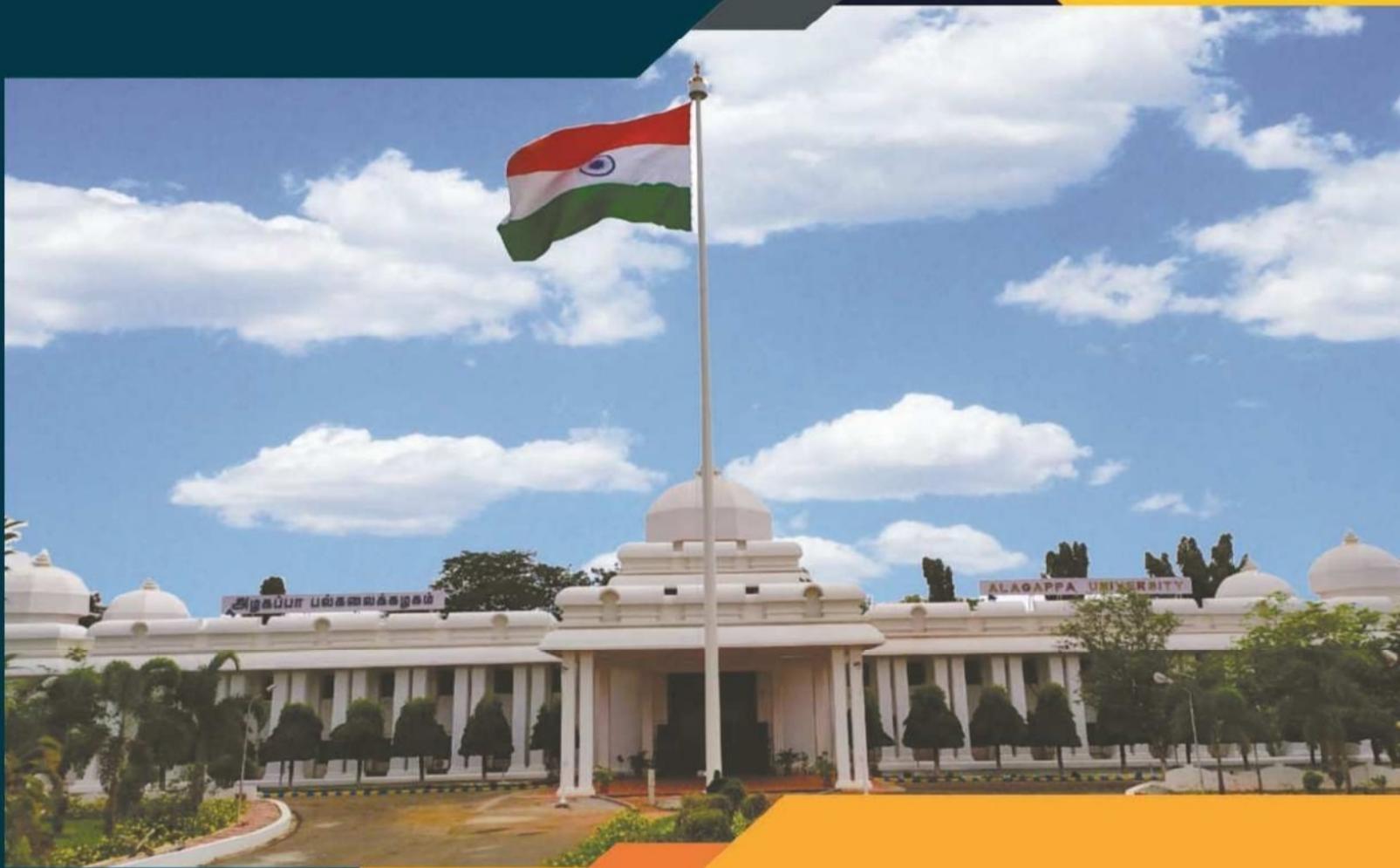# ALAGAPPA UNIVERSITY

(A State University Established in 1985)
Karaikudi - 630003, Tamil Nadu, India

DEPARTMENT OF WOMEN'S STUDIES

B.A. GENDER STUDIES

[Choice Based Credit System (CBCS)]
[For the candidates admitted from the academic year 2021-2022]

ALAGAPPA UNIVERSITY
DEPARTMENT OF WOMEN'S STUDIES
(A State University Established in 1985)
KARAIKUDI - 630 003, Tamil Nadu, India
www.alagappauniversity.ac.in

2017	2018	2018	2018	2019
Accredited with A+ Grade by NAAC (CGPA : 3.64)	Graded as Category-1 & Granted Autonomy	Rank : 27	Swachh Campus Rank : 4	India Rank : 20 BRICS Rank: 104 Asia Rank : 216

**Minutes of the Broad Based Board of Studies Meeting for
B.A. programme in Gender Studies**

Broad Based Board of Studies meeting for Five Years Integrated M.A. programme in Gender Studies was held through online mode on 5th May 2021. The following members were present.

1. Dr.K.Manimekalai   Chair Person
   Professor & Head
   Department of Women's Studies
   Alagappa University
   Karaikudi

2. Dr. Premalatha Karupiah   Foreign Subject Expert
   Associate Professor
   Anthropology and Sociology Programme
   School of Social Sciences
   Universiti Sains Malaysia
   11800 Penang Malaysia

3. Dr. Sudeshna Mukherjee   Subject Expert
   Assistant Professor
   Centre for Women's Studies
   Bangalore University
   Bangalore

4. Prof. Sabiha Hussain   Subject Expert
   Director
   Sarojini Naidu Centre for Women's Studies
   Jamia Millia Islamia, New Delhi

5. Dr. Amruthraj R M   Service Organization
   Specialist in Women's Studies
   Kerala Institute of Local Administration (KILA)
   E.T.C P O, Kottarakkara - 691531
   Kollam, Keral

6. Dr.V. Sivakumar   Ex officio Member
   Dean i/c College Development Council
   Alagappa University
   Karaikudi

7. Dr. S. Poulpunitha   Student Alumni
   Assistant Professor,
   Department of Women's Studies
   Alagappa University, Karaikudi

The Board members discussed the agenda and the following resolutions were made;

1. The Board has approved the regulations and syllabus for Five Year Integrated M.A. programme in Gender Studies, the syllabus prepared in tune with the UGC NET Exam syllabus it could be implemented from 2021-22 academic years onwards.

2. The Board has reviewed and revised syllabus meant for Five Years Integrated M.A. programme in Gender Studies.

3. The credit system for the Five Years Integrated M.A. programme in Gender Studies of our Alagappa University have been adopted and approved by the board.

Professor & Head
DEPARTMENT OF WOMEN'S STUDIES
ALAGAPPA UNIVERSITY
KARAIKUDI-630 003

ALAGAPPA UNIVERSITY, KARAIKUDI – 630 003
CHOICE BASED CREDIT SYSTEM (CBCS)
&
CREDIT FRAMEWORK FOR B.A. GENDER STUDIES REGULATIONS

(Applicable to all the candidates admitted from the academic year 2021-22 onwards)

1. ELIGIBILITY:

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

2. DURATION:

The course is for a period of three years. Each academic year shall comprise of two semester 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. There shall be not less than 90 working days which shall comprise 450 teaching clock hours for each semester (Exclusive of the days for the conduct of University end-semester examinations).

i. The B.A. Gender Studies programme is for a period of three years.

Table - 1

Part I Credits	Part II Credits	Part III Credits	Part IV Credits	Part V Credits	Total Credits for Award	Normal Duration	Exit Points/ Awards
12	12	95	20	1	140	Six Semesters	B.A. Gender Studies

For the U.G. Degree (B.A. Gender Studies): The candidates shall have subsequently undergone the prescribed course of study for a period of not less than three academic years, passed the examinations prescribed and fulfilled such conditions as have been prescribed therefore.

3. THE CBCS SYSTEM:

All programmes (named after the core subject) mentioned earlier shall be run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

4. COURSES IN PROGRAMMES:
A. Courses in UG Programmes

The UG programme consists of number 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 courses suggested for the UG programmes.

Part I – Language Courses (LC) (Tamil/Indian Languages subjects designed in lieu of the above).

Part II – English Language Courses (ELC) or special subject designed in lieu of.

The Language courses and English Language Courses are 4 each in number and the LC and ELC are meant to develop the students' communicative skill at the UG level. Core courses are the basic courses compulsorily required for each of the programme of study.

Part III - includes Core Course (CC), Allied Course (AC) and Elective Course (EC).

I. Core courses are the basic courses compulsorily required for each of the program of study. These will be related to the subject of programme in which the candidate gets his / her degree. The number of Core Courses shall be 15.

II. Allied Courses cover preferably two disciplines that are generally related to the main subject of the programme. Each discipline shall provide 4 Allied Courses.

III. Elective Courses are three in number for the UG programme. The programme shall provide three set of Elective Courses (each set contain 2 Elective courses). Out of which, a student is required to choose three Elective courses from the options given in the respective Discipline. Six Elective Courses are given to the students. A student shall choose three Elective Courses from the list of Elective Courses offered at their respective disciplines.

Selection of students to the EC:

The Department Committee shall follow a selection procedure on a first come first served basis, fixing the maximum number of students, giving counselling to the students etc. to avoid overcrowding to particular course (s) at the expense of some other courses. The Colleges shall provide all information relating to the ECs in each programme to all the students so as to enable them to choose their ECs.

Part IV - It consists of five categories:

I. Those who have not studied Tamil upto XII standard and taken a Non-tamil language under Part I shall take Tamil comprising of two courses (level will be at 6th Standard).
b) Those who have studied Tamil upto XII standard and taken a Non-tamil language under Part I shall take advanced Tamil comprising of two core subjects.

II. Two Non – Major Elective in Third, Fourth, Eighth and Ninth Semester

III. Skill-based Subjects: In order to enhance the employability skills of the students Skill Based Subjects are included from third semesters.

IV. UGC sponsored Ability enhancement compulsory course (AECC): Environmental studies course in Second Semester

V. Value Education in First Semester

Part V - Extension and Extra Curricular Activities: These should be carried out outside the class hours

SEMESTERS: An academic year is divided into two Semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes. Each week has 30 working hours spread over 5 / 6 days a week.

I. Project Work (PW) in the Semester VI

i) Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Project/Internship).
ii) For the Project Report, the maximum marks will be 75 percent for project report evaluation and for the Viva-Voce it is 25 percent (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).
iii) For Internship (in VI & X semester the student can choose themselves Internship or core papers).

5. CREDITS:

The term 'credit' refers to the weight age given to a course, usually in relation to the instructional hours to it. For instance, a six hour course per week is assigned five/ four credits, four / five hour course per week is assigned four / three credits and two hour course per week is given two credits. However, in no instance the credits of a course can be greater than the hours allotted to it.

The total minimum credits, required for completing a UG programme is 140. The details of credits for individual components and individual courses are given in

6. COURSE:

Each course is to be designed variously under lectures / tutorials / laboratory or field work / seminar / practical training / Assignments / Term paper or Report writing etc., to meet effective teaching and learning needs.

7. CONDONATION:

Students must have 75% of attendance in each course for appearing the examination. Students who have 74% to 70% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have 69% to 60% of attendance shall apply for condonation in 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 examination. They shall re-do the semester(s) after completion of the programme.

i) 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.
ii) 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.

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

8. QUESTION PAPER PATTERN:

<u>Core & Allied Papers</u>

Part A

Ten questions (No choice)	10 x 2 = 20 marks
Two questions from each unit	

Part B

Five questions (either or type)	5 x 5 = 25 marks
One question from each unit	

Part C

Three questions out of five	3 x 10 = 30 marks
One question from each unit	

Distribution of marks between Theory, Practical and Project:

Core / Skill Based	Int.	Ext.	Total
Theory papers	25	75	100
Internship	25	75	100
Project work	25	75	400

9. EVALUATION:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment by the concerned course teacher as well as by an end semester examination and will be consolidated at the end of the course. The components for continuous internal assessment are:

Two tests	-	15 marks (third / repeat test for genuine absentees)
Seminar / Quiz	-	5 marks
Assignments	-	5 marks

Total	-	25 Marks

Attendance need not be taken as a component for continuous assessment, although the students should put in a minimum of 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be a written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 25:75. The evaluation of laboratory component, wherever applicable. Will also be based on continuous internal assessment and on an end-semester practical examination.

10. PASSING MINIMUM:

The passing minimum for CIA shall be 40% out of 25/15* marks (i.e.10/6* marks) in Theory papers and 40% out of 40/10* marks (i.e. 16/4* marks) in Practical Examinations.

Failed candidates in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters. (2 chances will be given) by writing test and by submitting Assignments.

The passing minimum for University Examinations shall be 40% out of 75 marks (i.e. 30 marks) for Theory papers and 40% out of 60 marks (i.e. 24 marks) for Practical papers.

11. GRADING:

Once the marks of the CIA and end-semester examinations for each of the courses are available, they will be added. The marks thus obtained will then be graded as per details provided in Table 4.

Computation of SGPA and CGPA: Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) may be adopted:

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the course components taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$SGPA(Si) = \sum (C_i x G_i)/\sum C_i$$

Where 'Ci'is the number of credits of the ith course component and 'Gi' is the grade point scored by the student in the ith course component.

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

$$CGPA = \sum(C_i x S_i)/\sum C_i$$

Where 'Si' is the SGPA of the ith semester and 'Ci' is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

- UGC guidelines on Choice Based Credit System (CBCS) may be referred for further illustration on computation of SGPA, CGPA etc.

12. CLASSIFICATION OF FINAL RESULTS (TABLE – 4)

For each of the three parts, there shall be separate classification on the basis of CGPA as indicated in Table – 5.

13. CONFERMENT OF THE DEGREE

A candidate shall be eligible for the conferment of the Degree of Bachelor of Arts only if he / she has earned the minimum required credits for the programme prescribed therefore (i.e.140 credits).

14. RANKING: UNIVERSITY EXAMINATION

The top scorer in the Semester Examinations would be declared as University Rank Holders. Rank Certificate will be issued for a Programme.

15. REVISION OF REGULATIONS AND CURRICULUM

The University may from time to time revise, amend and change the Regulations and Curriculum, if found necessary.

♣♣♣♣♣♣♣♣♣

Table – 2

Details on the number of courses and credits per course in the UG programme

Study Components		Number of Courses	Credits per Course	Total Credits	Total hours / 180 weekly hours
Language Course (LC)		4	3	12	24
English Language Course (ELC)		4	3	12	24
Core Course (CC)	Theory/	14	4	56	73
	Field Work	-	-	-	-
	Internship/ Project	1	4	4	6
Elective Courses (EC)		3	5	15	15
Part IV Courses: a) Non-major Elective		2	2	4	2
b) Skill based Subjects		6	2	12	12
c) Environmental Studies		1	2	2	2
d) Value Education		1	2	2	2
e) Allied		4	5	20	20
Part V: Extension activities		1	1	1	-
TOTAL				140	180

Table 4

Grading of the Courses

Marks	Grade Point	Letter Grade
96 and above	10	S⁺
91 – 95	9.5	S
86 – 90	9.0	D⁺⁺
81 – 85	8.5	D⁺
76 – 80	8.0	D
71 – 75	7.5	A⁺⁺
66 – 70	7.0	A⁺
61 – 65	6.5	A
56 – 60	6.0	B⁺
51 – 55	5.5	B
46 – 50	5.0	C⁺
40 – 45	4.5	C
Below 40	0	F

Table 5
<u>Final Result</u>

CGPA	Letter Point	Classification of Final Result
9.51 and above	S⁺	First Class – Exemplary
9.01 – 9.50	S	
8.51 – 9.00	D⁺⁺	First Class – Distinction
8.01 – 8.50	D⁺	
7.51 – 8.00	D	
7.01 – 7.50	A⁺⁺	First Class
6.51 – 7.00	A⁺	
6.01 – 6.50	A	
5.51 – 6.00	B⁺	Second Class
5.01 – 5.50	B	
4.51 – 5.00	C⁺	Third Class
4.00 – 4.50	C	
Below 4.00	F	Fail

Credit based weighted Mark System is adopted for individual semesters and cumulative semesters in the column 'Marks Secured' (for 100).

B.A. GENDER STUDIES PROGRAMME STRUCTURE

S.No	Part	Code	I Semester	Credit	Hrs/ week	Marks Int.	Marks Ext.	Total Marks
1.	I	3161T1	**Tamil -** பொதுத்தமிழ் தாள்-1: தற்காலக் கவிதையும் உரைநடையும்/Indian Languages	3	5	25	75	100
2.	II	912CE	Communicative English - I	3	5	25	75	100
3.	III	3161C1	**Core I:** Key Concepts in Gender Studies	4	4	25	75	100
4.		3161C2	**Core II:** Women Studies in India	4	4	25	75	100
5.		3161A1	**Allied I:** Women, Health and Nutrition	5	5	25	75	100
6.		91BPEA	**Add on Course: Professional English I	4	5	25	75	100
7.	IV	3161VE	Value Education: Education on Moral and Social values	2	3	25	75	100
8.			Library/Yoga/Field Trip	-	4	-	-	-
Total Credits				**21+4**	**30+5**	**--**	**--**	**700**

** Additional hours of teaching (1 hour/day) as a 4 credit paper as an add –on course

S.No	Part	Code	II Semester	Credit	Hrs/ week	Marks Int.	Marks Ext.	Total Marks
1.	I	3162T2	**Tamil:** பொதுத்தமிழ்தாள்-2: இடைக்கால இலக்கியமும் சிறுகதையும்/ Indian Languages	3	5	25	75	100
2.	II	922CE	Communicative English – II	3	5	25	75	100
3.	III	3162C1	**Core III:** Fundamentals of Feminist Theory	4	4	25	75	100
4.		3162C2	**Core IV:** Indigenous Feminism	4	4	25	75	100
5.		3162A2	**Allied II:** Women and Reproductive Health	5	5	25	75	100
6.		92BPEA	**Add on Course: Professional English II	4	5	25	75	100
7.	IV	4BES2	Environmental Studies (T)	2	3	25	75	100
8.			Library/Yoga/Field Trip	-	4	-	-	-
Total Credits				**21+4**	**30+5**	**-**	**-**	**700**

** Additional hours of teaching (1 hour/day) as a 4 credit paper as an add –on course

S.No	Part	Code	III Semester	Credit	Hrs/ week	Marks Int.	Marks Ext.	Total Marks
1.	I	3163T3	**Tamil:** பொதுத் தமிழ் தாள்-3: காப்பியமும் புதினமும்/ Indian Languages	3	5	25	75	100
2.	II	3163E1	**English** – III	3	5	25	75	100
3.	III	3163C1	**Core V:** Women and Society	4	4	25	75	100
4.		3163C2	**Core VI:** Gender and Human Rights	4	4	25	75	100
5.		3162A3	**Allied III:** Filed Work	5	5	25	75	100
6.								
7.	IV		Non Major Elective: I	2	3	25	75	100
8.		316S01	**Skill Based Subjects - I** (A) Human Resource Management	2	3	25	75	100
		316S02	(B) Office Automation					
		4BEA3	Extension Activities	1	1	100	-	100
			Total Credits	**24**	**30**	**-**	**-**	**800**

S.No	Part	Code	IV Semester	Credit	Hrs/ week	Marks Int.	Marks Ext.	Total Marks
1.	I	3164T4	**Tamil:** பொதுத்தமிழ் தாள்-4: பண்டைய இலக்கியமும் நாடகமும்/ Indian Languages	3	5	25	75	100
2.	II	3164E2	**English** – IV	3	5	25	75	100
3.		3164C1	**Core VII:** Gender and Work	4	4	25	75	100
4.	III	3164C2	**Core VIII:** Gender and Politics	4	4	25	75	100
5.		3164A4	**Allied IV:** Women, Science and Technology	5	5	25	75	100
6.	IV		Non Major Elective: II	2	3	25	75	100
7.		316S03	**Skill Based Subjects-II** (A) Craft Designing (P) /	2	3	25	75	100
		316S04	(B) Basics of Communication					
8.			Library/Yoga/Field Trip	-	1	-	-	-
			Total Credits	**23**	**30**	**--**	**--**	**700**

S.No	Part	Code	V Semester	Credit	Hrs/ week	Marks Int.	Marks Ext.	Total Marks
1.	III	3165C1	**Core IX:** Development Policies: Gender Perspectives	4	4	25	75	100
2.		3165C2	**Core X:** Research Methodology	4	4	25	75	100
3.		3165C3	**Core XI:** Women and Entrepreneurship Development	4	4	25	75	100
4.		316E01	**Elective I** (A). Gender and Religion /	5	5	25	75	100
		316E02	(B). Gender and Disability					
		316E03	**Elective II** (A). Gender Mainstreaming /	5	5	25	75	100
		316E04	(B). Gender and Literature					
5.	IV	316S05	**Skill Based Subjects-III** (A) Fabric Suface Ornamentation (P) /	2	3	25	75	100
		316S06	(B) Family Counseling					
		316S07	**Skill Based Subjects-IV** (A) Project Management/	2	3	25	75	100
		316S08	(B) Organisational Behaviour					
6.			Library/Yoga/Field Trip		2			
Total Credits				**26**	**30**	**-**	**-**	**700**

S.No	Part	Code	VI Semester	Credit	Hrs/ week	Marks Int.	Marks Ext.	Total Marks
1.	III	3166C1	**Core XII:** Internship/Project	4	4	25	75	100
2.		3166C2	**Core XIII:** Gender and Culture	4	4	25	75	100
		3166C3	**Core XIV:** Gender and Environment Livelihood	4	4	25	75	100
		3166C4	**Core XV:** Feminist Perspective to Peace Building	4	4	25	75	100
3.		316E05	**Elective III** (A). Gender Planning and Development /	5	5	25	75	100
		316E06	(B). Gender and Poverty					
4.	IV	316S09	**Skill Based Subjects - V** (A). Gender Training /	2	3	25	75	100
		316S10	(B). Introduction to Social Work					
5.		316S11	**Skill Based Subjects-VI** (A). Training for Community Development /	2	3	25	75	100
		316S12	(B). NGO and Corporate Social Responsibility					
6.			Library/Yoga/Field Trip		3			
Total Credits				**25**	**30**			**700**
Grand Total				**140 +8**	**180 +10**	**-**	**-**	**4100+ 200**

Semester – I

Semester - I				
Course code: **3161T1**	பொதுத்தமிழ் தாள் - I தற்காலக் கவிதையும் உரைநடையும்		**Credits: 3**	**Hours: 5**
நோக்கம்	நம் தமிழிலக்கியங்கள் பழம்பெரும் பெருமை கொண்டதாகும். இதனடிப்படையில் காலத்திற்கேற்ற நிலையில் இலக்கியங்களின் மாற்றம் அடைந்தன. இவ்வாறு மாற்றமடைந்த வடிவங்களில் குறிப்பிடத்தக்கது ஆங்கிலேயர்களின் வரவால் ஏற்பட்ட தற்கால உரைநடை, கட்டுரை, கவிதைகள் போன்றவைகளாகும். இவற்றை இலக்கணப்பிழைகளின்றி இலக்கிய, இலக்கண நயத்தோடு படிக்கவும், படைக்கவும் செய்வது இந்த தாளின் நோக்கமாகும்.			

Unit - I	அ. மரபுக் கவிதை
	    1. பாரதி - நிலாவும் வான்மீனும் காற்றும் (முழுமையும்)
	    2. பாரதிதாசன் - தோழனே! உன்னிடம் சொல்வேன்!
	    3. நாமக்கல் கவிஞர் - உலகம் வாழ்க!
	    4. ஜீவானந்தம் - கோடிக்கால் பூதமடா
	    5. முடியரசன் - தலைமை வகிப்போம் (பாடுங்குயில், ப.8)
	    6. கண்ணதாசன் - புதியதோர் உலகு செய்வோம் (ஏழாவது தொகுதி)
	ஆ. புதுக்கவிதை
	    7. மு.மேத்தா - தேசப்பிதாவிற்கு ஒரு தெருப் பாடகனின் அஞ்சலி
	    8. (கண்ணீர் பூக்கள்)
	    9. கவிக்கோ அப்துல்ரகுமான் - மானுடத்தின் மகுடாபிஷேகம் (பால்வீதி)
	    10. மீரா - காதல் என்ன கத்திரிக்காயா? (ஊசிகள்)
	    11. வைரமுத்து - மரங்களைப் பாடுவேன் (இந்தப் பூக்கள்
	                           விற்பனைக்கு அல்ல)			

Unit - II	எண்ணங்கள் - எம்.எஸ். உதயமூர்த்தி.			
Unit - III	இலக்கணம் எழுத்திலக்கணம், எண், பெயர், முறை, பிறப்பு, வடிவம், மாத்திரை, மொழி முதல் எழுத்துக்கள், மொழி இறுதி எழுத்துக்கள், இடைநிலை மெயம்மயக்கம், மொழி, பகுபத உறுப்பு, வடமொழி எழுத்து, (ஆ.சிவலிங்கனார், தமிழ் இலக்கண உணர்வுகள், பக்கம் 26 முதல் 69 வரை, கபிலன் பதிப்பகம், புதுச்சேரி)			
Unit – IV	இலக்கிய வரலாறு அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.			
Unit - V	படைப்பாற்றல் பொதுக்கட்டுரை படைத்தல்.			
பார்வை நூல்கள்	- ஆறுமுகநாவலர் (1994). *நன்னூல் எழுத்ததிகாரம் காண்டிகை உரை*. - ஆ.சிவலிங்கனார் (2005). *தமிழ் இலக்கண உணர்வுகள்*. - பாக்கியமேரி (2013). *வகைமை நோக்கில் தமிழிலக்கிய வரலாறு* (5வது பதிப்பு). - தமிழண்ணல் (2017). *புதிய நோக்கில் தமிழிலக்கிய வரலாறு* (36வது பதிப்பு). - எம்.எஸ்.உதயமூர்த்தி (2018). *எண்ணங்கள்*. (அலகு-1 இல் உள்ள கவிஞர்களின் கவிதை நூல்கள்)			
விளைவுகள்	➤ தற்கால இலக்கியங்கள் மற்றும் அடிப்படை இலக்கணம் பற்றி அறியமுடியும். ➤ கட்டுரை எழுதும் திறன் மேம்படும்.			

Course Teacher

Dept. of Tamil

Semester - I			
Course code: 912CE	**COMMUNICATIVE ENGLISH - I**	**Credits: 3**	**Hours: 5**
Objectives	➢ To offer the learners a first-hand knowledge of the prose works ➢ To make them familiar with grammar		
Unit - I	Prose 1. Education for New India – C.Rajagopalachari 2. All about a Dog – A.G.Gardiner 3. I have a Dream – Martin Lutherking		
Unit - II	Prose 1. How I Became a Public Speaker – G.B. Shaw 2. With the Photographer – Stephen Leacock 3. Early Influences: Dr. APJ. Abdul Kalam		
Unit - III	Poetry 1. Gitanjali (Songs: 1-2) Rabindranath Tagore 2. Shall I Compare thee to a Summer's Day (Sonnet 18) – William Shakespeare 3. On his Blindness – John Milton		
Unit – IV	Grammar Noun, Pronoun, Verb, Adverb		
Unit - V	Composition Informal Letter, Comprehension, Dialogue Writing, Hints Developing		

Reference and Textbooks:
- Krishnaswamy, N. (2009). Modern English – *A Book of Grammar Usage and Composition*. Macmillan Publishers.
- Nagarajan, V. et al (2015). *Six Short Stories*, (eds.) By the Board of Editors, Harrows Publications, Chennai.
- Nagarajan, V. et al (2015). *One Act Plays*, (eds.) By the Board of Editors, Harrows Publications, Chennai.
- Nagarajan, V. et al (2016) Gate Way to English – *An Anthology of Prose and Poetry*. Board of Editors, (eds). Harrows Publications, Chennai.
- Narayan, R. K. (2008). *Swami and Friend,* Chennai: Indian Thought Publications.

Outcomes	➢ Can understand the prose works of great writers across the world ➢ Can frame sentences in English

Course Teacher

Dept. of English

Semester - I			
Course code: 3161C1	KEY CONCEPTS IN GENDER STUDIES	Credits: 4	Hours: 4
Objectives	➢ To elaborate the concept of patriarchy and male dominance in society and itsimpact on women ➢ To make student understand the concepts of masculinity and femininity asanalytical categories		
Unit - I	Understanding Basic Concepts: Sex - Gender - Gender Roles - Gender Division of Labour - Sexuality - LGBTIQA+ - Femininities - Masculinities and other sexualities - Patriarchy		
Unit - II	Women and Gender Studies: Evolution of Women's Studies in Western and Asian Context		
Unit - III	Feminism and Feminist theories, Queer theory		
Unit - IV	Gender Equality/ Equity: Equality Vs Equity, HDI, GDI and GEM		
Unit - V	Empowerment of Women: Meaning and Concepts, Empowerment Levels - Framework- Empowerment Tools - Capability Approach		

Reference and Textbooks:

- Bryson, Valerie (1992). *Feminist Political Theory: An Introduction*. London: Macmillan
- Butler, Judith, (1990). *Gender Trouble*. Routledge, New York
- Cann, Carole (2020). *Feminist Theory Reader: Local & Global Perspectives* (5th ed). New York: Routhledge.
- Chandra Pandy, Umesh., & Kumar, Chhabi (2020). *SDG5 - Gender Equality and Empowerment of Women and Girls*. Emerald Publishing Limited
- Connell, R W. (1987). *Gender and Power*. Cambridge: Polity Press.
- Millett, Kate. (1970). *Sexual Politics*. New York: Avon Books.
- Mohanty, Chandra Talpade (1991). *Third World Women and the Politics of Feminism*, Indianapolis: Indiana University Press.
- Saraswathi, Ayu., Shaw, Barbara., & Rellihan, Heather (2020). *Introduction to Women's, Gender and Sexuality Studies: Interdisciplinary and Intersectional Approaches* (2nd ed). Oxford Univesity Press.

Outcomes	➢ Acquire knowledge about the concepts and the analytical categories ➢ Understand the social differences between men, women and other gender identities in the society

Course Teacher

Dr.P.Veeramani

Semester - I			
Course code: 3161C2	WOMEN'S STUDIES IN INDIA	Credits: 4	Hours: 4
Objectives	- To gain knowledge on emergence of Women's Studies - To impart knowledge on women specific institutions and movements		
Unit - I	Emergence of Women's Studies: 1st and Second wave of feminism - critique of creation of knowledge and emergence of Women's Studies - Relationship between Feminism and Women's Studies		
Unit - II	Social Reform Movements in India: Contributions of Brahma Samaj, Arya Samaj, Prarthana Samaj, Rammohan Roy, Ishwarchandra Vidyasagar, Jyotiba Phule, Savitribai Phule, Pandita Rama Bai, B.R. Ambedkar, and E.V. Ramaswamy.		
Unit - III	Women's Studies programme: The status of women and origin & growth of Women's Studies programme in India - Towards Equality Report- Women's Studies as an agent of change - UGC programme on Women's Studies Centres and cells - constraints faced by Women's Studies as an Academic Discipline		
Unit – IV	Issue based Contemporary Women's Movement: Reshaping women's question - The campaign against dowry - Mathura and Nirbhaya case and change in Laws – Chipko, Appiko and Telagana: Women's Movement for Safe Environment- Movement for Uniform Civil Code and Shahbano case		
Unit - V	Women specific Institutions in India: National and State Commission for Women - Women Development Corporation - Social Welfare Board - Ministry of Women and Child Development		

Reference and Textbooks:
- Bonnie, Smith (2013). *Women's Studies: the Basics*. Routledge.
- Devaki, Jain & Pam, Rajput (eds.) (2003*). Narratives from the Women's Studies Family – Recreating Knowledge*. New Delhi: Sage,
- Maithreyi, Krishna Raj (1986). *Women Studies in India – Some Perspectives*. Bombay: Popular Prakasham.
- Sharma, Kumud (1989). Shared Aspirations, Fragmented Realities: Contemporary Women's Movement in India: Its Dialectics and Dilemmas, Occasional Paper No. 12, CWDS, New Delhi.

Outcomes	- Understand the origin and growth of Women's Studies programme - Gain knowledge on contemporary women's movement and institutions

Course Teacher
Prof.K.Manimekalai

Semester - I			
Course code: 3161A1	**WOMEN HEALTH AND NUTRITION**	**Credits: 5**	**Hours: 5**
Objectives	➢ To study the Feminist approach to Health and Nutrition ➢ To be familiar with the current concerns in Women's Health and Nutrition		
Unit - I	Scope of Women and Nutrition: concept, definition of Health and Nutrition. Relation between Women Health and Nutrition - determinants of Health and Nutrition - Current concerns in women Health and Nutrition, Health based interventions including immunization, provision of safe drinking water/sanitation, prevention and management of diarrhoeal diseases.		
Unit - II	Policies and Programmes: International Women's Health Movement; - ICPD and BPA - Millennium Development goals – Sustainable Development Goals, Population Policy, Five Year Plans		
Unit - III	Social Health Problems: Smoking, Alcoholism, Drug addiction, AIDS including AIDS Control Programme, community health care, national health care delivery system, Health economic and economics of malnutrition impact on productivity and national development		
Unit – IV	Nutritional Requirements: During adolescence, pregnancy and lactating period, Causes, symptoms, treatment and prevention : Protein Energy Malnutrition (PEM), Vitamin A Deficiency (VAD), Iron Deficiency Anemia (IDA), Iodine Deficiency Disorders (IDD), Zinc Deficiency, Flurosis.		
Unit - V	Nutrition for special conditions: Nutrition for physical fitness and sport, Nutrition for children with special needs - elderly women and women with disability. Considerations during natural and man-made disasters e.g. floods, war- basic guidelines in disaster management.		

Reference and Textbooks:

- Agranovich, Cheryl (2020). *A Women's Health Survival Guide: Helping You Become Your Best Self*. Archway Publishers

- Bamji MS, Rao, NP., & Reddy, V. (2009). *Text Book of Human Nutrition*. Oxford & IBH Publishing Co. Pvt Ltd.

- Khanna, K. et al. (2013). *Textbook of Nutrition and Dietetics*. Phoenix Publisher.

- Mudambi, S.R., & Rajagopal, MV. (2007). *Fundamentals of Foods, Nutrition and Diet Therapy* (5th ed). New Age International Publishers.

- Ricci, Susan (2020). *Essentials of Maternity, Newborn, and Women's Health* (5th ed.) LWW Publishers

- Verma, Arpita. (2017). *Women's Health and Nutrition- Role of State and Voluntary Organzations*. Rawat Publication.

Outcomes	➢ Gain knowledge about Women Health and Nutrition ➢ Aware about the impact of Malnutrition on Productivity of National Development

Course Teacher
Dr.S.Poulpunitha

Semester - I			
Course code: 3161VE	**EDUCATION ON MORAL AND SOCIAL VALUES**	**Credits: 2**	**Hours: 3**
Objectives	➢ To understand the social realities ➢ To inculcate an essential value system towards building a healthy society		
Unit - I	Introduction: Value Education, Purpose of Value Education as specifying the present deterioration in the value system in the fast changing world trends		
Unit - II	Values in Life: Purpose and philosophy of life – Need for values – five fold moral culture Imbibing values: truth, loyalty, integrity, humility, trustworthy, considerate, not being greedy, clean habits and character building.		
Unit - III	Personal Wellbeing: Social responsibility - taming a healthy mind and body – personal hygiene - Balanced diet – Meditation – yoga - positive thinking – introspection - A passion for Nature - Win-win strategy.		
Unit – IV	Challenges in Value Adoption: Cultural Challenges - Social Challenges -Religious Challenges - Intellectual & Personal Challenges.		
Unit - V	Professional Values: More of a giver than a taker - being compassionate – patriotism - respecting culture – Personal Integrity – avoiding worry- professional ethics.		

Reference and Textbooks:

- Harris, Sam. (2021). *Summary of The Moral Landscape: How Science Can Determine Human Values*. New York: Free Press.
- Lakshminarayanan, K.R., & Umamageshwari, M. (2015). *Value Education*, Chennai: Nalnilam Publication.
- Manyani Muzumara, Plyson. (2018). *Ethics, Morals and Social Values in Education.* Dorrance Pub Co.
- Venkataiah, N. (1998). *Value Education*, New Delhi: APH Publishing Corporation.

Outcomes	➢ Build social values through education ➢ Make positive approaches in personality development

Course Teacher

Dr.T.Murugesan

Semester – II

Semester - II		
Course code: **3162T2**	பொதுத்தமிழ் தாள்-2 இடைக்கால இலக்கியமும் சிறுகதையும்	**Credits: 3** **Hours: 5**
நோக்கம்	தமிழ் இலக்கியங்களைக் கால அடிப்படையில் பண்டைய இலக்கியம், இடைக்கால இலக்கியம், இக்கால இலக்கியம் எனக் கூறலாம். இதனடிப்படையில் இடைக்கால இலக்கியங்களைப் பக்தி இலக்கியம், காப்பிய இலக்கியம், சிற்றிலக்கியம் போன்றவை காணப்படுகின்றன. இவற்றில் பக்தி இலக்கியம் என்பது நம் தமிழ்ச் சமூகம் பக்தியில் எவ்வாறு தன்மை ஈடுபடுத்திக் கொண்டனர் என்பதை விளக்குகின்றது. இப்பக்தி நெறியையும், சிறுகதைப் பற்றியும், சொல்லிலக்கணம் பற்றியும், சிறுகதை படைத்தல் பற்றியும் மாணவர்களுக்கு தெளிவாய் உணர்த்துவது இத்தாளின் நோக்கமாகும்.	
Unit - I	அ. திருஞானசம்பந்தர் 　1. திருவாடானை　　　　　- "மாதோர் கூறு" எனத் தொடங்கும் பாடல். 　2. திருப்புனவாசல்　　　　- "மின்னியல் செஞ்சடை" எனத் தொடங்கும் பாடல். 　3.திருக்கொடுங்குன்றம்　　- "வானிற் பொலிவெய்தும்" எனத் தொடங்கும் பாடல். ஆ. திருநாவுக்கரசர் 　1. திருப்புத்தூர்　　　　　- "மின்காட்டும்" எனத் தொடங்கும் பாடல். 　2. திருஇராமேச்சுரம்　　　- "பாசமும்" எனத் தொடங்கும் முதல் பாடல். 　3. திருப்பூவணம்　　　　- "வடியேறு" எனத் தொடங்கும் பாடல். இ. சுந்தரர் 　1. திருக்கானப்பேர்　　　- "தொண்டர் அடித் தொழலும்" எனத் தொடங்கும் பாடல். 　2. திருச்சுழியல்　　　　- "ஊனாய் உயிர் உகலாய்" எனத் தொடங்கும் பாடல். ஈ. மாணிக்கவாசகர் - திருவாசகம் 　1. திருப்பெருந்துறை இன்பம் பெருக்கி எனத் தொடங்கும் பாடல்.(திருவெண்பா.11) 　2. திரு.உத்தரகோசமங்கை நீத்தல் விண்ணப்பம், இருதலைக்கொள்ளி என்று தொடங்கும் பாடல். உ. திருமூலர் - திருமந்திரம் 　1. அன்பும் சிவமும் எனத் தொடங்கும் பாடல். 　2. எட்டிப் பழுத்த எனத் தொடங்கும் பாடல். 　3. படமாடக் கோயில் எனத் தொடங்கும் பாடல். ஊ. திருமங்கை ஆழ்வார் 　திருப்புல்லாணி - ஒன்பதாம் பத்து நாலாம் திருமொழி "காவார் மடல் பெண்ணை" தொடங்கும் ஒன்றாம் பாடல் முதல் "வில்லாள் இலங்கை" எனத் தொடங்கும் ஐந்தாம் பாடல் வரை (மொத்தம் ஐந்து பாடல்கள்) எ. சிற்றிலக்கியம் 　1. அபிராமி அந்தாதி - உதிக்கின்ற செங்கதிர் எனத் தொடங்கும் முதற்பாடல் தொடங்கி அதனைத் தொடர்ந்து வரும் 9 பாடல்கள் (ஆக மொத்தம் 10 பாடல்கள்). 　2. தமிழ்விடு தூது - 17 ஆம் கண்ணி முதல் 27 ஆம் கண்ணி வரை. 　3. திருக்குற்றாலக்குறவஞ்சி, வசந்தவள்ளி பந்தடித்தல். 　4. பாடுவார் முத்தப்பர், செயங்கொண்டார் சதகம் முதல் இரு பாடல்கள்.	
Unit - II	சிறுகதை　　　சிறுகதைகள் 10 ஆசிரியர் குழு, அறிவுப் பதிப்பகம்.	
Unit - III	இலக்கணம்:　　சொல்லிலக்கணம்சொல்வகை,　　பெயர்ச்சொல்,　　வினைச்சொல்,இடைச்சொல், உரிச்சொல்,இலக்கணம், வேற்றுமை, மயக்கம், ஆகுபெயர், (ஆ.சிவலிங்கனார், தமிழ் இலக்கண உணர்வுகள் - கபிலன் பதிப்பகம், புதுச்சேரி).	
Unit – IV	இலக்கிய வரலாறு: அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.	
Unit - V	படைப்பாற்றல்: சிறுகதை படைத்தல்.	

பார்வை நூல்கள்

- *பன்னிரு திருமுறைகள்* (1971)- கழக வெளியீடு.
- *நாலாயிரத் திவ்ய பிரபந்தம்* (1973) - கழக வெளியீடு.
- *ஆறுமுகநாவலர்* (2001). நன்னூல் சொல்லதிகாரம் காண்டிகை உரை.
- *ஆ.சிவலிங்கனார்* (2005). தமிழ் இலக்கண உணர்வுகள்.
- *பாக்கியமேரி* (2013). வகைமை நோக்கில் தமிழிலக்கிய வரலாறு (5வது பதிப்பு).
- *தமிழண்ணல்* (2017). புதிய நோக்கில் தமிழிலக்கிய வரலாறு (36வது பதிப்பு).

விளைவுகள்	➢ இடைக்கால இலக்கியங்களை அறியமுடிகின்றது. சிறுகதை எழுதும் திறன் மேம்படும

<div align="right">Course Teacher
Dept. of Tamil</div>

Semester - II				
Course code: 922CE	**COMMUNICATIVE ENGLISH - II**		**Credits: 3**	**Hours: 5**
Objectives	➢ To help them to write letters, resume and general English. ➢ To initiate the learners to varied genres of English Literature.			

Unit - I	Prose
	      1. My Greatest Olympic Prize – Jesse Owens
	      2. Voluntary Poverty – Mahatma Gandhi
	      3. Helen Kellar – Ishbel Ross			

Unit - II	Prose
	      1. Coffee Worries – R.K. Narayan
	      2. A Night Among the Pines – R.L. Stevenson
	      3. Spoon Feeding – W.R.Inge			

Unit - III	Poetry
	      1. Daffodils - Wordsworth
	      2. Mending Wall – Robert Frost
	      3. A River – A.K.Ramanujan			

Unit – IV	Grammar Adjective, Preposition, Conjunction and Interjection.			
Unit - V	Composition Formal Letters, Resume Writing, Precise Writing and General Essays.			
Reference and Textbooks:				
• Krishnaswamy, N. (2009). *Modern English – A Book of Grammar Usage and Composition.* Macmillan Publishers.				
• Nagarajan, V., et al (2015). *One Act Plays, Ed. By the Board of Editors*, Harrows Publications, Chennai.				
• Nagarajan, V., et al (2016). *Gate Way to English – An Anthology of Prose and Poetry* Ed. By the Board of Editors, Harrows Publications, Chennai.				
• Nagarajan, V., et al (Eds) (2015). *Six Short Stories*. By the Board of Editors, Harrows Publications, Chennai.				
• Narayan, R. K. (2008). *Swami and Friends*. Chennai: Indian Thought Publications.				
Outcomes	➢ Can familiar with prose and poetry. ➢ Can write general English, resume and letters			

Course Teacher
Dept. of English

Semester - II			
Course code: 3162C1	**FUNDAMENTALS OF FEMINIST THEORY**	**Credits: 4**	**Hours: 4**
Objectives	➢ To understand the Feminist theories ➢ To impart knowledge on the conceptual and theoretical background on Feminism		
Unit - I	Feminism: Definition - objectives – goals - phases of Feminist Movement – Seneca Fall convention - First wave of Feminist Movement - Second wave of Feminist Movement - Third wave of Feminist Movement		
Unit - II	Liberal Feminism: Equality – Rationality – Freedom - Civil liberty – critique		
Unit - III	Marxist Feminism: Class-Alienation-production-reproduction, Engels Idea on origin of family, private property and state, Contemporary Marxist Feminist Ideas on socialization of domestic work, wages for house work		
Unit – IV	Radical Feminism: Gender, Patriarchy, Sexuality, Motherhood and reproduction, Androgyny. Socialist Feminism: – Dual system theory unified system theory.		
Unit - V	Indian Feminism: Early feminist thought: Pandita Ramabai, Tarabai Schinde's Stree-Purush Tulane, Rokeya Shakhwat Hussain's Sultana's Dream, Gandhiji's and Babasaheb Ambedkar's Perspectives on Women, Dalit, Feminisms and Ecofeminist perspectives of Vandana Shiva		

Reference and Textbooks:

- Butler, Judith & Joan W Scott (1992). *Feminist Theorize the Political*. New York: Routledge.
- Bhasin, Kamla (1993). *What is Patriarchy*?, New Delhi: Kali For Women.
- Cann, Hannah (2019). *The Feminism Book*. London: DK Publishers.
- Celia, Harquail (2020). *Feminism A Key Idea for Business and Society*. London: Routledge
- Mary Eagleton (2003). *A concise companion to Feminist Theory*. Blackwell: Routhledge.

Outcomes	➢ Understand the historical perspectives in Feminist Theories ➢ Gain knowledge on Indian Feminist scholars perspectives

Course Teacher

Dr.P.Veeramani

Semester - II			
Course code: 3162C2	INDIGENOUS FEMINISMS	Credits: 4	Hours: 4
Objectives	➢ To think critically about the politics of visibility and invisibility even in progressive movements and require them to reflect on questions of location and privilege especially in relation to scholarship and activism. ➢ Examine feminist scholarship that speaks to these concerns, contextualizing them within and around debates on colonialism, post-colonialism, and globalization.		
Unit - I	Introduction: Conceptualizing indigenous, indigenism, indigenousness, aboriginal, native, postcolonial, transnational – definitional dilemmas of 'indigenous people' – postcolonial and indigenous thinking and resistance practices		
Unit - II	Women and the indigenous: Indigenous communities – women in indigenous communities - Indigenous feminism – differences between indigenous and western feminisms – alternatives to western or white feminism?		
Unit - III	Indigenous feminism & diverse perspectives from North America: lived experiences of Native American & First Nations women – Decolonization, Indigenous Sovereignty – Sexual victimization of Native American women & girls - The Missing and Murdered Indigenous Women (MMIW) - Aboriginal and native feminist theories		
Unit - IV	Indigenous feminism & diverse perspectives from Africa & Latin America: Race and the appropriation of Black women in struggle and scholarship – influence of machismo culture and hyper masculinity in Latin America etc.		
Unit - V	Indigenous feminism & diverse perspectives from Asia: Globalization & Chinese women - Dalit, Muslim, Tribal and Queer Women experiences with Hegemonic feminism etc.		

Reference and Textbooks:

- Andrea Smith (2006). Indigenous Feminism without Apology. New Socialist, 58, 16-17.
- Audre Lorde (2018). *The Master's Tools will Never Dismantle the Master's House*. UK, Penguin Random House.
- Bell Hooks (2015). *Ain't I a Woman: Black Women and Feminism,* New York & London, Routledge, 52.
- Chandra Talpade Mohanty (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses", Boundary 2, 12(3), Duke University Press, 333-358.
- Cherrie Moraga & Gloria Anzaldua (eds.) (2015). *This Bridge Called my Back, Writings by Radical Women of Color* (4th ed.), Albany: State University of New York Press.
- Gayatri Chakravorty Spivak, "Can the Subaltern Speak?" in Marxism and the Interpretation of Culture (Ed.), Cary Nelson and Lawrence Grossberg, Urbana, University of Illinois Press, 271-313.
- Smith, B. (2000). *Global Feminisms since 1945: Rewriting Histories*. London: Routledge.

Outcomes	➢ Understand the concepts relevant to indigenous feminism such as indigenism, indigenousness, aboriginal, native, postcolonial, transnational etc. ➢ Discusses Indigenous feminism & diverse perspectives from North America, Africa & Latin America and Asia.

Course Teacher
Prof.K.Manimekalai

Semester - II			
Course code: 3162A2	**WOMEN AND REPRODUCTIVE HEALTH**	**Credits: 5**	**Hours: 5**
Objectives	➢ To teach the determinants and consequences of population dynamics ➢ To create awareness about Reproductive Health and Reproductive Rights.		
Unit - I	Concepts and Determinants of Population Dynamics: Fertility, Infant Mortality, Maternal Mortality- Gender Bias in Sex Ratio		
Unit - II	Trends and growth population: Population structure and Characteristics-National and State Level – Special reference to Andhra Pradesh - Determinants of Population growth		
Unit - III	Reproductive Health: Determinants of Reproductive Health - Reproductive Health Problems - An Integrated Approach for safe motherhood and Reproductive Health and Reproductive Rights		
Unit – IV	Contraception and Family Planning: Choice of Contraceptives, Gender Bias in Contraceptive Technology - Surrogate Motherhood - Ethics and Reproductive Technology		
Unit - V	Population and Health Policies and Programmes with Special reference to Women: India's New Population Policy and ICPD Report, Beijing Conference Report dealing with Reproductive Health		

Reference and Textbooks:

- Kishore, J. (2011). *National health programs of India: National policies & legislations related to health*. (5th ed.). New Delhi: Century Publications
- Marlene B. Goldman, & Maureen Hatch (2000).*Women and Health*. Gulf Professional Publishing
- Marlene B. Goldman, Rebecca Troisi, & Kathryn M. Rexrode (2013). *Women and Health*. Elsevier/Academic Press

Outcomes	➢ Elevate knowledge on the concepts and determinants of Population Dynamics ➢ Understand Reproductive Health and Reproductive Rights

Course Teacher
Dr.S.Poulpunitha

Semester - II			
Course code: 4BES2	**AECC - ENVIRONMENTAL STUDIES**	**Credits: 2**	**Hours: 3**
Objectives	➢ To gain knowledge on the various types of natural resources, its uses and degradation. ➢ To understand the terms of pollution and pollutant and effect of pollution on environment and health		
Unit - I	**The Multidisciplinary Nature of Environmental Studies** Definition, Scope and importance Need for public awareness		

Unit - II	**Natural Resources**
	Renewable and non-renewable resources
	   a) Forest Resources: Use and over-exploitation, deforestation, case studies, Timber extraction, mining, dams and their effect on forests and tribal people
	   b) Water Resources: Use and over-Utilization of surface and ground water, floods, drought, conflicts over water, dams- benefits and problems.
	   c) Mineral resources: Use and exploitation, experimental effects of extracting and using mineral resources, case studies.
	   d) Food resources: world food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
	   e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy resources, Case studies.
	   f) Land resources: Land as a resource, land degradation, main induced landsides, soil-erosion and desertification
	      • Role of individual in conservation of natural resources
	      • Equitable use of resources for sustainable lifestyle		

Unit - III	**Ecosystems, Bio-diversity and its conservation**
	Ecosystems
	   • Concept of an Ecosystem
	   • Structure and function of an Ecosystem
	   • Energy Flow in the Ecosystem
	   • Food Chains, Food Webs and Ecological Pyramids
	Biodiversity and its conservation
	   • Introduction- Definition: Genetic, Species and Ecosystem Diversity
	   • Bio-Geographical Classification of India
	   • Value of Biodiversity: Consumptive Use, Productive Use, Social Ethical, Aesthetic and Option Values.
	   • Biodiversity at Global, National and Local Levels
	   • India as a Mega-Diversity Nation
	   • Hot Spots of Biodiversity
	   • Threats to Biodiversity: Habitat Loss, Poaching of Wildlife, Man-Wildlife Conflicts
	   • Endangered and Endemic Species of India
	   • Conservation of Biodiversity in-Situ and Ex-Situ Conservation of Biodiversity		

Unit – IV	**Environmental Pollution**
	• Causes, Effects and Control measures of:-
	a) Air Pollution
	b) Water pollution
	c) Soil pollution
	d) Marine pollution
	e) Noise pollution
	f) Thermal pollution
	g) Nuclear hazards
Unit - V	**Field Work**
	• Visit to a local area to document environmental assets–river/ forest/ grassland/ hill/ mountain
	• Visit to a local polluted site- Urban/Rural/Industrial/Agricultural
	• Study of common Plants, insects, birds
	• Study of simple ecosystem-pond, River, Hill slopes, etc

Reference and Textbooks:

- Hawlinks R.E. (1987). *Encyclopedia of Indian Natural History*, Bombay Natural History Society, Bombay.
- Burner, R.C. (1989). *Hazardous Waste Inclineration*. McGraw Hill Inc.
- Heywood, V.H., & Watson, R.T. (1995). *Global biodiversity Assesment*. Cambridge University Press.
- Agarwal, K.C. (2001). Environmental Biology, Bikane: Nidi Publication Ltd.
- Cunnigham, W.P. Cooper, T.H. Gorhani, E., & Hepworth, M.T. (2001). Environmental Encylo*pedia*, Mumbai: Jaico Publishing House.

Outcomes	➢ Gain knowledge about Renewable and non-renewable resources
	➢ Understand knowledge about Bio-diversity and its conservation.

Course Teacher
Dr.I.Sivakumar

Semester – III

Semester - III			
Course code: 3163T3	பொதுத் தமிழ் தாள் - 3: காப்பியமும் புதினமும்	**Credits: 3**	**Hours: 5**
நோக்கம்	தமிழ் இலக்கியங்களின் கால அடிப்படையில் காப்பிய இலக்கிய இடைக்காலத்திலும், புதினங்கள் இக்காலத்திலும் காணப்படுகின்றன. காப்பியங்கள் பெரும்பாண்மையாக அறம், பொருள், இன்பம், வீடு ஆகிய நான்கு உறுதிப்பொருட்களையும் வெளிப்படுத்துவதாய் அமைந்துள்ளன. இக்கால இலக்கிய வரவில் புதினமும் ஒன்று. புதினங்கள் பெரும்பாலும் சமூகங்களில் நிகழும் அவலங்களையும், அநீதிகளையும் எடுத்துக் கூறுவதாய்த் திகழ்கிறது. இவற்றை மாணவர்களுக்கு உணர்த்தும் விதமாகவும், தமிழ் இலக்கணங்களான எழுத்து, சொல், பொருள், யாப்பு, அணி ஆகியவற்றில் யாப்பு, அணி இலக்கணங்கள் பற்றி அறியும் வண்ணமாகவும், மாணவர்களின் மரபு, புதுக்கவிதை படைப்புத்திறன்களை வெளிக்கொணரும் வண்ணமும் இத்தாள் அமைக்கப்பெற்றுள்ளது.		
Unit - I	1. சிலப்பதிகாரம் - மங்கல வாழ்த்துப்பாடல் 2. மணிமேகலை - பாத்திர மரபு கூறிய காதை 3. கம்பராமாயணம் - சேது பந்தனப்படலம் 4. பெரியபுராணம் - கோச்செங்கட்சோழ நாயனார் புராணம் 5. தேம்பாவணி - கோலியாத் படலம் 6. சீறாப்புராணம் - மானுக்குப் பிணை நின்ற படலம்		
Unit - II	புதினம் வேரில் பழுத்தபலா - சு.சமுத்திரம்.		
Unit - III	இலக்கணம் யாப்பும் அணியும் செய்யுள் உறுப்புகள், எழுத்து, அசை, சீர், தளை, அடி, தொடை ஆகியன பற்றிய விளக்கம். பாவகை, வெண்பா, ஆசிரியப்பா ஆகியவற்றின் பொது இலக்கணங்கள்.அணி, வகைகள், உவமை, உருவகம், வேற்றுமை, பின்வருநிலை, சிலேடை அணிகள்.		
Unit – IV	இலக்கிய வரலாறு அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.		
Unit - V	படைப்பாற்றல் மரபுக் கவிதை - புதுக்கவிதை படைத்தல்.		
பார்வை நூல்கள் • தண்டி (1926). *தண்டியலங்காரம்.* • அமிர்தசாகர் (2009.) *யாப்பருங்கலக்காரிகை.* • பாக்கியமேரி (2013). *வகைமை நோக்கில் தமிழிலக்கிய வரலாறு* (5வது பதிப்பு). • சு.சமுத்திரம் (2015). *வேரில் பழுத்த பலா* • தமிழண்ணல் (2017). *புதிய நோக்கில் தமிழிலக்கிய வரலாறு* (36வது பதிப்பு). (மேலும் அலகு-1-ல் குறிப்பிடப்பெற்றுள்ள காப்பியப் பகுதிகள்)			
விளைவுகள்	➢ காப்பியங்கள், புதினங்கள் மற்றும் இலக்கண வகைகளை அறியமுடிகின்றது. ➢ கவிதை படைக்கும் ஆற்றலை வளர்க்கிறது		

Course Teacher

Dept. of Tamil

	Semester - III		
Course code: 3163E1	**ENGLISH - III**	**Credits: 3**	**Hours: 5**
Objectives	➢ To introduce the learners the short stories and one act plays. ➢ To teach tenses, voices, degrees of comparison, descriptive writings etc.		

Unit - I	Short Stories
	       1. Two Old Men – Leo Tolstoy
	       2. The Diamond Necklace – Guy de Maupassant
	       3. The Verger – Somerset Maugham
	       4. The Postmaster – Rabindranath Tagore.		

Unit - II	One Act Plays
	       1. Riders to the Sea – J.M.Synge
	       2. The Rising of the Moon – Lady Gregory		

Unit - III	One Act Plays
	       1. A Kind of Justice – Margaret Wood
	       2. The Refugee – Asif Currimbhoy		

Unit – IV	Grammar Tenses, Voices, Degrees of Comparison		
Unit - V	Composition Agenda, Minutes, Notice, Descriptive Writing		
Reference and Textbooks: • Narayan, R. K. (2008*). Swami and Friends.*Chennai: Indian Thought Publications. • Krishnaswamy. N. (2009). *Modern English – A Book of Grammar Usage and Composition*. Macmillan Publishers. • Nagarajan, V. et al (2015). *Six Short Stories*, (Ed) Chennai: Harrows Publications. • Nagarajan, V. et al (2015*). One Act Plays*, Chennai: Harrows Publications. • Nagarajan, V. et al (2016). *Gate Way to English – An Anthology of Prose and Poetry* (Ed). Chennai: Harrows			
Outcomes	➢ Can familiar with short stories and one act plays of great writers. ➢ Can speak and write English without committing mistakes.		

Course Teacher

Dept. of English

Semester - III			
Course code: **3163C1**	**WOMEN AND SOCIETY**	**Credits: 4**	**Hours: 4**
Objectives	➢ To understand the challenges of women ➢ To study the patriarchy practices in different institutions		
Unit - I	Basic Concepts: Gender shaping Institutions - Theories of Gender construction - Understanding Sexism and Androcentrism - Understanding Patriarchy and Theories of Patriarchy - Private - Public dichotomy - Sexual Division of Work - Patriarchy practices in different institutions and Text Books		
Unit - II	Social Structures: Kinship - Forms of Family and Household - Institutions of Marriage and Divorce, Politics of reproduction, Dowry, Property Rights - Class/Caste: hierarchy, difference and mobility		
Unit – III	Changing Status of Women in India: Women in Ancient and PreColonial India - Women in Colonial Period: Women's participation in the freedom movement, and women's organization - Women in Post-Colonial India: Towards Equality Report, Sharamshakti Report		
Unit - IV	Contemporary Debates: Indian women: Identity and Illusion - Representation and Issues of marginalised women - Violence, victimhood and agency – Empowerment		
Unit - V	Introduction to Women's Studies: Emergence of Women's Studies in India as an academic discipline - Establishment of Centre for Women's Studies under UGC guidelines - Women's Studies in International Settings - Growth and changing perspectives of Women's Studies and Research, Challenges faced by Women's Studies		
Reference and Textbooks: • Ashok S. Kolaska. (2012). *Women and Society: The Road to Change*. U.K: Oxford Book • Kamla, Bhasin. (1993). *What is Patriarchy?*. New Delhi: Kali For Women • Kamla, Bhasin. (2004). *Exploring Masculinity*. New Delhi: Kali For Women • Mary E. John. (2008). *Women's Studies in India: A reader*. New Delhi: Penguin Books. • Neera Desai & Usha Thakkar. (2019). *Women in Indian Society, New Delhi: National* University Press			
Outcomes	➢ Aware about the gender discriminative practices in different institutions ➢ Aware about the factors influencing upliftment of women in society		

Course Teacher

Prof.K.Manimekalai

Semester - III			
Course code: 3163C2	**GENDER AND HUMAN RIGHTS**	**Credits: 4**	**Hours: 4**
Objectives	➢ To identify major human rights violations faced by women ➢ To analyse the role of communalism, fundamentalism, patriarchy and violence as major hurdles to women's rights		
Unit - I	Understanding Gender Human Rights: Historical Evolution of Gender Human Rights - Caste, Class, Race, Third Gender and Minorities - Sex Slave and Political Prisoners		
Unit - II	Women's Rights as Human Rights: Female Genital Mutilation, Rape, Honour Killing, Intimate Partner Violence, Witch Hunting, Virginity Test, Communalism, Trafficking, Immigration		
Unit - III	International Initiatives: Nairobi Conference - 1975 Conference - Convention on the Elimination of all forms of Discrimination against Women (CEDAW) - Beijing +, CSW, UN, UNIFEM, UNDP		
Unit – IV	Indian Constitutional Provisions: Special Articles and Legal provisions		
Unit - V	National and Other Initiatives: National Commission for Women and other State Commissions - Ministry of Women and Child Development		

Reference and Textbooks:
- Anisur, Rehman (2011). Human Rights and Social Security; perspectives, issues and challenges. New Delhi: Manak.
- Bishnu. C., Barik, Pushpesh Kumar, & Usha, Sarode (Eds.), (2010). Gender and Human Rights: Narratives on Macro-Micro Realities. Rawat.
- Hellum, Anne (2019). Human Rights, Sexual Orientation, and Gender Identity. Routhledge.
- Manoj, Kumar & Singh (2015). A Women and Human Rights. New Delhi: Akashdeep Publications
- Subramanian, C., & Sugirtha, M. (2015). Transgender Rights: A panoramic view. New Delhi: Serial.
- Yahyaoui, Krivenko, & Ekaterina (2020). Gender and Human Rights: Expanding Concepts. Edward Elgar Ltd.

Outcomes	➢ Understand the historical evolution of gender human rights ➢ Aware about various international and national initiatives that focus on gender equity & equality

Course Teacher
Dr.P.Veeramani

Semester - III			
Course code: 3162A3	**FIELD WORK**	**Credits: 5**	**Hours: 5**
Objectives	➢ To gain knowledge on various tools and techniques of training programme for different stakeholders ➢ To get familiar with various organizations and institutions that work for the upliftment of people in vulnerable society.		
Unit - I	Concept of Training: Training and learning - Types of training - Role of training and capacity building in Human Resource Development		
Unit - II	Methods and Techniques of Training: Tools and Techniques for Training		
Unit - III	Designing and evaluation of Training Programs for different Stakeholders: Grass root Functionaries, Managers, Policy Makers		
Unit – IV	Training Methods and Techniques – Practice: Develop Training Modules for specific target groups and Learning Goals		
Unit - V	Agencies involved in Training and Development: NGOs, GOs and Corporate		
Reference and Textbooks: • 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			
Outcomes	➢ Able to design and evaluate the training programmes for different stake holder ➢ Aware about various international & national initiatives that focus on gender equity and equality		

Course Teacher

Dr.T.Murugesan

Semester - III			
Course code: 316S01	**HUMAN RESOURCE MANAGEMENT**	**Credits: 2**	**Hours: 3**
Objectives	➢ To understand the concept of human resource management ➢ To acquire the skills of comprehending a multi-stakeholder perspective in viewing workplace issues		
Unit - I	Human Resource Management: Definition, Concept, philosophy, principles, role and importance in general management. Functions of Human Resource Manager, qualities, and competencies of HR Manager		
Unit - II	Human Resources Planning: Concept and Process. Job analysis-Job description-Job specification-Job evaluation -techniques in job evaluation -Job enrichment –Job enlargement		
Unit - III	Human Resource Acquisition: Recruitment –Concept, Theories, Selection Process and problems: Modern Technology recruitment: Social Media, Selection policy, Psychometric testing –Purposes, Nature, type of testing. Interview –Types, technique, Guideline for effective Interview		
Unit - IV	Compensation Management System: Wage and Salary, Wage Structure, Compensation Survey, Impact on Industry, Perks and Benefits, ESOP, Incentive and Bonus, Profit Sharing, Managerial Remuneration, Tax Planning – Salary Structuring –Recent trends in Taxation – Case Studies		
Unit - V	Modern Manufacturing Practices: ISO certifications, Benchmarking, Kaizen, Five S, Six Sigma, Lean manufacturing, Total Quality Management –Concept, meaning and definition of International Human Resource Management, Types of employees of an international firm		
Reference and Textbooks: • Bhattacharya, Dipak Kumar (2013). *Human Resource Management*, Jain Book Agency. • Prasad, L. M. (2015). *Human Resource Management*, Jain Book Agency, 3. • Aswathappa, K. (2010). *Human Resource Management*. New Delhi: Tata-McGrawHill. • Aswathappa, K. (2013). *Human Resource Management*, Text and Cases, New Delhi: McGraw Hill Education Limited. • Chatterjee, Baskar (2007). *Human Resource Management*. New Delhi. • Ghosh, Biswath (2014). *Human Resource Development and Management*. New Delhi: Jain Book.			
Outcomes	➢ Identify, formulate and solve problems in HRM ➢ Understand the concepts and techniques of human resource planning, human resource acquisition and compensation management		

Course Teacher

Dr.S.Poulpunitha

Semester - III			
Course code: 316S02	**OFFICE AUTOMATION**	**Credits: 2**	**Hours: 3**
Objectives	➢ To Understand the basic concepts in Office Automation ➢ To enhance the knowledge on MS Office, MS Power Point and MS Access		
Unit - I	Computer Concepts – Introduction to Computers – Definition - Advantage & Disadvantages – Classification of Computers (Desktop, Laptop, Notepad) Hardware features & Uses – Defining Hardware – Components of Computer –Diagram of Computer – Primary Storage Concept – Secondary Storage Devices – Input / Output, Devices – Software Concepts – Operating System (O/S)		
Unit - II	Management Information Systems – An Overview – Introduction to MIS – Meaning and Role of MIS – Objectives of MIS – Elements of MIS – Characteristics of MIS – Applications of MIS (Briefly) in Accounting and Finance Management – Marketing Management – Materials Management - Production Management – Personnel Management – Role of Computers in MIS		
Unit - III	Introduction to MS Office 2000 – Characteristics & Its applications – Introduction to MS Word Creating, Editing, Formatting, Saving Documents – Types of Document Formats – Mail Merge Features – Spreadsheet Introduction to MS Excel – Definition, Characteristics, Mathematical functions in Excel, Creating and Working with Graph and Charts		
Unit - IV	Introduction to MS Power Point – Creating, Formatting, Editing, Viewing Slideshow, Creating a Presentation using MS Power Point		
Unit - V	Introduction to MS Access – Meaning, Creating of Database, Modification, Storing and retrieving of records from a database – Introduction to Business Process Outsourcing – Creation of email ID		
Reference and Textbooks • Memoria, C.B. MS Office – Complete Reference. New Delhi: BPP • Malhotra, T.D. Computer Awareness and Applications New Delhi: Kalyani • Mustafa, A. Principles of Information Technology. Madurai: Nagas			
Outcomes	➢ Gain the basic knowledge on Computer concepts ➢ Familiarize with the MS Office, MS Power Point, MS Access		

Course Teacher

Dept. Computer Science

Semester – IV

Semester - IV			
Course code: 3164T4	பொதுத்தமிழ் தாள் - 4: பண்டைய இலக்கியமும் நாடகமும்	**Credits: 3**	**Hours: 5**
நோக்கம்	கல்தோன்றி மண்தோன்றாக் காலத்து முன்தோன்றிய மூத்த மொழி தமிழ்மொழியாகும். ஆகையால் தமிழ் மொழி செம்மொழியாகக் கருதப்படுகிறது. இச்செம்மொழியில் தோன்றிய இலக்கியங்கள் சங்க இலக்கியங்கள், இடைக்கால இலக்கியங்கள், தற்கால இலக்கியங்கள் என வகைப்படுத்தப்படுகின்றன. சங்க இலக்கியங்களாக எட்டுத்தொகையும் பத்துப்பாட்டும் வகை செய்யப்படுகின்றன. இடைக்கால இலக்கியங்களாகக் காப்பியங்களும், பக்தி இலக்கியங்களும், சிற்றிலக்கியங்களும் வகைப்படுத்தப்படுகின்றன. இதைப்போல் தற்கால இலக்கியங்களாக உரைநடை, நாடகம், கவிதை என வகைப்படுத்தப்படுகின்றன. அவ்வகையில் சங்க இலக்கியங்களின் வழி மாணவர்களுக்கு அறங்களைப் போதிப்பதும், தற்கால இலக்கியங்களின் வழி நடிப்புடன் கூடிய அறக்கருத்துக்களை நாடகங்கள் வாயிலாக உணர்த்தப்படுவதும் இத்தாளின் நோக்கமாக அமைகின்றது.		
Unit - I	அ. பத்துப்பாட்டு சிறுபாணாற்றுப்படை ஆ. நற்றிணை வெள்ளிவீதியார் பாடல் எண்கள்: 70,335,348. இ. குறுந்தொகை பாடல் எண்.40 யாயும் ஞாயும் எனத் தொடங்கும் பாடல்(குறிஞ்சி) செம்புலப்பெயல் நீரார் பாடல் எண்.43 செல்வார் அல்லர் எனத் தொடங்கும் பாடல் (பாலை) ஔவையார் பாடல் எண்.49 அணிற் பல்லன்ன எனத் தொடங்கும் பாடல் (நெய்தல்) அம்மூவனார் பாடல் எண்.61 தச்சன் செய்த எனத் தொடங்கும் பாடல் (மருதம்) தும்பிசேர்கீரன் பாடல் எண்.110 வாரார் ஆயினும் எனத் தொடங்கும் பாடல் (முல்லை) கிள்ளிமங்கலக்கிழார் ஈ. கலித்தொகை பாடல் எண்.105. அரைசுபட எனத் தொடங்கும் பாடல் (முல்லை) சோழன் நல்லுருத்திரன். உ. அகநானூறு திருமணச் சடங்குப் பாடல்கள் 2 (86,128) ஊ. புறநானூறு பிசிராந்தையார் பாடல்கள் (பாடல் எண்கள். 67,184) எ. திருக்குறள் பெரியாரைத் துணைக்கோடல், சிற்றினம் சேராமை ஆகிய இரு அதிகாரங்கள். ஏ. நாலடியார் பாடல் எண்.135 -கல்வி கரையில எனத் தொடங்கும் பாடல். பாடல் எண்.215 -கோட்டுப் பூப்போல எனத் தொடங்கும் பாடல். பாடல் எண்.248 -நல் நிலைக்கண் தன்னை நிறுப்பானும் எனத் தொடங்கும் பாடல். ஐ. பழமொழி நானூறு பாடல் எண்.46 நெடியாது எனத் தொடங்கும் பாடல். பாடல் எண்.47 தோற்றத்தாலர் எனத் தொடங்கும் பாடல். பாடல் எண்.48 மிக்குடையார் ஆகி எனத் தொடங்கும் பாடல்.		
Unit - II	நாடகம் நீதிதேவன் மயக்கம் - அறிஞர் அண்ணா.		
Unit - III	இலக்கணம் அகப்பொருள், (7 திணைகள்), புறப்பொருள் (12 திணைகள்), களவும், கற்பும், உள்ளுறை, இறைச்சி (ஆ.சிவலிங்கனார், தமிழ் இலக்கண உணர்வுகள், கபிலன் பதிப்பகம், புதுச்சேரி.		
Unit – IV	இலக்கிய வரலாறு அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.		
Unit - V	படைப்பாற்றல் ஓரங்க நாடகம் படைத்தல்.		

பார்வை நூல்கள்

- நாற்கவிராச நம்பி (2004) - *நம்பியகப் பொருள்.*
- பாக்கியமேரி (2013) - *வகைமை நோக்கில் தமிழிலக்கிய வரலாறு* (5வது பதிப்பு).
- ஐயனாரிதனார் (2015) - *புறப்பொருள் வெண்பாமாலை.*
- தமிழண்ணல் (2017) - *புதிய நோக்கில் தமிழிலக்கிய வரலாறு* (36வது பதிப்பு).
- அறிஞர் அண்ணா (2019) - *நீதி தேவன் மயக்கம்* (7வது பதிப்பு).
        (அலகு 1-ல் குறிப்பிடப்பட்டுள்ள பண்டைய இலக்கிய பகுதிகள்)

Course Teacher

Dept. of Tamil

Semester - IV			
Course code: 3164E2	**ENGLISH – IV**	**Credits: 3**	**Hours: 5**
Objectives	➢ To make them familiar with the significant texts of great writers ➢ To give practice in group communication.		
Unit - I	Drama Pygmalion – G.B. Shaw		
Unit - II	Fiction Swami and Friends – R.K.Narayan		

Unit - III	Tales from Shakespeare
	       1.The Merchant of Venice
	       2. Romeo and Juliet
	       3. The Winter's Tale		

Unit – IV	Grammar
	       1. Concord
	       2. Question Tag
	       3. Kinds of Sentences
	       4. Direct and Indirect speeches		

Unit - V	Composition
	       1. Expansion of Proverbs
	       2. Group Discussion
	       3. Conversation (Apologizing, Requesting, Thanking)		

Reference and Textbooks:

- Kriahnaswamy, N. (2009). *Modern English – A Book of Grammar Usage and Composition*. Chennai: Lakshmi Publications.

- Nagarajan, V. et al (2013). *Tales from Shakespeare*. Chennai: Harrows Publications.

- Nagarajan,V. et al (Eds.) (2015*). One Act Plays*. Chennai: Harrows Publications.

- Narayan, R. K. (2008*). Swami and Friends.* Chennai: Indian Thought Publications.

- Shaw, GB. (2018). *Pygmalion.* New Delhi: Fingerprint Publishing.

Outcomes	➢ Can acquaintance with the literary works of great writers. ➢ Can understand formal and informal communication.

Course Teacher

Dept. of English

Semester - IV			
Course code: 3164C1	**GENDER AND WORK**	**Credits: 4**	**Hours: 4**
Objectives	➢ To understand the invisibility practice of Women's Work ➢ To study the significance of Gender Disaggregated Data		
Unit - I	Women as Workers: Women and Work: Productive and Reproductive work unpaid, underpaid and casual work - Women in primary, secondary and tertiary sectors - Invisibility of women's work, problems in measurement - Classification of work in Indian census and NSSO – Main workers, marginal workers,non-workers		
Unit - II	Gender Inequality in Labour Market: Segmented Labour Market and Occupational Segregation - Gendered jobs and Social Inequality - Sex Segregation at Work Place		
Unit - III	Organised Sector: Definition and categories of organised economy - Women's participation in organised sector - Gender Discrimination, Marginalisation and pipe line leakage and Glass Ceiling - Gender issues at the work place, Legal rights and benefits available to the women workers in organized sector		
Unit – IV	Unorganised Sector: Globalisation and its impact on gender - Concentration of women in informal sector and feminisation of occupations - Working conditions in unorganised sector - Issues of wage discrimination and exploitation		
Unit - V	Women in Indian Planning: Invisibility of women in official data system - Absence of gender disaggregated data - Initiatives towards recognition of women as agents of development from sixth five-year plan, changing labour code bill and its impact on women workers, Causes and consequences of Decreasing FLFPR (female labour force participation) in India		

Reference and Textbooks:

- Aruna Rao., Joanne Sandler., David Kelleher, & Carol Miller (2015). *Gender at Work: Theory and Practice for 21st*. New York: Routledge
- Bradley, H. (1989). *Men's Work, Women's Work*. Cambridge: Polity Press
- Gary N. Powell (2012). *Handbook of Gender and Work*. USA: University of Connecticut
- Rekha, Pande., Bharat Chillakuri, & Sita Vanka (2018). *Gender and Work: International perspectives*. New Delhi: Rawat Publications
- Sharma, U. (2006). *Female Labour in India*. New Delhi: Mittal Publications
- Walby, Sylvia (1986). *Patriarchy at Work*. Cambridge: Polity Press

Outcomes	➢ Gain knowledge on gender issues in organized and unorganized sectors ➢ Understand the consequences of Female labour force Participation

Course Teacher

Dr.P.Veeramani

Semester - IV			
Course code: 3164C2	**GENDER AND POLITICS**	Credits: 4	Hours: 4
Objectives	➢ To understand the issues and challenges of women leaders from gender perspective ➢ To study the feminist critique of power and political conscientization of women		
Unit - I	Introduction: Feminist theories and perspectives on women's political participation, Political Participation of Women in Pre-Independent India - Political Participation of Women in Independent India - Significance of 73rd and 74th Amendment for women empowerment - Politics of Reservation Bill for Women		
Unit - II	Political Participation of Women: Gender Imbalance in Political Representation in Parliament and Legislative Assembly - Gender perspectives of Voting Behaviour and Electoral Process		
Unit - III	Women and Governance: Feminist Critique of Power- Weber - Governance and Gender Structures - Gender Issues in Governance - Role of women for good governance		
Unit - IV	Women in Local Governance: Women Leaders in Panchayati Raj Institutions (PRI'S) - Women's Participation in Local Self Governance - Factors Affecting Women's Participation in Local Governance - Gender auditing, and budgeting in local governance - Best Practices in Women Leadership		
Unit - V	Gender and Political Empowerment: Political Conscientization of women - Challenging gender stereotypes in political sphere - Leadership development - Capacity building, Gender Discrimination in Indian Polity - Political Participation of Women: Opportunities and constraints		

Reference and Textbooks:

- Banerjee, Prathama (2020). *Elementary Aspects of the Political- Histories from the Global South*. Duke University
- Brush, Lisa D. (2007). *Gender and Governance*. New Delhi: Rawat Publications
- Jha, Deepika (2010). *Women in World Politics*. New Delhi: Pearl Books
- Saxena, Alka (2011). *Women and Political Leadership*. New Delhi: Altar Publishing House
- Singh, Preeti (2010). *Women and Politics Worldwide*. New Delhi: Axis Publications
- Tadros, Mariz (2015). *Women in Politics: Gender, Power and development*. Routledge

Outcomes	➢ Know about major contribution of women in politics ➢ Critique the gender power in governance

Course Teacher
Dr.S.Poulpunitha

Semester - IV			
Course code: 3164A4	WOMEN, SCIENCE AND TECHNOLOGY	Credits: 5	Hours: 5
Objectives	➢ To gain knowledge about the intersection of gender, science and technology. ➢ To understand technology transfer can be facilitated to bridge the gender divide.		
Unit - I	Women in Science: Concepts of Gender and Science - Myths about women in Science - Feminist critique of Science - Women in Science: Women's career in Science, Exclusion of Women from Scientific research		
Unit - II	Gender-Just Science: Integrating Gender Perspective in Science Education and Research - Emerging ethical questions – Science - Sustainability and Indian Values		
Unit - III	Women and Technology: A historical perspective – Technology as masculine culture – Household technology – medical technology: New Reproductive technologies – Impact of Technological Change on Women		
Unit – IV	Women and Information Technology: The Digital Divide: Unequal Access, Unequal Effects – Outcome and impact of ICT's Policies and projects for women – Women's Agency and IT Industry		
Unit - V	Technology Transfer: Women and value orientation - Family primacy, Fatalism, aversion to risk taking, short time goals, mechanisms for technology transfer - Appropriate Technology for Women - Characteristics, Low cost, quality output; Adaptability process – Awareness evaluation and trail, decision stage – acquisition – basic principles of certain Technologies – Technology replacing women & technology serving women		

Reference and Textbooks:

- Anil Kumar (2007). *Women Entrepreneurship in India.* New Delhi: Regal Publications
- Chetana Kal (Ed.) (1991). *Women and Development*. New Delhi: Discovery Publishing Home
- Deepak. M. Walolar (2001). *Women Entrepreneurs*. New Delhi: Himalaya publishing House
- Eric A. Morse, & Ronald K. Mitchell, (2007). *Cases in Entrepreneurship: The Venture Creation Process*. New Delhi: Sage Publications
- Gehlawant, S.K., & Kant, K. (1987). *Strategies for Rural Development*. New Delhi: Arnold Publishers
- Jain S.C. (1985). *Women and Technology*. Jaipur Begh: Rawat Publication
- Saif Sidiqui (2008). *Women Entrepreneurs in Export Trade*. New Delhi: Regal Publications
- Sami Uddin (1989). *Entrepreneurship Development in India*. New Delhi: Mittal publications

Outcomes	➢ To understand the present position about women in science and need for gender-just science, integrating gender perspective in science education and research. ➢ Gain knowledge on connect between women and technology, women and information technology and technology transfer.

Course Teacher
Prof.K.Manimekalai

Semester - IV			
Course code: 316S03	**CRAFT DESIGNING (Practical)**	**Credits: 2**	**Hours: 3**
Objectives	➢ To know about various Craft Designing in Product Development ➢ Identify suitable Materials for the following Product Development		
Unit - I	Metal Embossing		
Unit - II	Pot painting Mural Painting Glass Painting Fabric Painting		
Unit - III	Paper and Jute Multipurpose Bags		
Unit - IV	Designing Hand Bags and Cell Phone Pouches Table Accessories - Pen holder, Phone and Table Mat		
Unit - V	Artificial Flower Making		
Reference and Textbooks: • Shailaja D. Naik (1996). Traditional Embroideries of India, S.B. Nangia for A.P.H. Publishing Corporation. • Anne Morrell (1995). The Techniques of Indian Embroidery, Interweave Press Inc. • Bhatnagar, P. (2004). Traditional Indian Costumes & Textiles, Chandigarh: Abhishek Publications. • Lehri, R.M. (2011). Indian Embroidery Ethnic and Beyond. Mumbai: Super Book House.			
Outcomes	➢ To get practical knowledge on various Craft Designing in Product Development ➢ To aware suitable Materials for the following Product Development		

Course Teacher

M.Priyanka

	Semester – IV		
Course code: 316S04	**BASICS OF COMMUNICATION**	**Credits: 2**	**Hours: 3**
Objectives	➢ To develop knowledge on the concept and theories of Communication systems. ➢ To understand the concept of Media involved in Communication.		
Unit - I	Communication: Concepts, Historical Background, Concept and Nature - Functions of Communication - Types of Communication - Communication Transactions - Formal and Informal Communication; Verbal and Non-verbal Communication - Scope of Communication- Communication and Mainstream Media- Newspaper, Radio, Television and Cinema, ICTs and Web based Communication - Communication for Social Change		
Unit - II	Understanding Human Communication: Culture and communication- Signs, symbols and codes in communication – Postulates /Principles of Communication - Elements of Communication and their characteristics - Models of Communication - Barriers to Communication		
Unit - III	Communicating Effectively: Concept, Nature and Relevance to Communication Process – Empathy – Persuasion - Perception – Listening		
Unit – IV	Communication for Extension: Concept, Nature and Philosophy of Extension - Principles of Extension - Methods and Media of community outreach; Audio-Visual Aids- Concept, Classification, Characteristics and Scope. Relationship between, Communication, Extension and Development		
Unit - V	Communication Techniques: Developing skills in planning and conducting small Group Communication - Review of Media on Selected Issues - Design and use of Graphic Media		

Reference and Textbooks:
 	
    Barker, L. (1990). *Communication*. New Jersey: Prentice Hall.
    Devito, J. (1998). *Human Communication*. New York: Harper & Row.
    Patri & Patri (2002). *Essentials of Communication*. Greenspan Publications.			

Outcomes	➢ Can understanding on human communication. ➢ Can speak and relationship between communication and extension.		

Course Teacher

Dr.I.Sivakumar

Semester - V

Semester - V			
Course code: 3165C1	**DEVELOPMENT POLICIES: GENDER PERSPECTIVES**	**Credits: 4**	**Hours: 4**
Objectives	➢ To understand the feminist approaches in various development policies, reports and commissions. ➢ To introduce the concepts and debates in engendering development policies		
Unit - I	Gender Critiques of Development: Historical Journey of the Concept of Development, Feminisms in Development: WID-WAD- GAD		
Unit - II	Gender, Development and the Indian Nation State: Landmark Policies, Plans, Reports and Commissions		
Unit - III	Household, Production and Reproduction: Formal and Informal Labour, Gender and Livelihood, Feminisation of Poverty, Practical Gender Needs, Strategic Gender Needs		
Unit – IV	Gender and Citizenship: Law and Politics as Subversive Sites, Health and Education – Decision Making - Issues of Access and Control		
Unit - V	Women Organizing for Social Transformation: Shifts in Forms and Strategies		

Reference and Textbooks:

- Behl, Natasha (2019). *Gendered Citizenship: Understanding Gendered Violence in Democratic India*. Oxford University Press.
- Calkin, Sydney (2018). *Human Capital in Gender and Development*. Routledge.
- Hines, S. (2013). *Gender* Diversity, *Recognition and Citizenship- Towards a Politics of Difference*. Palgrave Macmillan UK
- Kasturi, Sumana (2020). *Gender, Citizenship, and Identity in the Indian Blogosphere-Writing the Everyday*. Routledge.
- Spary, Carole (2020). *Gender, Development and the State in India*. Routledge
- Sumer, Sevil (2020). *Gendered Academic Citizenship- Issues and Experiences*. Palgrave Macmillan

Outcomes	➢ Acquire knowledge on concept of gender and development from gender perspectives ➢ Get aware about the development policies from gender perspectives

Course Teacher
Dr.S.Poul Punitha

Semester - V			
Course code: 3165C2	**RESEARCH METHODOLOGY**	**Credits: 4**	**Hours: 4**
Objectives	➢ To understand the importance and limitations of Social Science Research ➢ To learn about basics concepts in Feminist Research		
Unit - I	Research: Meanings, Types, Importance – Subjectivity, Objectivity and Inter-Subjectivity in Social ScienceResearch – Research Ethics		
Unit - II	Research Methods and Design: Qualitative and Qualitative Research: Merits and Limitations - Research Design: Descriptive, Explanatory, Exploratory, Experimental, Diagnostic, Inductive and Deductive research		
Unit - III	Sources of Data: Primary data, Secondary data, Technique and methods of data collection: Digital Methodology, Observation, Questionnaire, Interview schedule, Case Study and Participatory Rural Appraisal		
Unit – IV	Feminist Research: Key Concepts and Debates in Feminist Research - Issues and Limitations in Feminist Research - Feminist Methodology: Feminist Epistemology, Ethnography, Sexism in Research, Sex role in Research, Non Sexist Research		
Unit - V	Report Writing: Research Report Writing – Meaning, Steps and Importance – Bibliography – Reference – Plagiarism		

Reference and Textbooks:

- Anol Bhattacherjee (2012). Social Science Research: Principles, Methods and Practices; Creative Commons Attribution.
- Bruce L. Berg (2001). Qualitative Research Methods for Social Sciences, Allyn & Bacon.
- Bryman, Alan (2008). Social Research Methods, Oxford University Press.
- Donatella della Porta, & Michael Keating (Eds.) (2008). Approaches and Methodologies in the Social Sciences: A Pluralist Perspective, Cambridge University Press.
- Linbary, J. R., & Hamel, S. A. (2017). Feminist online interviewing: Engaging issues of power, resistance and reflexivity in practice. *Feminist review*, 115(1), 97-113.

Outcomes	➢ Inculcate knowledge on Research Methodology ➢ Gain knowledge on importance of Feminist Research in Social Science

Course Teacher
Dr.P.Veeramani

	Semester - V		
Course code: 3165C3	**WOMEN AND ENTREPRENEURSHIP DEVELOPMENT**	**Credits: 4**	**Hours: 4**
Objectives	➢ To understand the process and procedures for taking up Entrepreneurial Programmes for Women. ➢ To develop an aptitude for Entrepreneurship Development.		
Unit - I	Entrepreneurship: Entrepreneur and Entrepreneurship – Meaning, Need, Transition from Income Generation to Self-Employment and Entrepreneurship, Qualities of a good Entrepreneur, Challenges of Women Entrepreneurs.		
Unit - II	Factors influencing Women Entrepreneurial Development: Economic, Legal, Social and Psychological Factors.		
Unit - III	Agencies supporting Entrepreneurial Development: SIDCO, DIC, TIIC, NSIC, MSME- Objectives, Programmes, Financial Assistance		
Unit - IV	Women Specific Schemes for Assistance: State and Central Level Current Schemes and Programmes for Individual and Group Support.		
Unit - V	Project Proposal: Proposal format and Content - Steps and Preparation, Feasibility Testing, SWOT Analysis.		

Reference and Textbooks
- Adam, Maura, MC., & Cunningham, James, A. (Ed.) (2021). *Women and Global Entrepreneurship – Contestualising Everyday Experience*. U.K: Routhledge
- Binda Zane, Edoardo (2016). *Writing Proposals: A Handbook of What Makes your Project Right for Funding*. New Delhi: Createspace Independent Pub
- Chunawalla, S.A. (1999). *Sales Management*. New Delhi: Himalayan publishing House
- David, H. Moll (1999). *Entrepreneurship*. New Delhi: Prentice Hall of India
- Vasant Desai (2000). *Project Management and entrepreneurship.* New Delhi: Himalaya Publishing House
- Walters, Charlene (2021). *Launch Your Inner Entrepreneur: 10 Mindset Shifts for Women to Take Action, Unleash Creativity, and Achieve Financial Success*. McGraw-Hill Education

Outcomes	➢ Get aware about the factors influencing in the Entrepreneurial Development ➢ Aware about supporting agencies and assistance schemes in promoting the Entrepreneurs

Course Teacher
Prof.K.Manimekalai

	Semester - V		
Course code: 316E01	**GENDER AND RELIGION**	**Credits: 5**	**Hours: 5**
Objectives	➢ To gauge the status of Women in different Religions ➢ To debate and discourse on Personal Laws		
Unit - I	Gender and Religion: Feminist discourse and perspectives, Gender in Major Religious Traditions: Women and Hinduism - Women and Islam - Women and other religions		
Unit - II	Status of Women: Different religions at Global and National		
Unit - III	Women and Personal Laws: Debates on Personal Laws at Global and National Level, Hindu Code Bill and other Laws - Muslim Personal Law		
Unit - IV	Debate and Discourse: Reform and Gender Justice: Feminist Debate - Codification of Personal Laws		
Unit - V	Assessing Women's and Men's Religious Roles in India		

Reference and Textbooks:
- Agnes, Chandra, & Basu (2016). Women and Law in India. U.K: Oxford University Press.
- Arvind Sharma (Ed.) (1993). *Today's Woman in World Religions*. State University of New York Press
- Clara Greed (Ed.) (2020). Gender and Religion in the City Women, Urban Planning and spiritualit. U.K: Routledge
- Khosla, Tamanna (2018). *Personal Laws in India: Reconciling Diversity with Gender* Justice. Vitasta Publishing Pvt. Ltd
- Nyhagen, Line, Halsaa (2016). *Religion, Gender and Citizenship Women of Faith, Gender Equality and Feminism*. Palgrave Macmillan

Outcomes	➢ Aware about personal laws that support women ➢ Gain knowledge on role of women in various Religion

Course Teacher
Dr.S.Poulpunitha

Semester - V			
Course code: 316E02	**GENDER AND DISABILITY**	**Credits: 5**	**Hours: 5**
Objectives	➢ Develop an understanding of human rights based approach in context of disability. ➢ Explain the impact of gender on disability.		
Unit - I	Human Rights-Based Approach: Concept and History - Principles of Human Rights-Based Approach- Equality and Non-Discrimination- Universality & Inalienability-Participation and Inclusion Accountability and Rule of Law- Elements of Human Rights System- Legal Framework- Institutions		
Unit - II	Girl child in Society: Child labours - Child abuse - Changing role of women - marriage - Women's Issues - Motherhood - Single parent – Widows- Multiple Roles of Women- Role conflict, Role change		
Unit - III	Impairment & Disability: Concept & Difference - Gendered Experience of Disability-Public Domain: School and Outside School - Private and Familial Domain-Normalization and Social Role Valorisation Gender and Disability Analysis		
Unit - IV	Women and Girl Child with Disability: Inclusive Equality - Access to Family Life Access to Education, Vocational Training and Employment - Access to Political Participation - Factors Contributing to Disability- Gender-Based Violence and within Family - Traditional Practices - Sexual and Reproductive Health		
Unit - V	Development Policies & Programs: Public Awareness- Civil Society- Advantage of Human Rights - Based Approach - Implications for Disability Empowerment-Enforceability - Indivisibility - Participations - Gender Critique of Legislation, Government Policy and Schemes		

Reference and Textbooks:

- Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. UK: Oxfam
- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage.
- Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press.

Outcomes	➢ Develop an understanding of human rights based approach in context ➢ Explain the impact of gender on disability.

Course Teacher

Dr.P.Veeramani

Semester - V				
Course code: 316E03	**GENDER MAINSTREAMING**		**Credits: 5**	**Hours: 5**
Objectives	➢ To gain knowledge on concept and steps in gender mainstreaming ➢ To describe the importance of gender mainstreaming in project implementation, monitoring and evaluation			
Unit - I	Mainstreaming: Definition, importance - Collecting Disaggregated Data and Developing Analytical Framework - Analysing Development Agenda, Networking, Lobbying & Advocacy - Developing Gender Equality Action Plan			
Unit - II	Gender Mainstreaming: Gender Sensitive Indicators and Logical Framework - Organisational Capacity Building and Change - Gender Sensitive Policy Formulation - Organisational Capacity Building Framework - Gender Focal Staff, Gender Training and management support, Guidelines and Tools			
Unit - III	Tools and Techniques: Analytical Tools - Statistics, Surveys, Research reports, Checklists, Guidelines, Gender Impact Assessment methods - Educational Tools - Awareness raising, Training, Follow up Action, Manuals, booklets, Leaflets, hand outs - Consultative Tools - Think tank and Steering groups, Directories, Databases, Organizational Charge, Conferences, Seminars and Hearings - Participatory Tools - Participation of Both the sexes in decision making - Analysis of Case Studies			
Unit – IV	Engendering Policy and Programs: Gender Mainstreaming in Country Level Projects - Gender Mainstreaming in National / State Policy - Gender Mainstreaming in Programme Planning & Design - Gender Mainstreaming in programme implementation, monitoring and evaluation			
Unit - V	Gender Mainstreaming in Development Projects: Gender Mainstreaming in project design - Gender Mainstreaming in project implementation - Gender Mainstreaming in Monitoring and Evaluation Projects			

Reference and Textbooks:

- Sweetman, C. (Ed.). (1997). *Gender in Development Organisations, Gender and Development*, Great Britain: Oxfam
- UNDP. (2006). *Human Development Report, Fighting Climate Change: Human Solidarity in ADivided World*. New York: Palgrave.
- Hunt, J. (2004). *Introduction to gender analysis concepts and step*. Development Bulletin, 64, 100-106.
- Moser, A. (2005). *Gender Mainstreaming Since Beijing: A Review of Success and Limitations In International Institutions*. New York.
- Manasi Sinha, (2013). *Gender-Mainstreaming: Bridging Gender Inequality in India*. New Delhi: Grin Publishing
- Jamil, I., et al. (2020). *Gender Mainstreaming in Politics, Administration and Development in South Asia*. Switzerland: Palgrave Macmillan.

Outcomes	➢ Gain knowledge on tools and techniques in Gender Mainstreaming ➢ Understand the importance of Gender Mainstreaming in Policies and Programmes

Course Teacher

Dr.I.Sivakumar

Semester - V			
Course code: 316E04	**GENDER AND LITERATURE**	**Credits: 5**	**Hours: 5**
Objectives	➢ To study the women's literary expressions across India ➢ To focus on creative expressions across time, cultures, and oral and literary modes in order to understand gendered aspects involved in their production as well as circulation		
Unit - I	Women and the Politics of Literary Canons: Literary Canons and the exclusion of women's writings; reconstitution of patriarchies across cultures of colonialism, revivalism, reform, and nationalism.		
Unit - II	A Woman's Narratives of Self and Life-Writing: Women's literary expressions from different contexts, regions, histories, and genres. The study of each text should be preceded by an introduction which explains the differing historical contexts as well as the crosscutting relations and/or affinities between and across regions and times.		
Unit - III	Writing Culture: Writings of women from different cultures and sub-cultures in India. These will include fiction, poetry and testimonies from women across castes, tribes, locations and time.		
Unit - IV	Women Writing on Society and Politics: Writings as challenge to oppressive structures and systems such as of class, caste, patriarchy and even the state. Testimonies relating to their involvement in uprisings, movements and prison stints too have been written.		
Unit - V	Within and Across Borders: Women's writings about their location in religious communities and the nation, and perspectives across communities as well as nation states - how the borders separating communities and nations, as well as the identification of the "other" community with the enemy across the borders of the nation state, impact women's lives – also how women's writings challenge such borders.		

Reference and Textbooks:
- Abbott J. E. (2010). *Bahina Bai: A Translation of Her Autobiography and Verses*. Cosmo Publications.
- Bama (2011). Karukku, (Translated by Lakshmi Holmstrom). Delhi: Oxford UniversityPress.
- Belen, Ana, & Garcia, Martinez. (2020). *New Forms of Self-Narration: Young Women, Life Writing and Human Rights*. Palgrave Macmillan
- Mazumdar Vina (2010). *Memories of a Rolling Stone*. New Delhi: Zubaan.
- Pawar Urmila (2008). *Weave of My Life: a Dalit woman's memoirs*. Kolkata: Stree & Samya Books
- Ryall, Anka, & Ronning, Anne Birgitte. (Ed.) (2021). *Gender in Literary Exchange*. (1st ed.). Routledge

Outcomes	➢ Aware about methods for cross-cultural study of society and life within a multilingual context like India. ➢ Able to analyze the literature within the Indian context and enhance their knowledge in relation to its many regions and languages as well as in relation to other arts and social sciences.

Course Teacher
Prof.K.Manimekalai

	Semester - V		
Course code: 316S05	**FABRIC SUFACE ORNAMENTATION (Practical)**	**Credits: 2**	**Hours: 3**
Objectives	➢ To become knowledgeable on traditional embroidery types in India ➢ To learn about the preparation for fabric surface embellishment		
Unit - I	**Introduction to Embroidery and Indian Traditional embroidery motifs** (only theoretical inputs) Theoretical/Tutorial and Self-study inputs **Andhra Pradesh**: Banjara Embroidery - **Bihar:** Kantha Embroidery Sujani Embroidery **Tamil Nadu**: Conventional Embroidery - Toda Embroidery (Pukhoor) **Uttar Pradesh**: Chikankari Embroidery - Mukaish/ Badla Embroidery - Patti ka kaam Embroidery (Aligarh) **West Bengal**: Kantha Embroidery		
Unit - II	**Gujarat:** Ahir Embroidery - Banni/Heer Bharat Embroidery - Jat Embroidery - Kanbi Embroidery - Kathi Embroidery - Kutch Embroidery - Mirror Embroidery - Ari Embroidery - Mutwa Embroidery - Pakko Embroidery - Rabari Embroidery - Suf Embroidery - Banni/ Jat Embroidery - Kanbi Embroidery - Kathi Embroidery - Khaarek Embroidery - Kutch Embroidery - Mirror Embroidery - Ari Embroidery -		
Unit - III	**Himachal Pradesh:** Chamba Rumal Embroidery **Jammu & Kashmir:** Kashidakari Embroidery - Crewel Embroidery - Sozni/ Dorukha Embroidery **Karnataka:** Lambani Embroidery - Kasuti Embroidery **Manipur:** Shamilami Embroidery - Hijaya Mayek Embroidery **Odisha:** Pipli Applique Embroidery **Punjab:** Phulkari Embroidery - Bagh Embroidery **Rajasthan:** Dabka Embroidery - Danka Embroidery - Gota Patti Embroidery - Karchobi Embroidery - Meo Embroidery – Pichwai		

Unit – IV	**Practical: Embroidery and Handwork**
	   a. Running and its variations
	   b. Back stitch
	   c. Stem stitch
	   d. Chain stitch and its variations
	   e. Lazy daisy stitch
	   f. Button hole and its variations
	   g. Knots and their variations
	   h. Straight stitch		

Unit - V	**Practical: Embroidery and Handwork**
	   a. Feather stitch
	   b. Couching
	   c. Appliqué work
	   d. Cut work
	   e. Patch work
	   f. Beads Work
	   g. Sequins Work		

Reference and Textbooks:

- Shailaja D. Naik (1996). Traditional Embroideries of India, S.B. Nangia for A.P.H. Publishing Corporation.
- Anne Morrell (1995). The Techniques of Indian Embroidery, Interweave Press Inc.
- Bhatnagar, P. (2004). Traditional Indian Costumes & Textiles, Chandigarh: Abhishek Publications.
- Lehri, R.M. (2011). Indian Embroidery Ethnic and Beyond, Mumbai: Super Book House.

Outcomes	➢ Assimilate with various Traditional embroidery types in India ➢ Understand the preparation for fabric surface embellishment

Course Teacher

M.Priyanka

Semester - V			
Course code: **316S06**	**FAMILY COUNSELING**	**Credits: 2**	**Hours: 3**
Objectives	➢ To introduce family counseling to the theories, therapeutic processes, and techniques involved in marriage, family, and relationship counseling. ➢ To introduce students to current issues and trends in the marriage, family, and relationship counseling field.		
Unit - I	Introduction: Concept and nature of Family counseling, characteristic, merits and demerits of family counseling, types of counselling		
Unit - II	Historical Development of Family Counseling: History and Prominent Figures, Interdisciplinary contributions, Professional Organizations, Codes of Ethics		
Unit - III	Theoretical and Integrated Approaches to and Family Counseling. Systems Theory, Couple and Marriage Enrichment, Rational Emotive, Behavioral Structural Family Counseling, Emotionally Focused Therapy, Solution Focused, Narrative, Cognitive Behavioral		
Unit - IV	Principles & process of Counseling: Theories of personality development, principles of counseling, counseling techniques, type family counselling		
Unit - V	Marriage and Family Counseling: personality and adjustment, happiness, definition of marriage and family, characteristic of family, role and function of family, counseling family with various problems		

Reference and Textbooks:
- Becvar, D. H., & Becvar, R. J. (2013). *Family therapy: A systemic integration* (8th ed.). Upper Saddle River, NJ: Pearson.
- Long, L.L., & Young, M.E. *Counseling and Therapy for Couples*. Thomson: Brooks Cole.
- Napier, A. Y., & Whitaker, C. A. (2017). *The family crucible: The intense experience of family therapy*. New York, NY: HarperCollins.
- Nichols, M.P., & Davis, S. (2016). *Family therapy: Concepts and methods* (11th ed.). Boston: Pearson.

Outcomes	➢ Identify the distinctiveness of the family counseling approaches studied during the term ➢ Assess the family via multiple lenses and develop appropriate treatment interventions

Course Teacher

Dr.P.Veeramani

Semester - V			
Course code: 316S07	**PROJECT MANAGEMENT**	**Credits: 2**	**Hours: 3**
Objectives	➢ To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context. ➢ To introduce and to provide hands on training		
Unit - I	Identifying issues - Fact-finding and analysis in the community - Writing a project proposal - Format of the proposal - Identifying the funding agencies - Identifying the thrust areas of the funding agencies for projects - Understanding agency specific proposal formats - Writing convinceable project proposal		
Unit - II	Implementation of the project - General planning for the project in the field - Building rapport with the community - Implementing project in phases as mentioned in the proposal - Monitoring implementation and its effects periodically - Gathering of data for making changes in the action plan		
Unit - III	Monitoring and evaluation of the project - Evaluation designs using available information - Internal agency-based evaluation - External agency-based evaluation - University-based evaluation - Feed-back from the beneficiaries - Feed-back from the staff involved - Understanding pros and cons of each stages through evaluation		
Unit - IV	Support system after the completion of the project - Evaluating results obtained based on the framework - Publishing the results of the project - Needs assessment - Response from the community and providing support systems - Sustaining through community participation		
Unit - V	Impact Assessment - Structuring, supporting and development of policies - Assessing the impact in phases - Comparing objectives of the project with the actual impact		

Reference and Textbooks:

- Becker, H.A., & Vanclay, F. (Ed.) (2003). *The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances*. UK: Edgar Elgar Publishing Limited.
- Desai, V., & Potter, R.B. (2006). *Doing Development Research*. London: Sage.
- Devereux, S., & Hoddinott, J. (Ed.) (1992). *Fieldwork in Developing Countries*. Hemel Hempstead: Harvester Wheatsheaf.
- Kapp, S.A., & Anderson, G. R. (2010). *Agency-based Program Evaluation: Lessons from Practice*. London: Sage.
- Koshy, E., Koshy, V., & Waterman, H. (2011). *Action Research in Health Care*. London: Sage.
- Scheyvens, R., & Storey, D. (Ed.) (2003). *Development Fieldwork: A Practical Guide*. London: Sage.

Outcomes	➢ The selection of programmes/strategies for solving the problems, and their relevance ➢ To develop skills in project management and research field/area identification.

Course Teacher
Dr.S.Poulpunitha

Semester - V			
Course code: 316S08	**ORGANISATIONAL BEHAVIOUR**	**Credits: 2**	**Hours: 3**
Objectives	➢ To gain knowledge about organizational behavior ➢ To understand the functions and activities of organizational behavior		
Unit - I	Organizational Behaviour: Meaning, importance, challenges, opportunities, models and contributory behavioural science disciplines. Contributions of Hawthorne studies-Theoretical Frameworks of organizational behaviour		
Unit - II	Foundations of Individual Behaviour: Physical and intellectual ability, Emotional Intelligence–Attitudes–Job Satisfaction, Job Involvement and Organizational Commitment –Personality, Perception and decision making. Motivation–Definition and theories-Transactional analysis-Johari window		
Unit - III	Foundation of Group Behaviour: Group structure, group decision making, teamwork –Communication -Concept, process, types and effectiveness. Leadership Theories - concept, styles, finding and creating effective leaders–Power & Politics in organizations -Conflict in organizations-nature, level, sources, effects and resolution strategies		
Unit - IV	Functions of Organization Structure: Organization structure -concept, work specialization, departmentalization, Span of control, Centralization and decentralization. Organizational culture-Definition, types, creating a ethical Organizational culture –Organizational values, Organizational Climate-Organizational Citizenship Behaviour		
Unit - V	Organizational Dynamics: Work stress –Definition, potential forces, consequences and managing stress – Quality of work life –Work Life Balance –Employee Engagement		

Reference and Textbooks:

- Aswathappa, K. (2012). *Organizational behaviour*. Mumbai: Himalaya publication house.
- Robbins Stephen, P. et al. (2012). Organizational behaviour. Delhi: Pearson publications.
- Szilagyi, Andrew, & Marc Wallace (1997). *Organisational Behaviour and performance*. London: Scott Foresman and Company.
- Tupper. F. Cawsay, Gene Deszca, & Cynthia Ingols (2012). *Organizational change*. New Delhi: Sage.

Outcomes	➢ Analyse the motivational factors among employees ➢ Contribute for organizational development and organizational change

Course Teacher
Dr.T.Murugesan

Semester –VI

Semester - VI			
Course code: 3166C1	**INTERNSHIP**	**Credits: 4**	**Hours: 4**
Objectives	➢ Exposing the students to various social issues through organization		
Observation visit: Studying the village with the help of an NGO Data collection and Report writing Viva - voce			
Outcomes	➢ Awareness programme and cultural activities should be conducted		

Course Teacher
Dept. of Women's Studies

Semester - VI			
Course code: 3166C2	**GENDER AND CULTURE**	**Credits: 4**	**Hours: 4**
Objectives	➢ To introduce gender perspectives on popular culture, discourse and practices of mass media as sites of modernity in India. ➢ To explore the gendered contours of modernity in India		
Unit - I	Culture, Gender and Modernity in India: concepts, approaches to the study of culture, 'emergence of culture' in gender studies.		
Unit - II	Cultural Practices in Media: Nation, State and Gender understanding practices, Popular Indian and Tamil Cinema and borderless television as social histories of the Nation.		
Unit - III	Gender, State and Democracy: Capitalism, gender and print media, reinvention of 'regional' and 'local' news, Gender, State and censorship debates, mapping feminist alternate media.		
Unit - IV	Community, Class and Sexual Economies: Analyzing Calendar Art, women's magazines, footpath pornography and C-grade films, technology		
Unit - V	Cultural Practices and Social Identity: Gender, Caste and Culture, Anti caste publics and reinvention of the popular, reading performance and print cultures of the anti-caste publics.		

Reference and Textbooks:

- Naregal, Veena, (Ed.) (2004). Bollywood and Indian Cinema: Changing Contexts and Articulations of National Cultural Desire in Downing, J. Sage Handbook of Media Studies, New Delhi: Sage
- Rajapandian, R., Dhanapal B., & Iyyanar, S. (2021). Representation of Caste and Class in Modern Tamil Films. Am J Econ Sociol, 80: 915-929. https://doi.org/10.1111/ajes.12411
- Niranjana, Tejaswini (Ed.). (2006). Question for Feminist Film Studies in Bose, Brinda Gender and Censorship, New Delhi: Women Unlimited.
- Karupiah, P., Pathmanathan, S., & Nikku, B. R. (2020). Perception of Sexual Violence in Tamil Movies by Malaysian Indian Viewers, Feminist Media Studies, 1-6.
- Sivakumar, I., & Manimekalai, K. (2021). Masculinity and Challenges for Women in Indian Culture. *Journal of International Women's Studies*, *22*(5), 427-436.

Outcomes	➢ Gain knowledge on culture practices through Media ➢ Understand the cultural practices and social identity

Course Teacher
Prof.K.Manimekalai

Semester - VI			
Course code: 3166C3	**GENDER, ENVIRONMENT AND LIVELIHOOD**	**Credits:** 4	**Hours:** 4
Objectives	➢ To impart knowledge on linkages between Environment and Livelihoods of women ➢ To learn the role of Women in Generating Sustainable Environment		
Unit - I	Feminist debate on Gender and Environment: Global and National, Environment and Livelihood Resources - Women's Access to Land and Natural Resources		
Unit - II	Gender, Environment and Livelihoods of Rural & Tribal: Male and Female Farming System: Differential roles - Women Livelihood in Subsistence Economy - Changing Scenario of Rural Economy and Livelihoods of Women - Gendered impact of globalization and loss of livelihoods		
Unit - III	Environmental Degradation and Livelihoods of Women: Environmental Degradation: Deforestation, Climate Change, Depletion of Water Resources - Gender specific consequences of environmental degradation - Development, displacement and loss of livelihood - Livelihood Resources, Rights and Entitlements		
Unit – IV	Role of Women in Sustainable Environment: Public-Private Partnership and natural resource management, Participatory Management and natural resources management		
Unit - V	Livelihood Management: Role of Government - Role of NGO's - Grass-Root Initiatives: Role of SHGs, Micro Credit and Micro enterprises		

Reference and Textbooks:

- Baumgartner R., & Hogger R. (Ed.) (2004). *In Search of Sustainable Livelihood System, ManagingResources and Changes*. New Delhi: Sage.
- Burra N,Ranadive J., & Murthy R. (Ed.) (2005). *Micro-Credit Poverty and Empowerment, Linking the Triad*. New Delhi: Sage.
- Harcourt, W. (Ed.) (1994). *Feminist perspective on sustainable development*. London: Zed books.
- Karmakar K G (Ed.). (2008). *Microfinance in India*. New Delhi: Sage.
- Shiva, Vandana., & Cummins, Ronnie (2020). *Reclaiming the Commons: Biodiversity, Traditional Knowledge, and the Rights of Mother*. U.S: Synergetic Press
- Shiva, Vandhana (2016). *Staying Alive: Women, Ecology, and Development*. North Atlantic Books
- Shiva, Vandhana., & Mies, Maria (2014). *Ecofeminism*. (2nd ed.) Zed Books Ltd.

Outcomes	➢ Aware about the gendered impact of globalization in environment and livelihood ➢ Articulate the impact of environmental degradation on women's livelihood and promote the role of women in creating the sustainable environment.

Course Teacher
Dr.S.Poul Punitha

Semester - VI			
Course code: 3166C4	**FEMINIST PERSPECTIVE TO PEACE BUILDING**	**Credits: 4**	**Hours: 4**
Objectives	➢ To impart knowledge on contribution of women in peace and security ➢ To get exposed to various case studies related to conflict and peace building		
Unit - I	Gendering Peace and Conflict: Gendering War and Security Studies - Change in Gender Stereotypes during War and in Peace - Masculinization of War and Feminization of Peace, Gender mainstreaming in peacekeeping operations. Women peacekeepers: impact of women peacekeepers, Women, Peace and Security: peacekeeping operations and the support to women's involvement in peace processes and post-conflict rehabilitation, from peacekeeping to peace building		
Unit - II	Women Agency in War and Peace: Gender, Conflict and Differential Impacts - UN Policy Instruments: UNSC 1325 and Later Resolutions - Women, Men and Violence: War Crimes		
Unit - III	Women and Peace Building - Women as Perpetrators of Violence - Women in Peace Processes - Disarmament, Demobilization and Reintegration (DDR), Women as victim of war and conflict, Rape as a weapon of war. Rape as a tool of genocide		
Unit - IV	Feminist Struggles: literature, psychology, sociology, international relations and anthropology, Gender Violence as a Human Rights Violation, Gendered Protest		
Unit - V	Conflict Resolution: Based on this classification - different types of conflict, the Normative Framework for Women, Peace and Security, Women as peacebuilder, Women as peacekeepers		

Reference and Textbooks:

- Ava Darshan, Shrestha, & Rita Thapa (Ed.). (2007). *The Impact of Armed Conflicts on Women in South Asia*. New Delhi: Manohar & Regional Centre for Strategic Studies, Colombo

- Elisabeth, Porter, & Anuradha Mundkur (2012). *Peace and Security: Implications for Women*. Australia: University of Queensland Press

- Farah, Faizal, & Swarna Rajagopalan (Ed.) (2005). *Women, Security, South Asia: A Clearing in the Thicket*. New Delhi: Sage Publications

- Radhika, Coomaraswamy, & Dilrukshi Fonseka (Ed.). (2004). *Peace Work: Women Armed Conflict & Negotiation*. New Delhi: Women Unlimited

- Rita, Manchanda (Ed.) (2001). *Women War and Peace in South Asia: Beyond Victimhood to Agency*. New Delhi: Sage Publications

Outcomes	➢ Gain Knowledge on masculinization of war and feminization of peace ➢ Aware on women's involvement in peace processes

Course Teacher
Dr.P.Veeramani

Semester - VI			
Course code: 316E05	**GENDER PLANNING AND DEVELOPMENT**	Credits: 5	Hours: 5
Objectives	➢ To explore various Gender Development Approaches ➢ To create awareness on Gender Policy and Planning		
Unit - I	Introduction: Generalised assumptions of households in the Third World - Family as households - Household as a natural development making unit - Heterogeneity and different models of household structure - Household as a joint entity function - Triple roles of women: productive and reproductive and community engagement - Gender needs and roles of the state - Women's interest and gendered interests - Gender needs – practical and strategic - State intervention through legislation, policy and planning for Practical and strategic gender needs		
Unit - II	Approaches to Women's Development: Welfare –Equity – Antipoverty – Efficiency-Empowerment (WID. WAD, GAD approaches), Capability approach by Amartya Sen and Martha Nussbaum. Development Indicators: GDP, HDI, GDI, GEM		
Unit - III	Planning Methodology: Traditional approach – blue print plan - Rational comprehensive planning - Gender planning – a new planning tradition -Principles and tools – Procedures and techniques		
Unit – IV	Gender Planning Process: Identification of gender roles/needs and allocation of resources - Assessment of practical and strategic needs - Gender entry strategy – inter-sectorial linkages and policy options -Gender consultation and participation-Institutionalization of gender policies, programmes and planning, Gender budgeting and gender auditing		
Unit - V	Training Strategies for Gender analysis and Gender Planning: Translating planning into practice - Best practices – Case Study		

Reference and Textbooks:

- Janet Momsen (2019). *Gender and Development* (3rd ed.). New York: Routledge.
- Samuel Cohn., & Rae Lesser Blumberg (2019). *Gender and Development: The Economic Basis of Women's Power.* New Delhi: Sage.
- Janet Momsen (2018). *Women and Development in the Third World.* New York: Routledge.
- Anne Coles, Leslie Gray, Janet Momsen (2015). *The Routledge Handbook of Gender and Development.* New York: Routledge.
- *Jane L. Parpart., M. Patricia Connelly., & V. Eudine Barriteau (2000). Theoretical Perspectives on Gender and Development*, Canada: the International Development Research Centre.

Outcomes	➢ Inculcate knowledge on concept of Gender Planning and Development ➢ Aware about various frameworks for Gender Analysis

Course Teacher

Dr.P.Veeramani

Semester - VI			
Course code: 316E06	**GENDER AND POVERTY**	**Credits: 5**	**Hours: 5**
Objectives	➢ Present the theoretical and analytical understanding of poverty. ➢ Open the new horizons of poverty with a gender lens.		
Unit - I	Introduction: Definition and types of poverty, Absolute and Relative poverty– Objective and Subjective– Chronic poverty and transient poverty – Characteristics of poverty. Regional, community, household and individual levels – Demographic, economic & socio-cultural characteristics. Approaches to poverty: Poverty line approach Capability approach – Participatory approach – Indicators and measurement of poverty: Indicators of poverty – Measurement of poverty – Head count index, Poverty gap index, Squared poverty gap index, Sen – Shorrocks – Thon index, Watts Index - Gender sensitive Poverty Measures		
Unit - II	Gender dimensions of poverty: Gender Inequality and poverty, Women's Work and Household Survival, Female headed households and Feminisation of poverty, Displacement, migration and poverty, Social stratification and poverty, Poverty and social injustice, Poverty and right to development		
Unit - III	Causes of Poverty Opportunities: unequal economic impacts and unequal access to labour market. Capacity: unequal access to education, health and resources. Security: vulnerability to economic risks, natural disasters, violence and environmental risks. Empowerment: Lack of access to institutions, lack of voice in local and national policies and limited voice in community decision making		
Unit - IV	Women in Poverty: Varied contexts Rural society, Gender disparities in agricultural and non-farm sectors– Natural capital and physical assets: Entitlements and deprivations– Urban society, Women in non-formal sector– Wage discrimination and exploitation– Tribal society, Dual-role, forest based economy and entitlements– Development displacement, alienation, migration and poverty		
Unit - V	Poverty reduction: Policies and strategies Role of International agencies, World Bank– UNDP– MDG– National policies and programs for poverty reduction, Best Practices – Case Studies		
Reference and Textbooks: • Addison, T., Hulme, D., & Knabur, R. (2009). *Poverty Dynamics: Interdisciplinary Perspectives*. London: Oxford University Press. • Kabeer, N. (2005). *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals*. Canada: International Development Research Center. • Kaur, S. (2008). *Women and Poverty*. Jaipur: Book Enclave Limited. • Malik, B.B. (2009). *Poverty in India; Fundamental Issues*. New Delhi: Mittal Publications			
Outcomes	➢ Equip the students with analytical skills to evaluate the anti-poverty policies and measures with gender lens.		

Course Teacher

Dr.T.Murugesan

Semester - VI			
Course code: 316S09	**GENDER TRAINING**	**Credits: 2**	**Hours: 3**
Objectives	➢ To build capacity for gender sensitization training in the areas of: Social construction of gender, Gender role identity, Patriarchy and oppression, Violence against women ➢ To understand the training methods and technique		
Unit - I	Basic Concepts: Training - education and teaching - Concept and scope of training - Key facets and levels of training - Steps in training design - Origin of a training program - Training needs analysis - Setting out program objectives - Preparation of action plan – Module Preparation - Considerations in designing a program		
Unit - II	Training Methods and Techniques : Determinants of the choice of training methods - Lecture method - Case study - Role play - Management games – Assignments - Panel discussion and brain storming - Demonstrations and field trips		
Unit - III	Gender components of a Training Strategy : Objectives of different training approaches - Training in sensitization or awareness raising - Skill transfer in gender analysis and diagnosis - Translation of skills into planning practice - Training in motivational factors - Defining the target group - Operationalizing training within an institution - Content of training - Evaluation procedures		
Unit – IV	Practicum - Areas of gender sensitization: Social construction of gender - Gender roles, socialisation, identity formation - Gender identity: femininity and masculinity - Patriarchy and oppression - Social institutions: A gender lens - Violence against women, Gender Perspective Planning, Gender Budgeting and Auditing -Gender equality		
Unit - V	Gender Equality Training in Practice: Design effective gender equality training; Find a gender trainer, Gender equality training in the India.		

Reference and Textbooks:

- Agochiya, D. (2009). *Every trainer's handbook,* New Delhi: Sage
- Blanchard P. N., & Thacker J. W. (2008). 3rd edition, *Effective training: systems, strategies andpractices.* New Delhi: PHI learning Ltd.
- Ferguson, Lucy (2019). *Gender Training- A Transformative Tool for Gender Equality*. Palgrave Pivot
- Gender Budgeting Handbook (2015). Ministry of Women and Child Development. Government of India.
- Williams, S. et. al. (2007). *The Oxfam gender training manual.* UK
- Yael Ohana, & Gavan Titley (2007). gender matters: *A manual on addressing gender-based violence affecting young people.* Hungary*:* Directorate of Youth and Sport, Council of Europe

Outcomes	➢ Know about basic concept on training model ➢ Able to conduct gender sensitization training programmes for different stake holders.

Course Teacher

Dr.I.Sivakumar

	Semester - VI		
Course code: 316S10	**INTRODUCTION TO SOCIAL WORK**	**Credits: 2**	**Hours: 3**
Objectives	• To know about Indian History of Ideologies for Social Change. • To understand the Social Work Profession and its related concepts		
Unit - I	Introduction to Social Work: Social Work: Definition, Objectives, Philosophy, Principles, Functions and Scope of Social Work in India - Use of terms: Social Welfare, Social Defense, Social Service, Social Reform, Social Security, Social Justice and Social Legislation - Brief History of Social Work in USA, UK and India.		
Unit - II	Methods of Social Work: Concepts, Objectives and Principles of Social Case Work, Social Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action - Social Reform Movement in India		
Unit - III	Social Work for Gender Equality: Fields and Forms of Social work - Fields: Family and Child Welfare, Women Welfare, Welfare of aged, Differently abled, Labour Welfare, Rural & Urban Community Development, Correctional Social Work, Youth Welfare, Medical & Psychiatry – Forms of Social work: Voluntary Social Work, Gandhian Constructive Work and Radical Social Work.		
Unit – IV	Social Work Profession: Social Work as a Profession, Professional Values, Ethics, Skills of Social Work, Tools and Techniques of Social Work, Applicability of the concept of Social Work in India - Field Work and its importance.		
Unit - V	Social Work in India: Recent trends in Social Work Education in India - Problems and Prospects of Professional Social Work - Association of Social Work: International Federation of Social Work (IFSW), ASSWI, Association of Trained Social Workers, ISPSW (Indian Society for Professional Social Work), NAPSWI (National Association of Professional Social Workers in India) and PSWA (Professional Social Workers Association – Tamil Nadu).		

Reference and Textbooks:

- Bhatt, S., & Singh, A.P. (2015). *Social Work Practice: The Changing Context, The Readers Paradise*, New Delhi.
- Cox, David & Manohar Pawar (2006). *International Social Work*. New Delhi: Vistar Publications.
- Desai, Murali (2002). *Ideologies and Social Work: Historical and Contemporary Analysis*. Jaipur: Rawat Publications.
- Payne, M. (2005). *Modern Social Work Theory*. New York: Palgrave/MacMillan.
- Yagna, J. Stephen & Johnson, C. Louise (2007). *Social Work practice -A Generalist Approach*. New Delhi: Pearson Education.

Outcomes	• Acquire knowledge on principles, functions, scope and philosophy of social work profession • Able to understand the Ideologies of Indian History for social change

Course Teacher

Dr.P.Veeramani

Semester - VI			
Course code: 316S11	**TRAINING FOR COMMUNITY DEVELOPMENT**	**Credits: 2**	**Hours: 3**
Objectives	➢ To conceptualize the training programmes for community development ➢ To evaluate sustainability of training programme for community development		
	1. Designing training programmes on specific goal that aims at the development of community. 2. Developing skills in selection and use of different training methods – case study, role play, psychodrama, buzz group, group discussion, transactional analysis, business games, etc. 3. Organizing and conducting training programmes for village people 4. Evaluating specific training programmes 5. Visit to training and development organizations that focus on development of community		
Reference and Textbooks • Anne Hope & Sally Timmel (2000). Training for Transformation: A Handbook for Community Workers. UK: Practical Action. • Jerry W. Robinson (2010). Introduction to Community Development: Theory, Practice and Service – Learning. SAGE Publications • Prior, J. (1994). Hand Book of Training and Development. Bombay: Jaico.			
Outcomes	• Become competent to frame and evaluate the sustainability of the training programme for community development		

Course Teacher

Dr.T.Murugesan

Semester - VI			
Course code: 316S12	**NGO AND CORPORATE SOCIAL RESPONSIBILITY**	**Credits: 2**	**Hours: 3**
Objectives	➢ To familiarize the students about the characteristics and functions of NGO ➢ To understand the role of CSR in improving the standard of living of the down trodden		
Unit - I	Concept of NGO: Meaning of NGO and GO, Difference between Government Organizations and NGO, Characteristics of good NGO, Structure of NGO, Functions of NGO, Historical Perspective of NGO, Advantages of NGO, Present status of NGO, Contribution of NGO in the Development. Role of International NGO in development		
Unit - II	Establishing a NGO: Steps for starting NGO, Registration of NGO, Selection of Personnel, Training of Personnel, Proposal writing under NGO, Identifying Funding agencies, Resource Mobilization, Planning, Implementation and Evaluation strategy under NGO. Accountability and impact assessment for NGOs		
Unit - III	NGO Management: Organizational types and structures, Managing people and teams in NGOs, NGO management competencies		
Unit - IV	CSR: Meaning, CSR Process, Steps in developing a CSR strategy and policy evolution. Tools, technical guidance and standards to be used for assessment		
Unit - V	Indian Scenario: Overview of CSR in India, CSR initiatives government and corporate establishments		

Reference and Textbooks:
- Abraham, A. (2003). *Formation and Management of NGOs*. (3rd ed.). New Delhi: Universal Law Publishing Co. Pvt Ltd.
- Aggarwal, S. (2008). *Corporate Social Responsibility in India*. New Delhi: Sage
- Chandra, S. (2003). *Guidelines for NGO Management in India*. New Delhi: Kanishka
- Lewis, D. (2001). *Management of Non Governmental Development Organization,* New York: Routledge
- Sundar, P. (2013). *Business and Community: The Story of Corporate Social Responsibility in India*. New Delhi: Sage.

Outcomes	➢ Gain knowledge on characteristics, structure and functions of NGO ➢ Aware about the role of CSR in improving the standard of living of the down

Course Teacher
Dr.S.Poulpunitha

Semester - VI			
Course code: 3166C1	**PROJECT REPORT & VIVA VOCE**	**Credits: 4**	**Hours: 4**
Objectives	➢ Help the students to lean the pursuit of the organization/society		
Observation visit: Studying the village/community Data collection and Report writing Viva - voce			
Outcomes	➢ They will gain in-depth knowledge about the activities and functions of society		

Course Teacher
Dept. of Women's Studies

NME – NON MAJOR ELECTIVE

NME – SEMESTER - III			
Course code: 316NM1	**BASIC CONCEPTS IN GENDER STUDIES**	**Credits: 2**	**Hours: 3**
Objectives	➢ To elaborate the concept of patriarchy and male dominance in society and its impact on women ➢ To make student understand the concepts of masculinity and femininity as analytical categories		
Unit - I	Understanding Basic Concepts: Social construction of gender - Sex – Gender – Sexuality – Femininities – Masculinities – Patriarchy - Gender Sensitization and Training		
Unit - II	Gendering Institutions: Individual – Family – Class - Caste - Religion – Society – Women and Culture: Role - Status – Socialization –Internalization – Changing Scenario: Power relations - Decision making - Female Headed Households		
Unit - III	Women and Gender in Development Discourse: Women In Development (WID) – Women And Development (WAD) – Gender And Development (GAD)		
Unit – IV	Gender Equality/ Equity: Equality Vs Equity, HDI, GDI and GEM		
Unit - V	Empowerment of Women: Meaning and Concepts - Empowerment Levels – Framework - Empowerment Tools - Capability Approach		
Reference and Textbooks: • Ann Braithwaite & Catherine Orr (2016). *Everyday Women's and Gender Studies: Introductory Concepts*, Routledge • Butler, Judith (1990). *Gender Trouble*. Routledge • Cann, Carole (2020). *Feminist Theory Reader: Local & Global Perspectives* (5th ed.). New York: Routhledge. • Connell, R W. (1987). *Gender and Power*. Cambridge: Polity Press. • Katrina srigley, Stacey zembrzycki, & franca lacovetta (2018). *Beyond Women's World: Feminisms and the Practices of oral History in the Twenty first century*, Routledge • Linda Brannon (2016). *Gender: Psychological Perspectives*. (7th ed.), Routledge. • Millett, Kate (1970). *Sexual Politics*. New York: Avon Books.			
Outcomes	➢ Acquire knowledge about the concepts and the analytical categories. ➢ Understand the social differences between men and women in the society		

Course Teacher
Dr.P.Veeramani

NME – SEMESTER - IV			
Course code: 316NM2	**BASICS OF FEMINIST THEORY**	**Credits: 2**	**Hours: 3**
Objectives	➢ To gain basic knowledge on Feminist Theories ➢ To impart knowledge on the conceptual and theoretical background on Feminism		
Unit - I	Feminism: Definition - objectives – goals - phases of feminist movement – Seneca Fall convention-First wave of feminist movement - Second wave of feminist movement - Third wave of feminist movement		
Unit - II	Liberal Feminism: Equality – Rationality – Freedom - Civil liberty - Critique		
Unit - III	Marxist Feminism: Class-Alienation-production-reproduction, Engels Idea origin of on family, private property and state,Contemporary Marxist Feminist Ideas.		
Unit – IV	Radical Feminism: Patriarchy, Sexuality, Motherhood and Reproduction, Androgyny. Socialist Feminism: Dual system theory unified system theory.		
Unit - V	Indian Feminism: Early feminist thought: Pandita Ramabai, Tarabai Schinde's Stree-Purush Tulane, Rokeya Shakhwat Hussain's Sultana's Dream, Gandhiji's and Babasaheb Ambedkar's Perspectives on Women Dalit, Feminisms and Ecofeminist perspectives of Vandana Shiva		

Reference and Textbooks:

- Cann, Hannah (2019). *The Feminism Book*. London: DK Publishers.
- Carole, Mc Cann, Seung-Kyung Kim, & Emek Ergun (2020). *Feminist Theory Reader: Local and Global Perspectives* (5th ed.). New York: Routledge
- Celia, Harquail (2020). *Feminism A Key Idea for Business and Society*, London: Routledge
- Jennifer C, Dunn, & Jimmie Manning (2018). *The Oxford Handbook of Feminist Theory*, U.K: Oxford University Press.
- Robin Truth Goodman (2015). *Literature and the Development of Feminist Theory*. U.K: Cambridge University Press.

Outcomes	➢ Understand the historical perspectives in Feminist Theories ➢ Gain knowledge on Feminist Theories

Course Teacher

Dr.S.Poulpunitha

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

CURRICULUM VITAE

Premalatha Karupiah

School of Social Sciences, Universiti Sains Malaysia 11800 Penang, Malaysia
Tel: +6046534619
Email: prema@usm.my

Academic Qualifications

- PhD in Research Methodology, Universiti Sains Malaysia, 2006
- Masters in Public Administration, Universiti Sains Malaysia, 1999
- Bachelor of Science (Mathematics), Universiti Teknologi Malaysia, 1997

Professional Experience January 2017 to present

- Associate Professor, School of Social Sciences, Universiti Sains Malaysia

August 2008 to December 2016

- Senior Lecturer, School of Social Sciences, Universiti Sains Malaysia

February 2006 to July 2008

- Lecturer, School of Social Sciences, Universiti Sains Malaysia

Selected Journal Articles

- Karupiah, P. (2018) International migration and gendered dreams of youths in Chennai, Tamil Nadu,India. *Asian and Pacific Migration Journal*.
- Karupiah, P. (2017). Voiceless Heroines: Use of Dubbed Voice in Tamil Movies, *Asian Women*,33(1), 73-98.
- Karupiah, P., & Bada, A. (2017). A Qualitative Study on Walking in the Penang Botanical Gardens,Malaysia. *Annals of Leisure Research*, 21(2): 199-214.
- Karupiah, P. (2016). Hegemonic femininity in Tamil movies: exploring the voices of youths in Chennai, India. *Continuum: Journal of Media and Cultural Studies*, 30(1), 114-125.
- Karupiah, P. (2015). Have Beauty Ideals Evolved? Reading of Beauty Ideals in Tamil Movies byMalaysian Indian Youths. *Sociological Inquiry*, 85(2), 239-261.

Selected Book Chapters

- Karupiah, P. (forthcoming). Femininity in Everyday Life: Experiences of Malay and Indian Women in Malaysia. In H. Cuervo and A. Miranda (eds.), *Youth, Inequality and Social Change in theGlobal South, Perspectives on Children and Young People*. Singapore: Springer.
- Karupiah, P. and Gopal, P.S. (2018). Intimate Partner Violence and Poverty: Malaysian Indian Women in Penang, Malaysia. In G. T. Bonifacio (ed.), *Global Currents in Gender andFeminisms: Canadian and International Perspectives* (pp. 225-236). Bingley: Emerald Pubilshing.

Recent Fellowship

November 2017 to December 2017

- Visiting International Fellow, University of Surrey, Guildford, United Kingdom

CURRICULUM VITAE

Dr. Sabiha Hussain, Ph.D

Professor

Sarojini Naidu Centre for Women's Studies

Jamia Millia Islamia University

New Delhi-110025, India

Email: 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. ISSN: 0973-2039
- '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, ISSN: 0025-1569

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 ISSN:1539-8706.
- "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. ISSN-1024-1256.
- Motherhood and Female Identity: the case of childless women in India, Vol. 14 No.3, Asian Journal of Women Studies, Korea, 2009. ISSN 1225-9276 93.

CURRICULUM VITAE

Dr. SUDESHNA MUKHERJEE
Assistant Professor, Centre for Women's Studies
Bangalore University
94488-36100, 08022961795/96 (off)
Mail: sudeshna_socio@rediffmail.com

Academic Qualifications

- Recipient of Bureau of Police Research and Development, MHA, Govt. Of India Fellowship in 2001 for Doctoral Work
- MA, MPhil, PhD in Sociology from Jawaharlal Nehru University, New Delhi

Experiences

- Working as Assistant Professor in the Centre for Women's Studies, Bangalore University since May, 2007.
- Worked as A Lecturer in the P.G Department of Sociology in The *Christ University* Bangalore 2006-7. Apart from other Regular Courses Framed the Syllabus and offered Women and Society Courses for Both U.G And P.G Students Under Autonomous Scheme.

Publications

- Paper titled "Binodini" the Rebel and Quintessential "Other" of Bengali Theater, Published in on Online International Interdisciplinary Research Journal, {Bi-Monthly}, ISSN 2249- 9598, Vol. 08, Aug. 2018 Special Issue.
- Paper titled "Gender Budgeting in India: Issues & Challenges in Implementation" published in 'Aarthika Charche' FPI's Journal of Economics and Governance, 2016, Vol. 1, No.1, January – June 2016, 53-60. By Fiscal Policy Institute, Government of Karnataka, Bengaluru.
- Paper titled "Addressing Gender Inequality through Equality of Domestic Work: A Feminist Perspective" Published in Today International Journal of COPS, A Bi-Monthly Magazine For Police & Other Forces, September – October 2015.

Books Published

- Book Published titled "Gender in the Market Economy" Edited by: Sudeshna Mukherjee, Published by Rawat Publications, 2015, ISBN: 978-81-316-0705-3.

International Recognition

Nominated to represent the country in prestigious United States Department of State, Bureau of Educational and Cultural Affairs sponsored International Visitor Leadership Program on "The Fight against Gender Based Violence" held in USA on July 13th to July 31st, 2015.

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
- Co-ordinator, Gender School for Local Governance, KILA

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Department of Women's Studies
Alagappa University
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Tamilnadu, India
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ACADEMIC QUALIFICATION

- Ph.D. 2014, Highly Commended, Women's Studies, Alagappa University, Karaikudi

- M.Phil. 2004, Women's Studies Mother Teresa Women's University, Kodaikanal

- M.W.S & C.A. 2003, Master of Women's Studies and Computer Application, Alagappa University, Karaikudi

ACADEMIC EXPERIENCE / SERVICE DETAILS

- Assistant Professor, 1st July 2015 to till date, Centre for Women's Studies, Alagappa University, Karaikudi

ADDITIONAL CHARGE

- Training Co-ordinator, EDP on Food Processing under HRD scheme on National Mission on Food Processing

- Training Co-ordinator, PMEGP/UYEGP District Industries Centre (DIC), Sivagangai

- Co-Director, ICSSR- Ten Days Research Methodology Course for Ph.D Students in Social Sciences

SEMINARS/WORKSHOPS/CONFERENCES

- Articles Published : 21
- International Seminar (Paper Presented) : 5
- National Seminar (Paper Presented) : 22
- Book Published : 3