and Development.* McGraw Hill Education

Lyton R., & Pareek U. (1990). *Training for Development*. New Delhi: Vistaar Publications

Manoj Kumar Singh (2015). *A Women and Human Rights*. New Delhi: Akashdeep

Stanely, Ross (2019). *Training and development in Organizations-An Essential Guide for Trainers.* Routledge

Online resources
FIELD-WORK-NOTES.pdf.pdf (naalya-schools.com)

Course designed by: Prof.K.Manimekalai & Dr.P.Veeramani

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	1	1	3	2	2	2	2	2
CO2	3	3	3	2	3	3	3	2	3	2
CO3	1	1	1	1	2	1	2	2	2	2
CO4	2	2	2	1	3	3	2	2	2	3
CO5	1	1	2	1	3	2	3	2	3	2
W.AV	1.6	1.6	1.8	1.2	2.8	2.2	2.4	2	2.4	2.2

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

Course OutcomeVS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	2	2	3
CO2	3	2	3	3	3
CO3	1	1	3	2	3
CO4	2	2	3	3	3
CO5	1	1	2	1	2
W.AV	1.6	1.4	2.6	2.2	2.8

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

Semester - III					
Core 14	**Gender and Health**	**T**	**Credits: 4**	**Hours: 4**	
Course code: 458304					

Unit 1	
Objective 1	**To introduce the concept of health and the issues related to gender and health**

Health: Concept, Definition – Gender and Health - Health Care Needs of Women, Men & Transgender - Health Status of Women - Factors influencing women's health - Health Indicators of Women - Mortality - Morbidity - Sex ratio, Child sex ratio, Life expectancy – MMR – IMR - Fertility .

Outcome 1	**Learners understand the parameters of community health and health indicators**	**K2**

Unit II	
Objective 2	**To introduce the feministic perspectives on health**

Gender Gap in accessing Health Benefits: Gender Bias in Family Planning - Women's Reproductive Health – Prenatal and Postnatal Health Care- Menstrual Hygiene Management – Menopause – Hormonal Replacement Therapy – Sex Selective Abortion – Infertility - Child Health

Outcome 2	**Students explain the existence of gender bias in accessing the health care benefits**	**K5**

Unit III	
Objective 3	**To impart Remember on major health problems of adult women**

Gender and Nutrition: Nutrition for pregnant and lactating mothers - Nutrition education for girls – Anemia - Gender bias in nutrition intake -Protein Malnutrition – Gender Discrimination - Breast Feeding – Health Seeking Behaviour

Outcome 3	**Learners analyse the health problems of pregnant and lactating mothers**	**K4**

Unit IV	
Objective 4	**To gain Remember on health issues of LBGTQ, sex workers, and differently abled women**

Gender and Health issues: HIV/AIDS –Pollution and Health –Health issues of LBGTQ– Environmental & Occupational Health hazards- Health issues relating to: sex workers, women with disabilities, women elderlies

Outcome 4	**Learners describe the health issues of LBGTQ, sex workers, differently abled women and elder people**	**K1**

Unit V	
Objective 5	**To understand the programme and policies on Gender and Health.**
Programme and Policies for Gender and Health: International & National Initiatives	

Outcome 5	**Students explain the national and international initiatives on gender and health**	**K5**

Suggested Readings

Neera Desai & Usha Thakkar (2006). *Women in Indian Society*, New Delhi: National Book Trust.

Singh, Lakshmi Abha (2005). *Rural Women: Work and Health*, New Delhi: The Women.

Stein, Jane (1997). Empowerment and Women's Health: Theory, Methods and Practice, London: ZED Books.

Sarma, Suranjan (2004). *Public Investment Primary Health Care*, New Delhi: Mittal.

Hardoon Anita & Hayes Elizabeth (1997). *Reproductive Rights in Practice a Feminist Report on the Quality of Care*. London: Zed.

Kumar Saya Stanley, Venkatesh G, & Lalitha (2006). *Disabled Women: Disadvantaged among the Disadvantaged*. New Delhi: Sonali

Online resources
e-PGPathshala (inflibnet.ac.in)
Gender (who.int)

Course designed by: Dr.P.Veeramani

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

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	2	3	3	2	2	2	1
CO2	2	2	2	2	3	3	2	2	3	1
CO3	1	3	3	2	2	2	2	1	2	1
CO4	1	2	2	2	2	2	2	1	2	1
CO5	1	2	2	1	2	2	2	1	2	1
W.AV	1.2	2.2	2.2	1.8	2.4	2.4	2	1.4	2.2	1

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	2	2	2
CO2	1	1	3	2	2
CO3	1	1	2	1	2
CO4	1	1	1	2	2
CO5	1	1	3	2	2
W.AV	1	1	2.2	1.8	2

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

Semester - III					
Core 15	**Gender and History**	**T**	**Credits: 4**		**Hours: 4**
Course code: 458305					

Unit 1	
Objective 1	**To analyze and locate the status of women historically from feminist perspective**

Gender and History: Overview of Indian history from the perspective of women - Problems of mainstream - visibility and possibilities of recovering women's histories .

Outcome 1	**Learners analyse the status of women from historical period to modern world**	**K4**

Unit II	
Objective 2	**To understand consolidation and social construction of womanhood in India under various traditions**

Patriarchy and Sexuality: Social construction of patriarchy in terms of norms, deviance and punishment. Control on women's body through patriarchal ideologies: consent, complicity chastity and honor

Outcome 2	**Learners describe the contribution of women towards nation building**	**K1**

Unit III	
Objective 3	**To study the religious practice in Indian culture**

Religious Traditions and Women: Vedic, Brahminical Tradition Buddhist and Jain challenge medieval devotionalism – Bhakti, sufi movement Other Indian tradition – Islam, Christianity, Sikhism

Outcome 3	**Learners understand various religious traditions and its impact on women**	**K2**

Unit IV	
Objective 4	**To understand the structural and institutional interventions during early British period**

Early British social, structural and Institutional Interventions: sati and the widow remarriage Act Class formation and social mobility, Women in colonial economy (migrant/factory labour)

Outcome 4	**Learners discuss the sati and the widow remarriage Act and economic status of women in early British period**	**K6**

Unit V	
Objective 5	**To study the status of women through methodological aspects.**

Status of Women: During 20th Century- Contribution of Women in World History, Indian History- Popular depictions of women in Media History. **Methodological aspects:** Using sources from women's aspects in history - Archive materials, newspapers, oral history interviews

Outcome 5	**Learners explain the status of women in history by using the methodological aspects**	**K5**

Suggested Readings

Chaudhuri, Maitreyi. (2004). *Feminism in India: Issues in Contemporary Indian Feminism*. New Delhi: Kali for Women.

Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800 -1990.* New Delhi: Kali for Women.

Chakravarti, Uma. (1998). *Rewriting History*. New Delhi: Kali for Women.

Pande, Rekha. (2016). *Women Studies Narrative*. New Delhi: The Women

Lee Downs, Laura. (2017). *Writing Gender History*. Bloomsbury Academic India

Sivakumar, I., & Manimekalai, K. (2021). Masculinity and Challenges for Women in Indian Culture. *Journal of International Women's Studies*, 22(5), 427-436

Online resources

e-PGPathshala (inflibnet.ac.in)

What Is Gender History? – AP Central | College Board

Course designed by: Dr.P.Veeramani & Dr.S.Poulpunitha

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

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	3	3	1	1	1
CO2	2	3	3	1	2	3	3	2	3	1
CO3	2	3	3	2	2	2	2	1	1	1
CO4	1	2	2	1	1	1	1	1	1	1
CO5	2	3	3	1	1	2	1	1	1	1
W.AV	1.8	2.8	2.8	1.2	1.4	2.2	2	1.2	1.4	1

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1
CO2	3	3	2	3	2
CO3	3	3	2	2	2
CO4	1	2	1	2	1
CO5	1	3	3	2	2
W.AV	2.2	2.8	2	2.2	1.6

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

Semester - III				
DSE-3 Course code: 458505	**NGO Management**	**T**	**Credits: 4**	**Hours: 5**

Unit 1		
Objective 1	**To learn about the evolution, ideology and growth of NGOs**	
NGO: Definition, Characteristics – Role of NGO's - Voluntary Social Services – Community Based Services		
Outcome 1	**Learners understand the basic principles and practices of NGOs**	**K2**
Unit II		
Objective 2	**To understand the process in registration of NGOS**	
Formation of NGOs: Trust – Charitable trust, Trust Deed, Registration, Society, Eligibility to form a Society, Documents required - Memorandum of Association – Rules and Regulations, Registration Procedures		
Outcome 2	**Learners apply the registration process while starting the NGOs**	**K3**
Unit III		
Objective 3	**To acquire Remember on steps in monitoring and evaluation of NGO Programmes**	
Monitoring and Evaluation of NGOs: Need for monitoring and Evaluation of NGO Programmes - Roles of Donor Agencies – Steps in monitoring and evaluation – Problems in Monitoring and Evaluation		
Outcome 3	**Learners explain the process in Monitoring and Evaluation of NGOs**	**K5**
Unit IV		
Objective 4	**To give Remember on funding agencies for NGOs**	
Funding: Internal Sources, Eligibility Conditions, Terms and Conditions of Grant–in-aid from Government, Grant in–aid from Foreign Agencies – UNIFOM –OXFOM – UNICEF – WHO - World Bank		
Outcome 4	**Students identify the national and foreign funding Agencies**	**K3**
Unit V		
Objective 5	**To acquire Remember on various methods in community participation.**	
Community Participation: Linkage between Local Community and NGO, PRA, PLA, SHG		
Outcome 5	**Learns apply the basic participative methods to gather information from local community**	**K3**

Suggested Readings

Clark. J. (1991). *Democratizing Development: The Role of Voluntary organization*. London. Earlgsm.

Bhose, Joel. S.G.R., (2003). *Hand Book of NGOs*, New Delhi: Nabhi.

Ferrinton, John (1993). *NGOs and the State in Asia*, London: Routledge.

Lawani, B.T. (1999). *NGOs in Development*. Jaipuir: Rawat.

Padaki, Vijay (1995). *Development Intervention and programme Education*. New Delhi: Sage.

Singh, Katar (1995). Rural Development–Priniciples, Polices and Management. New Delhi: Sage

Online resources

Unit 1: Introduction to NGO Management (pria-academy.org)

NGO Management - NGOs India : NGO Resources, NGO Registration and NGO Funding

Course designed by: Prof.K.Manimekalai & Dr.I.Sivakumar

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	3	2	2	2	2	3
CO2	1	2	1	1	3	2	1	1	1	3
CO3	1	1	1	1	1	1	1	1	1	3
CO4	1	1	1	1	1	1	1	1	1	3
CO5	1	1	1	1	2	2	1	1	1	3
W.AV	1	1.4	1.2	1	2	1.6	1.2	1.2	1.2	3

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	2	2	3
CO2	3	2	2	2	3
CO3	1	1	1	1	3
CO4	1	2	1	2	3
CO5	2	1	2	1	3
W.AV	1.6	1.6	1.6	1.6	3

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

Semester - III					
DSE-3	**Counselling**	**T**	**Credits: 4**	**Hours: 5**	
Course code: 458506					

Unit 1		
Objective 1	**To gain Remember on foundations of Counseling**	
Need of Guidance and Counseling: Concepts, Definitions, Elements, Characteristics & Goals, Evolution of Counseling, Foundations of Counseling, Counseling Skills. Counseling Process: Initiating Counseling – Attending Skills – Nonverbal – Interacting with Clients – Termination		
Outcome 1	**Learners understand the basic concepts and counseling process**	**K2**
Unit II		
Objective 2	**To elucidate the counseling techniques for special situation**	
Counseling Techniques: Listening – Responding – Goal Setting – Exploration – Action – Counseling in Special Situations – Family – Alcoholism – Drug – Sex – Career – Crisis		
Outcome 2	**Learner apply the counseling techniques for family problems, drug and alcoholism patients**	**K3**
Unit III		
Objective 3	**To acquire Remember on counseling techniques for psychological disorders**	
Nature of Psychological Disorders and requirements of Counseling: Childhood – Adolescence - Youth – Adulthood – Women - Elderly		
Outcome 3	**Learners choose the counseling techniques for psychological disorders problems from childhood to elderly people**	**K6**
Unit IV		
Objective 4	**To understand the theoretical approaches in the counselling**	
Theoretical Approaches to Counseling: Client Centered – Cognitive Approach – Eclectic Approach – Family Therapy – Behaviour therapy		
Outcome 4	**Learners apply various theoretical approaches during the counseling process**	**K3**
Unit V		
Objective 5	**To Improve their Personal Responsibility and Realistic Levels of Aspiration.**	
Counseling as a Profession: Counselor as a Professional – Nature of the Profession – Ethical Standards – Personal Growth and Efficiency of the Counselor, Concerns of Self, Attitudes – Values – Beliefs – Relationships – Self-Esteem – Openness to others – Accepting Personal Responsibility – Self Actualization		
Outcome 5	**Learners illustrate the nature of Counseling in the Profession and its Ethical Standards**	**K2**

Suggested Readings

Nageshwara Rao, Murugudu Sri Ravi & Digumarti Bhaskara Rao (2004) *Guidance and Counselling*. New Delhi: Discovery.

Shrivastava, K. K. (2006). *Principles of Guidance and Counselling*, New Delhi: Kanishka.

Hough & Margaret (2006). *Counselling Skills and Theory*. U.K: Hodder Arnold.

Mclend & John (2003). *Introduction to Counselling*. U.K: Open University.

Rao Narayana (2003). *Counselling and Guidance*. U.K: Open University.

Ryan (2013). Gender and Psychology, New Delhi: Sage

Online resources

What is Counselling ? Definition, Types & Process (edumilestones.com)
What is Counselling | Explanation and Definition of Counselling (visioncounselling.com.au)

Course designed by: Prof.K.Manimekalai & Dr.T.Murugesan

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

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	1	1	1	1	2	1	2	2
CO2	1	2	2	1	1	2	2	1	2	2
CO3	1	1	1	1	1	1	1	1	1	2
CO4	1	1	1	1	1	2	2	1	1	2
CO5	1	1	1	1	1	1	1	1	1	2
W.AV	1	1.4	1.2	1	1	1.4	1.6	1	1.4	2

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	2	2	3
CO2	1	2	2	1	3
CO3	2	1	1	1	2
CO4	1	1	2	1	3
CO5	2	1	1	2	3
W.AV	1.4	1.2	1.6	1.4	2.8

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

Semester - IV			
Core 16 **Course code: 458401**	**Dissertation Work**	**Credits** **14**	**H/W** **30**
Objectives	1. To help the students to learn the pursuit of the organization/society 2. To sensitize students to the ground realities concerning gender in their immediate surroundings. 3. To apply the interdisciplinary feminist perspectives in research methods. 4. To introduce alternative definitions and locations of "Remember" and "methodology". 5. To develop methods to evaluate student achievement of practical learning outcomes.		

Expected Course outcomes

CO1	Learners describe the activities and functions of society	K1
CO2	Learners explore various women's issues from gender perspective	K2
CO3	Students apply the feminist perspectives in their research work	K3
CO4	Learners construct the tools and apply feminist research methodology in their study	K6
CO5	Students compile their research chapters and develop skills to defend their dissertation	K6

Observation visit:

- Studying the village/community
- Tools and questionnaire construction
- Data collection
- Data analysis and
- Report writing
- Viva - voce

Related Online Contents [MOOC, SWAYAM, NPTEL, e – PG pathshala, Websites etc.]

What is a Dissertation? Projects, Report, Structure, Types, & Work | Leverage Edu
What Is a University Dissertation: 2023 Structure, Challenges & Writing Tips | Research.com

Course Designed By: Prof.K.Manimekalai & Dr.P.Veeramani

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

Course Outcome VS Programme Outcomes

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

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	1
CO2	1	2	1	3	2
CO3	2	2	2	3	2
CO4	1	1	2	2	3
CO5	3	3	3	3	3
W.AV	1.8	2	2	2.6	2.2

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

NON MAJOR ELECTIVE COURSES FOR OTHER DEPARTMENTS

Semester - II					
NME-1 **Course code:**	**Women's Studies for Competitive Examinations**	**T**	**Credits: 2**	**Hours: 3**	
Unit 1					
Objective 1	**To elaborate the Women's Studies concepts in terms of competitive examination point of view**				
Status of Women: Education, Employment, Politics, Health					
Outcome 1	**Learners understand the status of women in Education, Employment, Politics and Health**				**K2**
Unit II					
Objective 2	**To elucidate the status of women in international and national level**				
Women Achievers: International, National, State					
Outcome 2	**Learners explain the contribution of women achievers in their fields**				**K2**
Unit III					
Objective 3	**To familiarize the students on Women Social Reformers**				
Social Women Reformers: International - National					
Outcome 3	**Students elaborate the contribution of women social reformers at national and international level**				**K6**
Unit IV					
Objective 4	**To explain the Legal Rights of women**				
Human Rights: Constitutional Provisions and Legal Rights for Women					
Outcome 4	**Learners categories the Constitutional Provisions and Legal Rights that protect women from social issues**				**K4**
Unit V					
Objective 5	**To train the students in engendering national policies and programme.**				
Policies and Programme for Women: International - National - State					
Outcome 5	**Learners describe the policies and programmes for Women implemented at international, national and state level**				**K1**

Suggested Readings

Ann Oakley (1972). Sex and Gender and Society, London: Temple smith.

Brike, Lynda (1987). *Women, Feminism and Biology, The Feminist Challenge*, Brighton; Harvester Richardson Diane (Eds.) (1983). *Introducing Women's Studies*, Hong Kong: Macmillan.

Krishnaraj, Maithreyi (1995). *Remaking Society for Women: Visions Past and Present*. New Delhi: Indian Association for Women's Studies.

Robinson, Victoria & Diane, Richardson (Eds.) (1993). Introducing Women's Studies: Feminist Theory and Practice. London: Macmillan

Online resources

WOMEN STUDIES - UPSC STUDYMATERIALS

Gender/Women Studies-https://onlinecourses.swayam2.ac.in/arp19_ap54/preview

Gender and Women's Studies- https://guides.loc.gov/gender-womens-studies

Course designed by: Prof.K.Manimekalai & Dr.I.Sivakumar

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	2	2	2	2	2	2	2
CO2	3	3	3	2	3	3	3	3	2	2
CO3	2	3	3	2	2	2	2	2	2	2
CO4	2	2	2	1	3	2	2	2	2	1
CO5	2	3	3	2	3	2	2	3	2	1
W.AV	2.2	2.8	2.8	1.8	2.6	2.2	2.2	2.4	2	1.6

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	3	3	3	3	2
CO3	3	3	2	1	2
CO4	1	1	3	1	2
CO5	2	2	3	1	1
W.AV	2.4	2.4	2.6	1.6	1.8

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

Semester - III					
NME -2	**Life Skills Education**	**T**	**Credits: 2**	**Hours: 3**	
Course Code:					

Unit 1		
Objective 1	To impart Remember basic concepts in life skills education	
Life Skills Education: Meaning, Definition, Importance of Life Skills. **Core Life Skills**: Self Awareness – Empathy – Critical thinking – Creative Thinking – Decision Making – Problem Solving – Interpersonal Relationship – Effective Communication – Coping with Stress – Coping with Emotion. Methods to Enhance Life Skill		
Outcome 1	Learners describe the importance of life skills Education	**K1**
Unit II		
Objective 2	To explain the skills of good leader	
Leadership Skills: Skills of a good leader – Leadership Vs Management – Leadership styles – Effective Speaking – Personal appearance – Role models		
Outcome 2	Learners elaborate the leadership styles and develop the qualities needed for good leader	**K6**
Unit III		
Objective 3	To improve Self awareness, Empathy, Critical thinking, Creative Thinking	
Interpersonal Skills: Emotional Intelligence - Communication Skills – Listening Skills – Verbal / Nonverbal Communication – Problem solving – Negotiation – Working in groups – Team Building		
Outcome 3	Learners develop their inter personal skills and communicate effectively	**K6**
Unit IV		
Objective 4	To learn Stress Management and Personal Development Skills	
Personal Development Skills: Personal Development - Assertiveness – Presentation skills – Self motivation – Improving Self Esteem, time management. **Stressors and Stress Management**: Yoga and Meditation		
Outcome 4	Learners understand the self motivation methods and basic yoga asanas that relieve stress	**K2**
Unit V		
Objective 5	To impart Remember on dimensions of advocacy	
Advocacy: Dimensions of Advocacy - Advocacy groups, Forms of advocacy – Advocacy models and effectiveness – Empowerment Advocacy – Advocacy Tools		
Outcome 5	Learners categories the forms of advocacy, models, tools and its application	**K4**

Suggested Readings

Carthy, Mc, Pasty & Hatcher, Caroline (2002). *Presentation Skills: The essential guide for students*. New Delhi: SAGE

Thompson, Neil (2009). *People Skills*. London; Palgrave Macmillan

Hargie, Saunders, C., & Dockson, D. (1994). *Social Skills in Interpersonal Communication*. London: Routledge

Facilitator's Manual on Enhancing Life Skills (2010, Tamil), Rajiv Gandhi National Institute of youth Development, Sriperumbudur.

Online resources

What is Life Skills Education - Getmyuni
Microsoft Word - 7962 Prajapati.docx (ed.gov)
The Importance of Life Skills In Education To Get Ahead In Life (skygemsacademy.com)

Course designed by: Dr.P.Veeramani & Dr.S.Poulpunitha

K1-Remember	K2-Understand	K3-Apply	K4-Analysze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

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

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

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	2
CO2	3	2	3	2	2
CO3	1	1	1	1	2
CO4	1	2	1	1	2
CO5	1	1	1	1	1
W.AV	1.6	1.6	1.6	1.4	1.8

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

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, 20th July 2012 to 19th July 2015, Mother Teresa Women's University, Kodaikanal
- Registrar i/c. 7th October 2010 to 19th July 2012, Alagappa University, Karaikudi
- Director, from 5th 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, 8th DNA and Stars of the Industry Group, Mumbai
- Innovative B – School Award for Outstanding Contribution to Education – 2015, 7th 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

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

Ongoing Projects

Title of the Project	Sponsored By	Period	Sanctioned Amount (Rs. Lakh)	Year
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

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

Completed Consultancy Works

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

Total Citation: -
h - index: -
i- 10 index: -

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 Panchyath 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: -
  h - index: -
  i- 10 index: -

CURRICULUM VITAE

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

ACADEMIC QUALIFICATION

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

WORK EXPERIENCE

Position	Name of the Institution	Nature of Work	Period
Assistant Professor	Centre for Women's Studies, Alagappa University, Karaikudi	Research, Teaching, Training, Extension & Counseling	27th 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

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

Total Citation: 15
h - index: 2
i- 10 index: 1

CURRICULUM VITAE

Ms. K.VIJAYASANKARI

Assistant Project Officer

Mahalirthittam

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, Mahalirthittam (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

  Total Citation: -

  h - index: -

  i- 10 index: -

ARTS CAMPUS