



# ALAGAPPA UNIVERSITY



(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



## FACULTY OF ARTS DEPARTMENT OF WOMEN'S STUDIES



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

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

**DEPARTMENT OF WOMEN'S STUDIES  
M.A. GENDER STUDIES**

**REGULATIONS AND SYLLABUS**

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



**ALAGAPPA UNIVERSITY**

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

## THE PANEL OF MEMBERS-BROAD BASED BOARD OF STUDIES

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

**Alumnus/Alumna:**

Ms. Vijayasankari  
Assistant Project Officer, Mahalirhittam  
Sivaganga Dist. Sivagangai



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

**REGULATIONS AND SYLLABUS - (CBCS-University Department)**  
**[For the candidates admitted from the Academic Year 2022 – 2023 onwards]**

Name of the Department : Department of Women's Studies

Name of the Programme : M.A., Gender Studies

Duration of the Programme : Full Time (Two Years)

### **Choice-Based Credit System**

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

### **Programme**

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

### **Courses**

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

### **Credits**

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

### **Semesters**

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

### **Medium of Instruction:**

English

### Departmental committee

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

### Programme Educational Objectives - (PEOs)

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

### Programme Specific Objectives ( PSOs)

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

PSO 5	To develop skills and capabilities in writing proposal, research project and process in implementing NGOs
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### Programme Outcomes - (POs)

On successful completion of the M.A. Gender Studies program students are able to	
PO 1	Recollect the evolution of Women's Studies <b><u>as a field of a study and the nature of interdisciplinary research</u></b>
PO 2	Understand the various <b><u>feminist movement from grass root level to global level</u></b>
PO 3	Sense the various kinds of feminism and <b><u>the impact of feminist movements in the life of women</u></b>
PO 4	Familiarize the students with the <b><u>feminist research methodology</u></b>
PO 5	Gain Remember on various <b><u>women development programmes</u></b> at the National and International level
PO 6	Undertake research and action programmes <b><u>to achieve gender equity in all sectors</u></b>
PO 7	Analyse the development models <b><u>from gender perspective</u></b> and create new models to <b><u>promote gender fair society</u></b>
PO 8	Comprehend the gender aspects of political rights and construct gender matrix to <b><u>promote gender responsive governance</u></b>
PO 9	Implement various steps <b><u>in attaining the Sustainable Development Goals</u></b> related to gender, health, education and environmental sustainability.
PO 10	Develop various practical skills like steps in registration of NGO, role and structure of NGOs, and <b><u>writing projects proposal</u></b> for availing grants from national and international organisation

### Programme Specific Outcomes ( PSOs)

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

### Eligibility for admission

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

### Minimum Duration of programme

The programme is for a period of two years. Each year shall consist of two semesters viz. Odd and

Even semesters. Odd semesters shall be from June / July to October / November and even semesters shall be from November / December to April / May. Each semester there shall be 90 working days consisting of 6 teaching hours per working day (5 days/week).

### **Components**

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

- A. Core Courses (CC) - “Core Papers” means “the core courses” related to the programme concerned including practicals and project work offered under the programme and shall cover core competency, critical thinking, analytical reasoning, and research skill.
- B. Discipline-Specific Electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students, shall cover additional academic Remember, critical thinking, and analytical reasoning.
- C. Non-Major Electives (NME)- Exposure beyond the discipline
  - Students have to undergo a total of two Non Major Elective courses with 2 credits offered by other departments (one in II Semester another in III Semester).
  - A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives.
  - Non Major Elective courses offered by the departments pertaining to a semester should be announced before the end of previous semester.
  - Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or NME portal (University Website).
- D. Self Learning Courses from MOOCs platforms.
  - MOOCs shall be on voluntary for the students.
  - Students have to undergo a total of 2 Self Learning Courses (MOOCs) one in II semester and another in III semester.
  - The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits. Otherwise 2 credits/course be given if the Self Learning Course (MOOCs) is without credit.
  - While selecting the MOOCs, preference shall be given to the course related to employability skills.
- E. Projects / Dissertation /Internships (Maximum Marks: 200)
  - The student shall undertake the dissertation work during the fourth semester.

### ➤ **Plan of Work**

### **Project/ Dissertation**

The candidate shall undergo Project/Dissertation Work during the final semester. The candidate should prepare a scheme of work for the dissertation/project and should get approval from the guide. The



candidate, after completing the dissertation /project work, shall be allowed to submit it to the university departments at the end of the final semester. If the candidate is desirous of availing the facility from other departments/universities/laboratories/organizations they will be permitted only after getting approval from the guide and HOD. In such a case, the candidate shall acRemember the same in their dissertation/project work.

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

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

- Title page
- Certificate
- Acknowledgment
- Content as follows:

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

➤ **Format of the title page**

**Title of Dissertation/Project Work**

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

By

(Student Name)

(Register Number)

University Logo

Department of Women’s Studies

Alagappa University

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

Karaikudi - 630003

(Year)

➤ **Format of Certificates**

**Certificate – Guide**

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

Place: Karaikudi  
Date: \_\_\_\_\_

Research Supervisor

**Certificate - (HOD)**

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

Place: Karaikudi  
Date:

Head of the Department

**Declaration (student)**

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

Place: Karaikudi  
Date:

Student Name

## Internship

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

### ➤ Format to be followed for Internship report

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

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

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

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

By

(Student Name)

(Register Number)

University Logo

Department of Women's Studies

Alagappa University

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

Karaikudi - 630003

(Year)

#### **Certificate - (Format of Certificate – Faculty in-charge)**

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

Place:

Date:

Research Supervisor

### **Certificate (HOD)**

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

Place: Karaikudi

Date:

Head of the Department

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

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

Place:

Date:

Supervisor or in charge

### **Declaration (student)**

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

Place: Karaikudi

Date:

Student Name

- Acknowledgment
- Content as follows:

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

### Field Visit

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

### Format to be followed for Field Visit report

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

- **Format of the title page**

#### Field Visit Report

Field work report submitted in partial fulfilment of the requirement for the Master of Arts in Gender Studies to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of Women's Studies

Alagappa University

*(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third*

*Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)*

Karaikudi - 630003

(Year)

➤ **Format of Certificate**

**(HOD)**

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

Place: Karaikudi

Head of the Department

Date:

**Declaration (Student)**

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

Place: Karaikudi

(Student Name)

Date:

- Acknowledgment
- Content as follows:

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

**No. of copies of the dissertation/project report/internship/Field visit report**

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

**Teaching methods**

- Lecture-discussions

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

### **Attendance**

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

#### **A. Internal Assessment**

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

##### **Theory - 25 Marks**

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

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

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

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

- There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.
- A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October /November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.

- A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed (OR) belated joining (OR) on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- For the Project Report/ Dissertation Work / internship the maximum marks will be 100 marks for project report evaluation and for the Viva-Voce it is 50 marks (if in some programmes, if the project is equivalent to more than one course, the project marks would be in proportion to the number of equivalent courses).
- Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Dissertation Work /Project/ internship).

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

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

<b>Section A</b>	10 questions. All questions carry equal marks. (Objective type questions)	10 x 1 = 10 Marks	10 questions – 2 each from every unit
Section B	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x 5 = 25	5 questions – 1 each from every unit
Section C	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x 8 = 40	5 questions – 1 each from every unit

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

Dissertation /Project report/Internship report	100 Marks
Vivo voce	50 Marks

### **Results**

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

### **Passing minimum**

- A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.
- The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.



- A candidate shall be declared to have passed in the Project / Dissertation / Internship if he /she gets not less than 40% in each of the Project / Dissertation / Internship Report and Viva-Voce and not less than 50% in the aggregate of both the marks for Project Report and Viva-Voce.
- A candidate who gets less than 50% in the Project / Dissertation / Internship Report must resubmit the thesis. Such candidates need to take again the Viva-Voce on the resubmitted Project report.

### Grading of the Courses

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

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

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

- a) Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).
- b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).
- c) Successful candidates passing the examinations and earning GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).
- d) Successful candidates passing the examinations and earning GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).
- e) Successful candidates passing the examinations and earning GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).
- f) Successful candidates passing the examinations and earning GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have Average (B).
- g) Candidates earning GPA between 0.0 and marks from 00 - 49 shall be declared to have Re-appear (U).
- h) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by **Grade Point Average**

**(GPA) and Cumulative Grade Point Average (CGPA).** These two are calculated by the following formulate

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

$$\text{GPA} = \frac{\text{Sum of the multiplication of Grade Points by the credits of the courses}}{\text{Sum of the credits of the courses in a Semester}}$$

### Classification of the final result

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

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

- a) Successful candidates passing the examinations and earning CGPA between 9.5 and 10.0 shall be given Letter Grade (O+), those who earned CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class –Exemplary\*.
- b) Successful candidates passing the examinations and earning CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned CGPA between 8.0 and 8.4 shall be given Letter Grade (D+), those who earned CGPA between 8.5 and 8.9 shall be given Letter Grade (D++) and declared to have First Class with Distinction\*.
- c) Successful candidates passing the examinations and earning CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned CGPA between 6.5 and 6.9 shall be given Letter Grade (A+), those who earned CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class.
- d) Successful candidates passing the examinations and earning CGPA between 5.0 and 5.4 shall be given Letter Grade (B), those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.
- i) Candidates those who earned CGPA between 0.0 and 4.9 shall be given Letter Grade (U) and declared to have Re-appear.
- e) Absence from an examination shall not be taken as an attempt.

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

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

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

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

Note: \* The candidates who have passed in the first appearance and within the prescribed Semesters of the PG Programme are alone eligible for this classification.

### **Maximum duration of the completion of the programme**

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

### **Conferment of the Master's Degree**

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed therefore (i.e. 90 credits Programme).

### **Village Extension Programme**

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

### M.A. GENDER STUDIES– PROGRAMME STRUCTURE

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

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

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

\*\*\* SLC- Voluntary basis

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

T-Theory

P-Practical

Semester - I				
<b>Core 1</b>	<b>Introduction to Gender Studies</b>	T	<b>Credits:</b>	<b>Hours:</b>
<b>Course Code:</b> 458101			<b>4</b>	<b>4</b>
<b>Unit 1</b>				
<b>Objective 1</b>	<b>To introduce gender studies as an academic discipline</b>			
<b>Gender Studies:</b> Definition - Scope of Gender Studies - Differences between Sex and Gender, Interdisciplinary nature of Gender Studies, Gender Studies Vs Women's Studies.				
<b>Outcome 1</b>	<b>Learners explain the importance of Women's Studies in academic discipline</b>			<b>K2</b>
<b>Unit II</b>				
<b>Objective 2</b>	<b>To understand the basic concept of gender studies</b>			
<b>Gender Concepts:</b> Social construction of Gender – Stereotypes – Gender Roles – Gender Ideology - Sexual Minorities – LBGTQ – Understanding Patriarchy				
<b>Outcome 2</b>	<b>Learners distinguish the sex and gender roles and it's impact on society</b>			<b>K4</b>
<b>Unit III</b>				
<b>Objective 3</b>	<b>To explain changing trend in gender relations</b>			
<b>Gendering Institutions:</b> Formal and Informal Institutions – Family – Class – Caste – Religion				
<b>Outcome 3</b>	<b>Students understand the institutions that involve in socialization process</b>			<b>K2</b>
<b>Unit IV</b>				
<b>Objective 4</b>	<b>To study the significance of gender and education</b>			
<b>Education and Economic institutions:</b> Gender and Education – Enrolment pattern – Primary to Higher Education – Literacy Rates - Drop-out Rates – Gender Gap - Sexual Division of Labour: Pay Gap- Wage differentials				
<b>Outcome 4</b>	<b>Students analyse the importance of women education in national development</b>			<b>K4</b>
<b>Unit V</b>				
<b>Objective 5</b>	<b>To identify sexual identity in media portrayals</b>			
<b>Gender and Media:</b> Concept and Types - Mass Media – Portrayal of Gender in Print and Audio Visual Media				
<b>Outcome 5</b>	<b>Learners examine the mass media that portrayal women as sexual identity</b>			<b>K4</b>
<b>Suggested Readings</b>				
Oakley, Ann (1972). <i>Sex and Gender and Society</i> . London: Temple smith.				
Richardson, Diane (Eds). (1983). <i>Introducing Women's Studies</i> . Hong Kong: Macmillan.				
Suryakumari (1993). <i>Women's Studies an Emerging Discipline</i> . New Delhi: Gyan Publishing				
Krishnaraj, Maithreyi (1995). <i>Remaking Society for Women: Visions Past and Present</i> . New Delhi: Indian Association for Women's Studies.				
Robinson, Victoria & Diane, Richardson (Eds.). (1993). <i>Introducing Women's Studies: Feminist Theory and Practice</i> . London: Macmillan				
Judith (2001). <i>Encyclopaedia of Women and Gender</i> . Vol. 2. Academic press				
<b>Online Resources</b>				
<a href="#">Social Institutions: Family, Religion, and Education – Brewminate: A Bold Blend of News and Ideas</a>				
<a href="#">Feminism: Concepts and Theories - Course (nptel.ac.in)</a>				
<b>Course Designed by: Prof.K.Manimekalai</b>				
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>
				<b>K6-Create</b>

### Course Outcome vs Programme Outcomes

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

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

### Course Outcome vs Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	M(2)	M(2)	L(1)
CO3	S(3)	S(3)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	M(2)	M(2)	L(1)
CO5	S(3)	S(3)	S(3)	M(2)	L(1)
W.AV	3	2.8	2.2	2	1

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



Semester - I						
<b>Core 2</b>	<b>Feminist Movements In India</b>			<b>T</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Course Code: 458102</b>						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To impart Remember about the Feminist Movements</b>					
<b>Women Movements:</b> Basic concepts – Women’s Movement an overview – Suffrage, Working Women issues, Birth Control Movement						
<b>Outcome 1</b>	<b>Learners explain various waves in Feminist movements</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To gain Remember about historical devilmments of social reform movement</b>					
<b>Historical Developments of Social Reform Movements:</b> Women centered issues like Women’s Education, Abolition of Sati custom, Widow Remarriage, Abolition of Polygamy, Child Marriage, Inheritance and Property Rights						
<b>Outcome 2</b>	<b>Learners summaries the social reform movements on women issues</b>				<b>K2</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To study about the role of Women in Pre – Independence Movements</b>					
<b>Women’s Role in Indian Independence Movement:</b> Emergence of Women’s questions in Colonial India - Women and Civil Disobedience Movement – Quit India Movement						
<b>Outcome 3</b>	<b>Learners elaborate the contribution of women freedom fighters in India</b>				<b>K6</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To study about the role of Women in Post Independence Movements</b>					
<b>Post Independence Period and Women’s Movements:</b> Dravidian Movement and Women –Dalit Movement- Women and Political Movement						
<b>Outcome 4</b>	<b>Learners interpret the women’s movement in Post-Independence era</b>				<b>K4</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To study the social reformers to working with women development</b>					
<b>Social Reformers:</b> Eswara Chandra Vidyasagar, Dayanada Saraswathi, Mahatma Jothirao, Savtribai, Dr.B.RAmbekar, Rajaram Mohan Roy, Pandit Ramabai, Annie Besant, Sarojini Naidu, Dr.Muthulakshmi, Durgabai Deshmukh, Aruna Asaf Ali, E.V.Ramasamy, Bharathiar						
<b>Outcome 5</b>	<b>Learners describe the social reformers worked for women development</b>				<b>K1</b>	
<b>Suggested Readings</b>						
Mishra, Anupam & Tripathi, Satyendra. (1978). <i>Chipko Movement: Uttarakhand Women’s Bid to Save Forest Wealth</i> . New Delhi: People’s Action.						
Desai, Neera. (1988). <i>A Decade of Women’s Movement in India</i> . New Delhi: Himalaya.						
Kumar, Radha. (1993). <i>The History of Doing</i> . New Delhi: Kali for Women.						
Rao, M.S. A. (1979). <i>Social Movements in India</i> . New Delhi: Manoha.						
Bhaksh, R. (2015). <i>Handbook of Transnational Feminist Movements</i> , Oxford.						
Anagol. (2017). <i>The Emergence of feminism in India</i> , Routledge.						
<b>Online resources</b>						
<a href="http://rjhssonline.com">Research Journal of Humanities and Social Sciences (rjhssonline.com)</a>						
<a href="http://drishtiiias.com">Evolution of Women's Movements in India (drishtiiias.com)</a>						
<a href="http://www.theindiacentre.org">The feminist movement in India   The India Centre for Inclusive Growth and Sustainable Development   University of Southampton</a>						
<a href="http://insightsonindia.com">Women movement - INSIGHTSIAS (insightsonindia.com)</a>						
<b>Course designed by: Dr.P.Veeramani</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

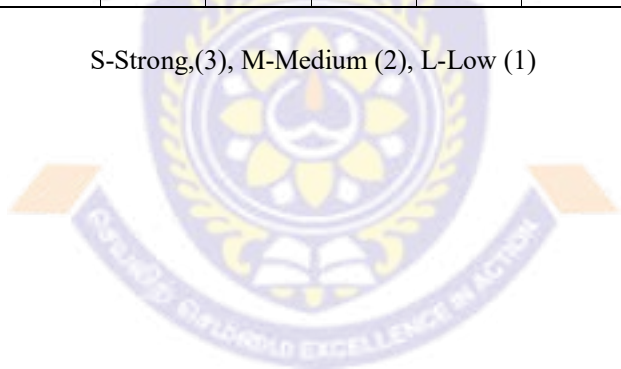
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO2	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)
CO3	M(2)	S(3)	S(3)	L(1)	M(2)	L(1)	L(1)	L(1)	M(2)	L(1)
CO4	M(2)	S(3)	S(3)	L(1)	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)
CO5	M(2)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	L(1)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

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

### Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	S(3)	L(1)
CO2	S(3)	S(3)	M(2)	M(2)	L(1)
CO3	S(3)	S(3)	M(2)	L(1)	L(1)
CO4	M(2)	S(3)	M(2)	L(1)	L(1)
CO5	S(3)	S(3)	M(2)	L(1)	L(1)
W.AV	2.8	3	2	1.6	1

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





Semester - I						
<b>Core 3</b>	<b>Feminist Research Methodology</b>			<b>T</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Course Code: 458103</b>						
Unit 1						
<b>Objective 1</b>	<b>To understand the basic concepts of Research and its Methodologies in Social Science</b>					
<b>Research:</b> Methodology, Methods and Techniques- <b>Research Methodology:</b> Definition – Characteristics. <b>Research Design:</b> Descriptive- Exploratory – Diagnostic – Experimental – Types: Survey – Action - Advocacy – Qualitative-Quantitative.						
<b>Outcome 1</b>	<b>Learners acquire Remember on social science research</b>				<b>K2</b>	
Unit II						
<b>Objective 2</b>	<b>To train the students use new tools and techniques and revisit the Social Science research methods</b>					
<b>Sampling Techniques:</b> Types: Probability – Non-Probability – Primary and Secondary Sources. <b>Data Collection Techniques:</b> Observation, Interview Schedule – Questionnaire – Case Study. <b>Statistical Techniques:</b> Measures of Central Tendencies – Dispersion – Correlation Methods – Tests of Significance – Hypothesis Formulation & Testing						
<b>Outcome 2</b>	<b>Learners apply the tools and statistical techniques in their research study</b>				<b>K3</b>	
Unit III						
<b>Objective 3</b>	<b>To familiarize the students with Feminist Research Methodology</b>					
<b>Feminist Research Methodology:</b> Characteristics – Objectivity Vs Subjectivity – Sex Role Research – Non-Sexist Methods – Feminist Ontology – Epistemology – Stand Point Theory- Oral History, Focused Group Discussion, Content Analysis. <b>Sexism in Research:</b> Androcentricity – Over Generalization – Gender Insensitivity – Double Standards – Sex Appropriateness – Sexual Dichotomism						
<b>Outcome 3</b>	<b>Learners apply various feminist research methodology in their research</b>				<b>K3</b>	
Unit IV						
<b>Objective 4</b>	<b>To gain Remember on various research analysis in Feminist Research Methodology</b>					
<b>Research Analysis:</b> Experimental Content – Cross Cultural – Longitudinal – Oral Testimony – Gender as a Variable – Multi Variate Analysis – Mixed Methods Approach – Triangulation - SPSS						
<b>Outcome 4</b>	<b>Students choose the research analysis for their research work</b>				<b>K5</b>	
Unit V						
<b>Objective 5</b>	<b>To learn the referencing styles in the process of writing the research article</b>					
<b>Research Proposal:</b> Referencing Styles, Proposal, Report Writing and Plagiarism						
<b>Outcome 5</b>	<b>Learners apply the referencing styles while writing research paper</b>				<b>K3</b>	
<b>Suggested readings</b>						
Krishnaraj, Maithreyi (ed). (1988). <i>Evolving New Methodologies in Research on Women's Studies</i> . Bombay: SNTD Women's University						
Eichler, Margrit (1988). <i>Non-Sexist Research Methods: A Practical Guide</i> . London: Allen and Urwin						
Singaravelu, G. (2017). <i>Research Methodology</i> . A.P.H.						
Shukla, Asha (2017). <i>Research Methodology in Women's Studies</i> . Serials.						
Maynard, Mary & Purvis, June (1994). <i>Researching Women's Lives from a Feminist Perspective</i> . London: Taylor & Francis						
<b>Online resources</b>						
<a href="https://onlinecourses.swayam2.ac.in/cec20_ge37/preview">https://onlinecourses.swayam2.ac.in/cec20_ge37/preview</a>						
<a href="https://onlinecourses.nptel.ac.in/noc20_hs78/preview">https://onlinecourses.nptel.ac.in/noc20_hs78/preview</a>						
<a href="https://onlinecourses.swayam2.ac.in/cec20_mg14/preview">https://onlinecourses.swayam2.ac.in/cec20_mg14/preview</a>						
<b>Course Designed by: Prof.K.Manimekalai &amp; Dr.I.Sivakumar</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

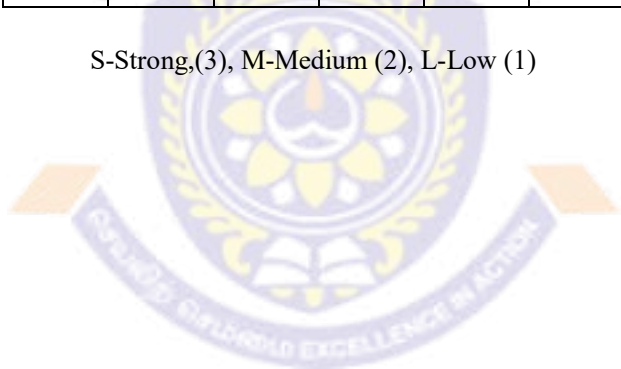
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	L(1)	S(3)	L(1)	S(3)	M(2)	M(2)	M(2)	L(1)
CO2	L(1)	L(1)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	M(2)	L(1)
CO3	L(1)	L(1)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	M(2)	L(1)
CO4	L(1)	L(1)	L(1)	S(3)	L(1)	S(3)	S(3)	L(1)	L(1)	L(1)
CO5	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)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

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

### Course Outcome VS Programme Specific Outcomes

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

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



Semester - I						
Core 4	Field Work			P	Credits: 4	Hours: 8
Course code: 458104						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To understand the concept of training and learning</b>					
<b>Concept of Training:</b> Training and learning - Types of Training - Role of Training and Capacity Building in Human Resource Development						
<b>Outcome 1</b>	<b>Learners describe the training methods for different stake holders</b>				<b>K1</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To gain Remember on various tools and techniques of training programme for different stakeholders</b>					
<b>Methods and Techniques of Training:</b> Tools and Techniques for Training						
<b>Outcome 2</b>	<b>Students explain the training techniques for different stakeholders</b>				<b>K2</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To familiarize with various organizations and institutions that work for the upliftment of people in vulnerable society</b>					
<b>Designing and evaluation of Training Programs for different Stakeholders:</b> Grass root Functionaries						
<b>Outcome 3</b>	<b>Learners classify the organizations that work for vulnerable people</b>				<b>K4</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To learn the information on various training methods and techniques</b>					
<b>Training Methods and Techniques – Practice:</b> Develop Training Modules for specific Target Groups and Learning Goals						
<b>Outcome 4</b>	<b>Learners acquire Remember on various training methods and techniques</b>				<b>K2</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To study about the various agencies involved in training and development</b>					
<b>Agencies involved in Training and Development:</b> NGOs, GOs and Corporate						
<b>Outcome 5</b>	<b>Learners categories various agencies involved in training and development</b>				<b>K4</b>	
<b>Suggestion Readings</b>						
Anisur, Rehman (2011). <i>Human Rights and Social Security; perspectives, issues and challenges</i> . New Delhi: Manak						
Kodwani, Amitabh Deo., & Noe, Raymond (2017). <i>Employee Training and Development</i> . McGraw Hill Education						
Lyton R., & Pareek U. (1990). <i>Training for Development</i> . New Delhi: Vistaar Publications						
Manoj Kumar Singh (2015). <i>A Women and Human Rights</i> . New Delhi: Akashdeep						
Stanely, Ross (2019). <i>Training and development in Organizations-An Essential Guide for Trainers</i> . Routledge						
<b>Online resources</b>						
<a href="http://FIELD-WORK-NOTES.pdf(naalya-schools.com)">FIELD-WORK-NOTES.pdf(naalya-schools.com)</a>						
<b>Course designed by: Prof.K.Manimekalai &amp; Dr.P.Veeramani</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

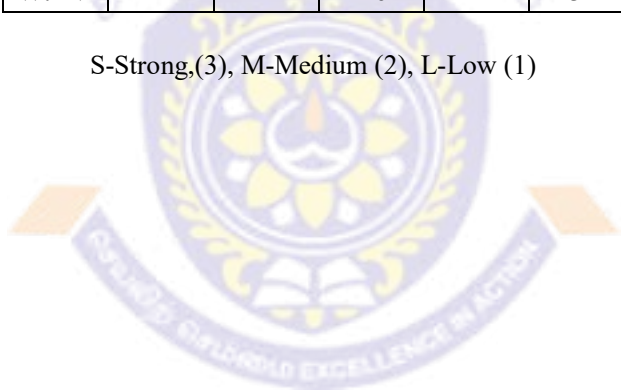
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	L(1)	S(3)	M(2)	S(3)	L(1)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	L(1)	S(3)	M(2)	M(2)	L(1)	S(3)	S(3)
CO4	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)
CO5	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)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

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

### Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	S(3)	L(1)	S(3)
CO2	M(2)	M(2)	S(3)	L(1)	S(3)
CO3	M(2)	M(2)	M(2)	L(1)	S(3)
CO4	L(1)	L(1)	M(2)	S(3)	S(3)
CO5	L(1)	L(1)	S(3)	L(1)	S(3)
W.AV	1.4	1.4	2.6	1.4	3

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



Semester - I						
<b>Core 5</b>	<b>Women Entrepreneurship and Technology</b>			<b>T</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Course code: 458105</b>						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To promote Remember on Women and Entrepreneurship</b>					
<b>Entrepreneurship:</b> Meaning, Concept, Definition, Need for Entrepreneurship, Employment generation through entrepreneurship –Social, Economic and Psychological factors for Entrepreneurship development						
<b>Outcome 1</b>	<b>Learners acquire Remember on significance of Entrepreneurship development</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To study about the challenges faced by Women in Technology</b>					
<b>Women and Entrepreneurship:</b> Internal and External Barriers –Women Entrepreneurship in India – Problems and Prospects – Capacity Building Strategies – Women specific Entrepreneurship Development programme, Globalization and Women Entrepreneurship						
<b>Outcome 2</b>	<b>Students categories the challenges faced by Women in Technology</b>				<b>K4</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To gain Remember on how to start the small scale industries in future</b>					
<b>Small Scale Industries:</b> SSI – Business Plan – Preparation of Project Proposal, Registration, License – Success and Challenges – Rehabilitation Measures, Policy measures for Promoting and strengthening SSI - Funding Agencies and Government Schemes						
<b>Outcome 3</b>	<b>Learners develop and run a Small Scale Industries</b>				<b>K6</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To understand the various steps in principles of management accountancy</b>					
<b>Principles of Management Accountancy:</b> Book-Keeping –Single and Double Entry System – Types of Accounts-Journal, Ledger, Final Accounts and Balance Sheet. <b>Cost Accounting:</b> Nature, Meaning and Scope of Cost Accounting, GST - CGST - PAN -TAN - TIN						
<b>Outcome 4</b>	<b>Learners apply the principles of management accountancy in accounting practices</b>				<b>K3</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To empower students through women and technology</b>					
<b>Women and Technology:</b> Women’s entry into Technology, commitment, Perception and Impact of Technology- Hurdles for women in Technology and Women as catalyst						
<b>Outcome 5</b>	<b>Learners critically examine the status of women in technology</b>				<b>K4</b>	
<b>Suggestion Readings</b>						
Jain, S.P., & Narang, K.L. (2002). <i>Advanced Cost Accounting</i> . New Delhi: Kalyani.						
Lakshmi, Sukaraiya (1998). <i>Development of Women Entrepreneurship in India- problems and Prospects</i> . New Delhi: Discovery.						
Lalitha, Romi. D. (1996). <i>Women Entrepreneurs</i> . New Delhi: APH.						
Allen, Tuovi (1992). <i>Economic Development and the Feminization of Poverty</i> . Helsinki: Labour Institute for Economic Research.						
Boserup, Ester (1970). <i>Women’s Role in Economic Development</i> . New York: Martin’s						
<b>Online resources</b>						
<a href="#">Fostering women entrepreneurship in the tech and digital sectors (CSW67 Side Event)   UN Web TV</a>						
<a href="#">Women Entrepreneurship (startupindia.gov.in)</a>						
<a href="#">Microsoft Word - PBMEBC2-AllPapers-20201105</a>						
<b>Course designed by: Prof.K.Manimekalai &amp; Dr.T.Murugesan</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

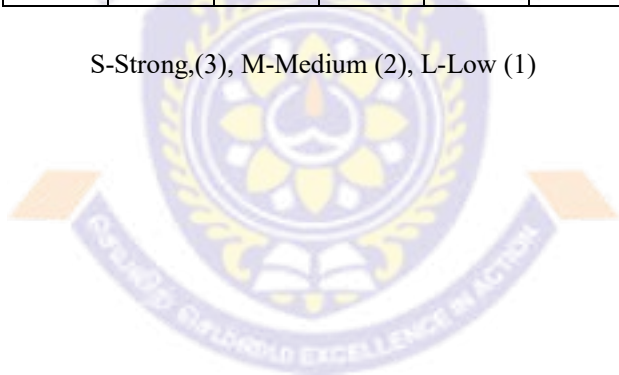
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	L(1)	L(1)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)
CO2	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)
CO3	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	M(2)
CO4	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)
CO5	L(1)	L(1)	M(2)	L(1)	M(2)	M(2)	M(2)	L(1)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

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

### Course Outcome Vs Programme Specific Outcomes

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

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



Semester - I				
DSE-1	Life Skills Education	T	Credits: 4	Hours: 5
Course code: 458501				
<b>Unit 1</b>				
<b>Objective 1</b>	<b>To learn to communicate effectively, vocally, in writing and in presentation format</b>			
<b>Life Skills Education:</b> Meaning, Definition, Importance of Life Skills- Need for Life Skill Education. <b>Core Life Skills:</b> Self Awareness – Empathy – Critical thinking – Creative Thinking – Decision Making – Problem Solving – Interpersonal Relationship –Effective Communication – Coping with Stress – Coping with Emotion. Methods to Enhance Life Skill – Life Skill Application for Gender Development				
<b>Outcome 1</b>	<b>Learners identify their inherent life skills and communicate effectively</b> Question: Construct, Develop, Discover, Identify, Interview, modify, Predict, Practice, Solve.			<b>K3</b>
<b>Unit II</b>				
<b>Objective 2</b>	<b>To develop a comprehensive understanding about the Life Skill Application for Gender Development</b>			
<b>Leadership Skills:</b> Skills of a good leader – Leadership Vs Management – leadership styles – effective speaking – Personal appearance – Role models				
<b>Outcome 2</b>	<b>Students apply their Skills for Gender Development</b>			<b>K3</b>
<b>Unit III</b>				
<b>Objective 3</b>	<b>To enhance students expressive Remember and accurate self – perception</b>			
<b>Interpersonal Skills:</b> Emotional Intelligence - Communication Skills – Listening Skills – Verbal / Nonverbal communication – Problem solving –Negotiation – Working in groups – Team Building - Improving communication				
<b>Outcome 3</b>	<b>Learners compile their skills for effective communication</b>			<b>K6</b>
<b>Unit IV</b>				
<b>Objective 4</b>	<b>To develop a deeper understanding of personal motivation</b>			
<b>Personal Development Skills:</b> Personal development, personal empowerment. Assertiveness – Presentation skills – self motivation – Building confidence – Improving self esteem, Time management. <b>Stressors and Stress Management:</b> Yoga and Meditation				
<b>Outcome 4</b>	<b>Learners identify their skills and apply the self motivation techniques in their life</b>			<b>K3</b>
<b>Unit V</b>				
<b>Objective 5</b>	<b>To educate and practice personal and professional responsibility</b>			
<b>Advocacy:</b> Dimensions of Advocacy - Advocacy groups, Forms of advocacy – Advocacy models and effectiveness – Empowerment Advocacy – Advocacy Tools. <b>Writing skills:</b> Formal and informal Writing styles.				
<b>Outcome 5</b>	<b>Learners understand the forms of advocacy and practice in their professional life.</b>			<b>K2</b>
<b>Suggested Readings</b> Carthy, Mc, Pasty & Hatcher, Caroline (2002). <i>Presentation Skills: The essential guide for students</i> . New Delhi: SAGE Thompson, Neil (2009). <i>People Skills</i> . London; Palgrave Macmillan Hargie, Saunders, C., & Dockson, D. (1994). <i>Social Skills in Interpersonal Communication</i> . London: Routledge Facilitator's Manual on Enhancing Life Skills (2010, Tamil), Rajiv Gandhi National Institute of youth Development, Sriperumbudur				

**Online resources**[What is Life Skills Education & why it is Important? - Digital Class Blogs \(digitalclassworld.com\)](#)[Microsoft Word - 7962 Prajapati.docx \(ed.gov\)](#)**Course designed by: Dr.P.Veeramani & Dr.S.Poulpunitha****K1-Remember****K2-Understand****K3-Apply****K4-Analyse****K5-Evaluate****K6-Create****Course Outcome VS Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	M(2)	M(2)	L(1)
CO2	M(2)	M(2)	L(1)	L(1)	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)
CO3	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO4	L(1)	L(1)	L(1)	L(1)	M(2)	S(3)	L(1)	L(1)	S(3)	L(1)
CO5	L(1)	L(1)	L(1)	L(1)	M(2)	S(3)	M(2)	L(1)	S(3)	L(1)
<b>W.AV</b>	1.2	1.2	1	1	2	2.6	1.8	1.6	2.4	1.2

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

**Course Outcome VS Programme Specific Outcomes**

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	M(2)	L(1)	M(2)	M(2)
CO2	M(2)	M(2)	M(2)	S(3)	S(3)
CO3	L(1)	M(2)	M(2)	M(2)	M(2)
CO4	L(1)	L(1)	L(1)	L(1)	L(1)
CO5	S(3)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	1.6	1.8	1.8	2.2	2.2

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



Semester - I				
DSE-1	Gender and Environment	T	Credits: 4	Hours: 5
Course code: 458502				
<b>Unit 1</b>				
<b>Objective 1</b>	<b>To impart Remember on linkages between Environment and Livelihoods of women</b>			
<b>Gender and Environment:</b> Gender Inequality- Gender roles – Society, Gender and Environment- Public Health and Sanitation – Sustainable Development on Environment.				
<b>Outcome 1</b>	<b>Learners illustrate the gender roles and it's impact on environment</b>			<b>K2</b>
<b>Unit II</b>				
<b>Objective 2</b>	<b>To learn the role of Women in Generating Sustainable Environment</b>			
<b>Gender, Environmental relations:</b> Ecological Feminism – Eco-feminist movements, – Ethics of care and partnership - Ideal of Environment- Françoise d' Eaubonne Maria Mies - Vandana Shiva - Wangari Maathai - Charlene Spretnak				
<b>Outcome 2</b>	<b>Learners describe the contribution of eco feminists in promoting sustainable environment.</b>			<b>K1</b>
<b>Unit III</b>				
<b>Objective 3</b>	<b>To articulate the impact of environmental degradation on women's livelihood and promote the role of women in creating the sustainable environment.</b>			
<b>Agriculture and Water Management:</b> Women and Agriculture – Feminization of Agriculture – Role of Women in biodiversity Management – Seed Preservation – Organic Farming – Home Garden – Water Management – Solid Waste Management.				
<b>Outcome 3</b>	<b>Students identify various environmental issues in feminist perspective.</b>			<b>K3</b>
<b>Unit IV</b>				
<b>Objective 4</b>	<b>To analyse the role of women in protecting environment</b>			
<b>International impact of Gender and Environment:</b> UN – SAARC - RIO Summit - International Conferences on Environment focus on agenda 21 of Rio Conference.				
<b>Outcome 4</b>	<b>Learners explain the international initiatives that focus women in environmental protection.</b>			<b>K2</b>
<b>Unit V</b>				
<b>Objective 5</b>	<b>To explain Gendered impact of globalization and loss of livelihoods</b>			
<b>Indian Initiatives on Environment:</b> India's Environmental Policies - Impact on Women – Contemporary issues on Environment.				
<b>Outcome 5</b>	<b>Learners interpret the policies that focus on environmental issues</b>			<b>K5</b>
<b>Suggested Readings</b>				
M.S Swaminathan (1998). "Gender Dimensions in Biodiversity Management", New Delhi: Konark.				
Sujaya C.P, (2006). "Climbing a Long Road: Women in Agriculture in India- Ten Years after Beijing", M.S Swaminathan Research Foundation.				
Bina Agarwal (eds.) (1988). "Structures of Patriarchy: State, Community and Household in Modernizing Asia", New Delhi: Kali for Women.				
Mies, M. & Shiva, V. (1988). "Eco Feminism", New Delhi: Kali for Women				
Shiva Vandana (1988). "Staying Alive", New Delhi: Kali for Women.				
Shiva Vandana (1991). "Ecology and the Politics of Survival", New Delhi: Sage				

**Online resources**[About gender | UNEP - UN Environment Programme](#)[Promoting gender equality and the environment | Asia and the Pacific | UNEP - UN Environment Programme](#)[Gender and the Environment: Building Evidence and Policies to Achieve the SDGs | en | OECD](#)**Course designed by: Dr.P.Veeramani & Dr.I.Sivakumar**

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

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

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

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

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

Semester - II						
<b>Core 6</b>	<b>Feminist Theories</b>			<b>T</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Course code: 458201</b>						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To introduce and analyze major Feminist Thoughts</b>					
<b>Concepts in Feminism:</b> Feminism, Femininity - Masculinity, Sexual division of labour - Conceptualizing						
<b>Outcome 1</b>	<b>Learners analyse the views of various feminist thinkers</b>				<b>K3</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To impart Remember about the feminist movements</b>					
<b>Feminist Theories:</b> Liberal - Cultural – Lesbian – Eco - Visionary – Marxist – Socialist – Radical - Development						
<b>Outcome 2</b>	<b>Learners describe the focus area of various feminist theories</b>				<b>K1</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To have a better understanding on feminism</b>					
<b>Waves of Feminism:</b> First Wave of Feminism – Second Wave of Feminism – Third Wave of Feminism – Fourth Wave Feminism						
<b>Outcome 3</b>	<b>Students understand the three waves of feminism and its contributions</b>				<b>K2</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To learn the approaches in post-modern feminism</b>					
<b>Post-modern approaches:</b> Psychoanalytic, Existentialist						
<b>Outcome 4</b>	<b>Learners apply the psychoanalytic and existentialist approaches in their research</b>				<b>K4</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To study the women's activism in the third world</b>					
<b>Third world feminist theory:</b> Intersectionality theory - Black feminist theory						
<b>Outcome 5</b>	<b>Learners explain the views and contributions of Intersectionality and Black feminists</b>				<b>K5</b>	
<b>Suggested Readings</b>						
Beauvoir, Simone de. (1979). <i>The Second Sex</i> . Harmondsworth: Penguin Books.						
Friedan, Betty (1974). <i>The Feminine Mystique</i> . New York						
Jaggar, Alison. M. (1983). <i>Feminist Politics and Human Nature</i> . New Jersey: Rowman and Allenhold.						
Barrett, Michele. (1980). <i>Women's Oppression Today: Problems in Marxist Feminist Analysis</i> . London: Virago.						
Robinson, Victoria, & Diane, Richardson (Eds.). (1993). <i>Introducing Women's Studies: Feminist Theory and Practice</i> . London: Macmillan						
<b>Online resources</b>						
<a href="http://wsu.edu">Feminist Theory – Theoretical Models for Teaching and Research (wsu.edu)</a>						
<a href="http://thoughtco.com">Feminist Theory: Definition and Discussion (thoughtco.com)</a>						
<b>Course designed by: Dr.P.Veeramani</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

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

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

### Course Outcome VS Programme Specific Outcomes

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

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



Semester - II				
Core 7	Gender and Governance	T	Credits: 4	Hours: 4
Course code: 458202				
<b>Unit 1</b>				
<b>Objective 1</b>	<b>To provide the Remember about women's participation in public administration</b>			
<b>Governance:</b> Definition – Feminist Thinking about Welfare State – Reflection – Gender and Politics – Gender Perspective on Political Identities – Gender and Citizenship – Constitutional Provisions for Gender equality				
<b>Outcome 1</b>	<b>Learners describe the importance of women's participation in Public Administration</b>			<b>K1</b>
<b>Unit II</b>				
<b>Objective 2</b>	<b>To know the Gender and Power dynamics</b>			
<b>Gender and Power Dynamics:</b> Female Powerlessness – Cultural Preparedness - Existential base for Power Relationship				
<b>Outcome 2</b>	<b>Learners interpret relationships and interactions between and among people, based on gender</b>			<b>K4</b>
<b>Unit III</b>				
<b>Objective 3</b>	<b>To gain Remember about the participation of women in Politics</b>			
<b>Indian Scenario:</b> Women's Participation in Governance – Sex Ratio of Members of Assembly, Parliament. <b>Government and Government undertaking sectors:</b> Civil Services – Banking and Railway Sectors – Police – Army – Judiciary				
<b>Outcome 3</b>	<b>Learners measure the level of participation of women in Politics</b>			<b>K5</b>
<b>Unit IV</b>				
<b>Objective 4</b>	<b>To impart Remember on women reservation bill</b>			
<b>Gender and Political Participation:</b> Voters – Contestants – Leaders – Voting Behaviour – Gender constraints – Politics as career – Electoral Politics – Women Reservation Bill – 81 <sup>st</sup> Amendment – Recent Amendments for 1/3 reservation-unfinished Agenda				
<b>Outcome 4</b>	<b>Learners examine the women reservation bill and gender constraints in politics</b>			<b>K4</b>
<b>Unit V</b>				
<b>Objective 5</b>	<b>To learn the grass root level training by Governmental and Non Governmental Agencies</b>			
<b>Local Self Governance:</b> 73 <sup>rd</sup> and 74 <sup>th</sup> Amendments – Panchayati Raj Institution – Constitutional Provisions for Women – Role Performance of Elected Women Representatives – Problems – Strategies – Capacity Building – Grass Root Level Training by Governmental and Non Governmental Agencies				
<b>Outcome 5</b>	<b>Students explain the agencies that provides training for women in PRIs</b>			<b>K5</b>
<b>Suggested Readings</b>				
Kumar, Raj. (2000). <i>Women in Politics</i> . New Delhi: Anmol.				
Finn, Geraldine & Miles, Angela. (2002). <i>Feminism from Pressure to Politic</i> . New Delhi: Rowat				
Brooke, Ackerly. (2000). <i>Political Theory and Feminist Social Criticism</i> . Cambridge: University.				
Palanithurai, G. (2003). <i>New Panchayati Raj in Tamil Nadu</i> . New Delhi: Concept.				
Mohantry Talpade, Chandra. (2003). <i>Feminism without Borders Decolonizing Theory, Practicising Solidarity</i> . Duke University.				
Mostove, Julie & Lvekovic, Rada. (2004). <i>From Gender to Nation</i> . South Asia.				
Obeng (2014). <i>Rural women's power in South Asia</i> . Palgrave macmillan				

**Online resources**[Gender mainstreaming, governance and leadership - OECD](#)[International Remember Network of Women in Politics | is an interactive network of women in politics who share experiences, resources, advice and collaborate on issues of interest \(iknowpolitics.org\)](#)**Course designed by: Prof.K.Manimekalai****K1-Remember    K2-Understand    K3-Apply    K4-Analyse    K5-Evaluate    K6-Create****Course Outcome VS Programme Outcomes**

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

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

**Course Outcome VS Programme Specific Outcomes**

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

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

Semester - II						
Core 8	Gendering Citizens' Rights			T	Credits: 4	Hours: 4
Course code: 458203						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To understand the Basic Constitutional rights in India</b>					
<b>Constitution of India Basic:</b> Salient Features – Fundamental Rights & Fundamental Duties – Directive Principles of State Policy – Constitutional Remedies – Secularism – Communalism – Fundamentalism. <b>Human Rights:</b> Definition – UN Declaration – CEDAW - Women's Rights are Human Rights						
<b>Outcome 1</b>	<b>Learners describe the Constitutional rights and UN declaration on Women's rights</b>				<b>K1</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To examine the personal laws that safeguard women and children</b>					
<b>Personal Laws:</b> Marriage, Child Marriage – Marriage - Divorce – Dowry - Maintenance – Adoption – Guardianship - Property Rights (Hindu, Muslim, Christian law) – Domestic Violence Act 2005 – Uniform Civil Code-Unfinished agenda						
<b>Outcome 2</b>	<b>Learners explain the personal laws related to marriage, divorce and dowry</b>				<b>K5</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To aware on criminal laws that protect women and children</b>					
<b>Criminal Laws:</b> IPC, CRPC, Protection of Modesty – Sexual Violence – Immoral Trafficking - Female Infanticide - Foeticide - Sexual Assault - Rape - Child Labour - Violation of child rights						
<b>Outcome 3</b>	<b>Learners illustrate the criminal laws that protect women and children from various social issues</b>				<b>K2</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To examine the Constitutional and Legal Rights of working women</b>					
<b>Women's Workers Rights:</b> Sexism in Law and Justice – Equal Remuneration, Maternity benefit act, Creche, ESI, PF, Prevention of Sexual Harassment at Work place - Constitutional Provisions for Women- Legal rights of Sexual minorities – Debate on Recent Legal Issues						
<b>Outcome 4</b>	<b>Learners interpret the laws and act that focus on working women</b>				<b>K5</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To analyse various enforcement Machineries for the Welfare of Women</b>					
<b>Enforcement Machineries:</b> National Commission for Women and State Commission for Women – Social Welfare Boards – Dept. of Social Defense and Empowerment – Dept. of Child and Women Development - All Women Police Stations, Family Courts, Legal Service Authority - Free Legal Aid - Vishaka Judgment - Gender Cell – Local Complaint Committees - Nirbhaya Case and its remedy						
<b>Outcome 5</b>	<b>Learners explain the commission and department that works for welfare of women</b>				<b>K5</b>	
<b>Suggested Readings</b>						
Waylen, Georgina, Celis, Karen, Kantola, Johanna & Laurel Weldon, S. (2013). <i>The oxford handbook of gender and politics</i> . Oxford.						
Chandrakala, N.B. (2015). <i>Women Rights and Gender Justice</i> . Regal publications						
Jaising, Indira (1996). <i>Justice for Women: Personal Laws, Women's Rights and Law Reform</i> . Goa: Mapusa.						
Shams, Shamsudden (1991). <i>Women, Law and Social Change</i> . New Delhi: Ashish						
<b>Online resources</b>						
<a href="#">Gender and citizenship - GSDRC</a>						
<a href="#">(PDF) Gender and Women's Citizens Rights (researchgate.net)</a>						
<b>Course designed by: Prof.K.Manimekalai &amp; Dr.S.Poulpunitha</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

**Course Outcome VS Programme Outcomes**

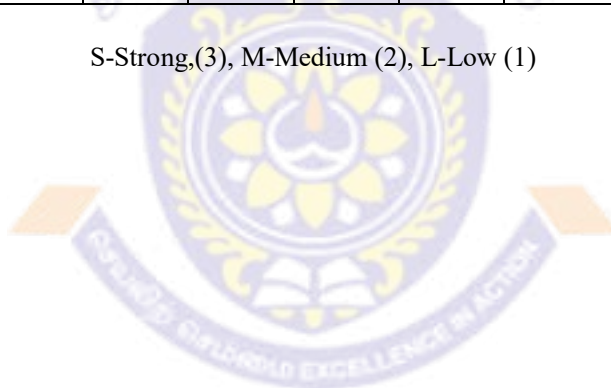
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	L(1)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
<b>CO2</b>	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)
<b>CO3</b>	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)
<b>CO4</b>	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)
<b>CO5</b>	L(1)	M(2)	L(1)	L(1)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
<b>W.AV</b>	1.2	2.2	2	1	2.2	2	2.2	2.2	2	1.6

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

**Course Outcome VS Programme Specific Outcomes**

<b>COs</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	M(2)	M(2)	S(3)	M(2)	M(2)
<b>CO2</b>	M(2)	S(3)	S(3)	M(2)	M(2)
<b>CO3</b>	M(2)	S(3)	S(3)	S(3)	S(3)
<b>CO4</b>	M(2)	M(2)	S(3)	S(3)	M(2)
<b>CO5</b>	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	1.8	1.8	2.4	3	2.2

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





Semester - II						
<b>Core 9</b>	<b>Gender Analysis</b>			<b>T</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Course code: 458204</b>						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To learn the objectives of Gender Analysis</b>					
<b>Gender Analysis:</b> Objectives of Gender Analysis - Practical Gender Needs and Strategic Gender Needs - Gender as Analytical Category						
<b>Outcome 1</b>	<b>Learners distinguish between the practical and Strategic Gender Needs</b>				<b>K4</b>	
<b>Unit II</b>						
<b>Objective 2</b>	To impart Remember on Gender Analysis Framework					
<b>Gender Analysis Framework:</b> Harvard Analytical Framework/ Gender Roles Framework - Gender Planning Framework: Caroline Moser - Gender Analysis Matrix: Rani Parker						
<b>Outcome 2</b>	<b>Learners construct the Gender Analysis Framework for gender equity</b>				<b>K6</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To understand the Gender Analysis Process</b>					
<b>Gender Analysis Process:</b> Collecting Disaggregated Data- Assessing Gender Division of Labour - Assessing Access to and Control Over Resources- Understanding Complexity of Gender Relation - Assessing Barriers and Constraints - Developing Gender Sensitive Indicators						
<b>Outcome 3</b>	<b>Learners apply the Gender Analysis Process in assessing gender roles</b>				<b>K3</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To study about Gender Analysis Tools</b>					
<b>Gender Analysis Tools:</b> Problem Wall- Activity Calendar-FGD, Pair Wise Rank- Remember Mapping-PRA Techniques -Constraints and Opportunity Mapping-Case Study Analysis						
<b>Outcome 4</b>	<b>Students apply the PRA techniques to gather information in rural area</b>				<b>K3</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To examine Gender Mainstreaming in Policy</b>					
<b>Gender Analysis in Various Contexts:</b> Mainstreaming Gender in Policy, Planning, Project Design and Programme Implementation						
<b>Outcome 5</b>	<b>Learners gain Remember on Gender Mainstreaming that focus on gender interests and concerns</b>				<b>K1</b>	
<b>Suggested Readings</b>						
Datta, R. & Kornberg, J. (Eds.) (2002) <i>Women in Developing Countries, Assessing Strategies for Empowerment</i> . London: Lynne Rienner.						
Hunt, J. (2004). <i>Introduction to gender analysis concepts and steps</i> . Development Bulletin, 64(100-106).						
Kabeer, N. (2003). <i>Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals</i> . The Commonwealth Secretariat. London						
Lilja, Nina & Dixon, John. (2008). <i>Operationalizing Participatory Research and Gender Analysis: New Research and Assessment Approaches</i> . New York: Development in Practice.						
Karl, M. (1995). <i>Women and Empowerment, Participation and Decision-making</i> . London: Zed Books.						
<b>Online resources</b>						
<a href="http://europa.eu">Gender analysis   EIGE (europa.eu)</a>						
<a href="http://sida.se">WEE TOOL Gender Analysis.indd (sida.se)</a>						
<a href="http://freepressunlimited.org">Gender analysis – FPU Remember &amp; Quality (freepressunlimited.org)</a>						
<a href="http://www.justice.gov">What is gender analysis?   Department of Justice and Attorney-General</a>						
<b>Course designed by: Prof.K.Manimekalai &amp; Dr.T.Murugesan</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

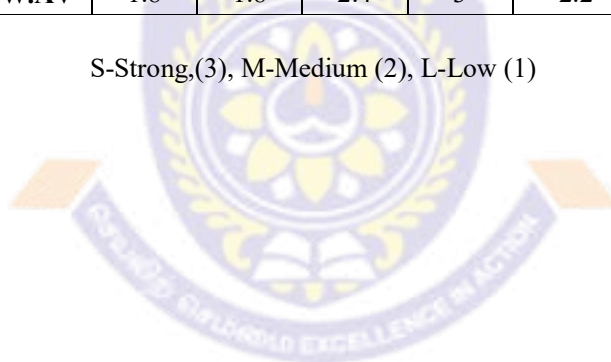
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)	L(1)
CO2	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	S(3)	S(3)	M(2)	L(1)
CO3	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	S(3)	M(2)	M(2)	L(1)
CO4	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	S(3)	S(3)	M(2)	L(1)
CO5	L(1)	M(2)	M(2)	L(1)	S(3)	S(3)	S(3)	S(3)	M(2)	L(1)
<b>W.AV</b>	1.2	1.4	1.8	1	1.6	2.2	3	2.6	2	1

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

### Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	M(2)	S(3)	M(2)
CO2	L(1)	L(1)	M(2)	S(3)	M(2)
CO3	M(2)	M(2)	S(3)	S(3)	M(2)
CO4	L(1)	L(1)	M(2)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	1.8	1.8	2.4	3	2.2

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



Semester - II						
Core 10	Field Work			P	Credits: 4	Hours: 6
Course code: 458205						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To understand the concept of training and learning</b>					
<b>Concept of Training:</b> Training and learning - Types of training - Role of training and capacity building in Human Resource Development						
<b>Outcome 1</b>	<b>Learners understand the significance of training for human development</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To learn the information on various training methods and techniques</b>					
<b>Methods and Techniques of Training:</b> Tools and Techniques for Training						
<b>Outcome 2</b>	<b>Learners acquire Remember on various training methods and techniques</b>				<b>K2</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To familiar with grass root functionaries that involve in evaluation of training programme</b>					
<b>Designing and evaluation of Training Programs for different Stakeholders:</b> Grass root Functionaries						
<b>Outcome 3</b>	<b>Students examine the functionaries that involve in framing the training programs</b>				<b>K4</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To gain Remember on various tools and techniques of training programme for different stakeholders</b>					
<b>Training Methods and Techniques – Practice:</b> Develop Training Modules for specific target groups and Learning Goals						
<b>Outcome 4</b>	<b>Learners design the training modules for different stake holder</b>				<b>K6</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To study about the various agencies involved in training and development</b>					
<b>Agencies involved in Training and Development:</b> NGOs, GOs and Corporate						
<b>Outcome 5</b>	<b>Learners describe the agencies that involved in training for human development</b>				<b>K1</b>	
<b>Suggested Readings</b>						
Anisur, Rehman (2011). <i>Human Rights and Social Security; perspectives, issues and challenges</i> . New Delhi: Manak						
Kodwani, Amitabh Deo., & Noe, Raymond (2017). <i>Employee Training and Development</i> . McGraw Hill Education						
Lyton R., & Pareek U. (1990). <i>Training for Development</i> . New Delhi: Vistaar Publications						
Manoj Kumar Singh (2015). <i>A Women and Human Rights</i> . New Delhi: Akashdeep						
Stanely, Ross (2019). <i>Training and development in Organizations-An Essential Guide for Trainers</i> . Routledge						
<b>Course designed by: Prof.K.Manimekalai &amp; Dr.P.Veeramani</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

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

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

### Course Outcome VS Programme Specific Outcomes

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

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

Semester - II						
DSE-2	Gender and Media			T	Credits: 4	Hours: 5
Course code: 458503						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To understand the fundamentals of Mass Media</b>					
<b>Media and Communication:</b> Concepts, Definition and Process - Evolution: Traditional, Folk Media, Mass Media - Fundamentals of Mass Communication. <b>Types of Mass Media and Characteristics:</b> Theatre, Print, Electronic, Audio, Video and New Media.						
<b>Outcome 1</b>	<b>Students understand the types and characteristics of mass media</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To learn the gender Communication Theories</b>					
<b>Gender Communication Theories:</b> The Structuralist Paradigm - Muted Group Theory - Standpoint Theory						
<b>Outcome 2</b>	<b>Learners summaries the Gender Communication Theories</b>				<b>K2</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To sensitize the students on the presentation of gender in different Media and develop a critical thinking</b>					
<b>Gender Stereotyping in Media:</b> Portrayal of Gender in Print Media - Portrayal of Gender in Audio Visual Media, Male gaze						
<b>Outcome 3</b>	<b>Learners evaluate the Portrayal of women in different Media and its impact on society</b>				<b>K5</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To introduce the evolution of communication and the emergence of different Mass Media in the society</b>					
<b>Gender and Electronic Media:</b> Television- Gender Presentation in Serials / Reality Shows / Talk Shows / Game Shows / Advertisements / Comedy / News – TV Culture - Films - Gender construct through the History of Cinema - Hero Vs Heroine Centric Representation and Gender Stereotyping- Commercialization and Objectification – Censor Board – Film Appreciation						
<b>Outcome 4</b>	<b>Learners describe the impact of gender stereotyping and objectification of women in various mass media.</b>				<b>K1</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To increase the awareness about the programmes and policies for women in Media</b>					
<b>Gender and Alternative Media:</b> Gender perception in programmes, Policies and planning in Media - Media and Social reality - Gender in Mass Media- Need for Alternative Media						
<b>Outcome 5</b>	<b>Learners examine the programmes and policies for women in Media</b>				<b>K4</b>	
<b>Suggested Readings</b>						
Charlotte Krolokke, & Anne Scott Sorensen (2006). <i>Gender Communication; Theories and Analysis</i> , New Delhi: Sage.						
Vilainilam, J.V. (2004). <i>Communication and Mass Communication in India</i> . New Delhi: Publishing Corporation.						
Kiran Prasad (2005). <i>Women and Media: Challenging Feminist Discourse</i> , New Delhi: The Women.						
John D.H. Downing (2004). <i>The Sage Handbook of Media Studies</i> . New Delhi: Sage						
Pooja Kataria (2007). <i>Women and Media: Changing Roles, Struggle and impact</i> , New Delhi.						
<b>Online resources</b>						
<a href="http://BGDG-172E.xps(egyankosh.ac.in)">BGDG-172E.xps(egyankosh.ac.in)</a>						
<a href="http://legalserviceindia.com">Gender Equality And Media: A Critical Analysis On The Objectification Of Women In Media (legalserviceindia.com)</a>						
<b>Course designed by: Dr.P.Veeramani &amp; Dr.I.Sivakumar</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

**Course Outcome VS Programme Outcomes**

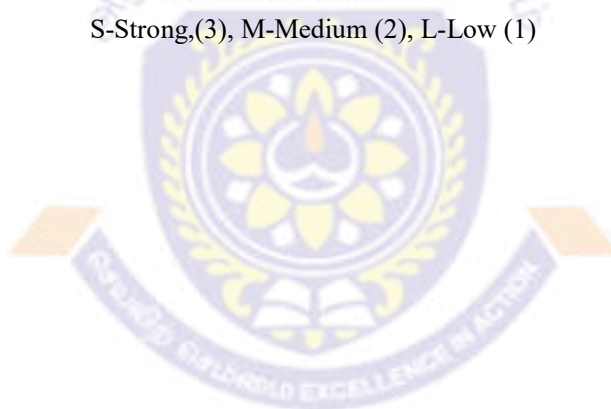
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	L(1)	L(1)	S(3)	L(1)	M(2)	M(2)	M(2)	L(1)	M(2)	L(1)
<b>CO2</b>	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)
<b>CO3</b>	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	L(1)
<b>CO4</b>	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	L(1)
<b>CO5</b>	L(1)	L(1)	L(1)	L(1)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)
<b>W.AV</b>	1	1.8	2.2	1.2	1.8	2	1.8	1	1.8	1.2

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

**Course Outcome VS Programme Specific Outcomes**

<b>COs</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	L(1)	L(1)	L(1)	M(2)	L(1)
<b>CO2</b>	L(1)	S(3)	M(2)	M(2)	M(2)
<b>CO3</b>	M(2)	S(3)	M(2)	M(2)	M(2)
<b>CO4</b>	L(1)	L(1)	M(2)	L(1)	L(1)
<b>CO5</b>	M(2)	M(2)	S(3)	M(2)	M(2)
<b>W.AV</b>	1.4	2	2	1.8	1.6

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



Semester - II						
DSE-2	Community Development			T	Credits: 4	Hours: 5
Course code: 458504						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To gain Remember on rural and urban community development administration</b>					
<b>Community Development:</b> Concepts, Definition, Objectives, Philosophy and Principles. <b>Extension Education:</b> Meaning, Definition Characteristics, Principles, Approaches in community development.						
<b>Outcome 1</b>	<b>Learners relate the community development with extension education</b>				<b>K1</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To analyse the Rural Problems and its implications</b>					
<b>Rural Community:</b> Meaning, Characteristics. <b>Rural Problems and their implications:</b> Poverty, illiteracy, Unemployment, Problems related to agricultures Community health and Infrastructure						
<b>Outcome 2</b>	<b>Learners explain the characteristics of rural community and major problems faced by them</b>				<b>K5</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To impart Remember on Urbanization and its related issues</b>					
<b>Urbanization:</b> Meaning, Characteristics, approaches. <b>Slums:</b> Definition - approaches. <b>Urban Issues:</b> Housing, drug addiction, juvenile delinquency						
<b>Outcome 3</b>	<b>Students describe the process in urbanization and it 's impact on society</b>				<b>K1</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To promote the Remember on Rural Development Administration</b>					
<b>Rural Development administration:</b> Administrative structure for Rural Development – Central and State level; Urban development administration: National and State level; Structure and Function of Urban development agencies						
<b>Outcome 4</b>	<b>Learners illustrate the Rural Development Administration structure at central and state level.</b>				<b>K2</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To get the awareness about Rural Development Programmes</b>					
<b>Rural Development Programmes:</b> Challenges in the implementation of community development programmes- Role of women in community development						
<b>Outcome 5</b>	<b>Learners examine the constraints in implementing the Community Development programs</b>				<b>K4</b>	
<b>Suggested Readings</b>						
Dayasl, Rajeswar. (1968). <i>Community development programme in India</i> . New Delhi: Kitap Mahal						
Mukerji, B. (1967). <i>Community development in India</i> . New Delhi: Orient Longman						
Mitra, Arup (1994). <i>Urbanisation: Slums informational sector and employment and poverty</i> . B.R.						
Thudipara, Jacob Z. (1993). <i>Urban Community Development</i> . New Delhi: Rawat						
Field, Bruk & Copper (2013). <i>The Sage Handbook of Aging, work and Society</i> . Sage						
Clinard, Marshall, B. (1970). <i>Slums and community development</i> . New York: The free						
<b>Online resources</b>						
<a href="#">What is Community Development? (nacdep.net)</a>						
<a href="#">Community Development – International Mental Health Collaborating Network (imhcn.org)</a>						
<a href="#">Community Development- meaning, definition, Concept &amp; principles, Philosophy of C.D (agrostudy.in)</a>						
<b>Course designed by: Prof.K.Manimekalai &amp; Dr.P.Veeramani</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

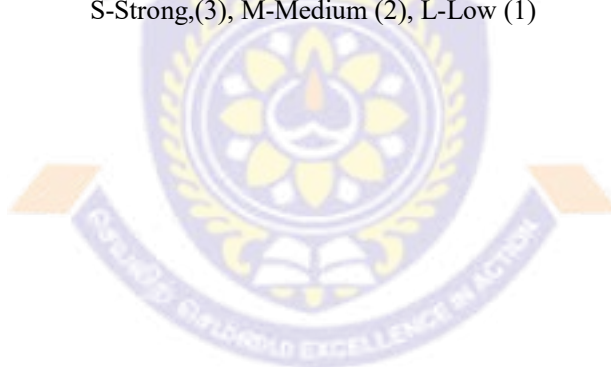
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)	M(2)	L(1)
CO2	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	L(1)	M(2)	L(1)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	L(1)	M(2)	L(1)
CO4	L(1)	M(2)	M(2)	L(1)	S(3)	S(3)	S(3)	L(1)	M(2)	L(1)
CO5	M(2)	S(3)	M(3)	L(1)	S(3)	M(2)	S(3)	M(2)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

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

### Course Outcome VS Programme Specific Outcomes

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

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





Semester - III						
<b>Core 11</b>	<b>Gender and Development</b>			<b>T</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Course code: 458301</b>						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To gain Remember on Gender Ideology in Indian Society</b>					
<b>Gender and Development:</b> Shifting Perceptions of Development: WID, WAD, GAD Approach: Welfare, Anti-poverty, Efficiency-Equity, Empowerment .						
<b>Outcome 1</b>	<b>Learners understand various approaches in gender and development</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To understand various Gender Empowerment measures</b>					
<b>State of Human Development:</b> Human Capital vs. GDP, Equality Vs Equity – HDI, GDI, GEM – Sustainable livelihoods						
<b>Outcome 2</b>	<b>Learners describe the Gender Empowerment Measures and its strategies</b>				<b>K1</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To familiarize the students with UN development initiatives on women</b>					
<b>Development Initiative:</b> UN Initiatives – MDGs , SDGs - Changing definitions of poverty – Feminization of Poverty - Emerging tools for analysis of poverty, social capital – its relation to poverty reduction – Strategies to address the development						
<b>Outcome 3</b>	<b>Learners Understand the MDGs and SDGs and its strategies to achieve the target</b>				<b>K2</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To impart Remember on Government Development Initiatives on women</b>					
<b>Women’s Empowerment:</b> Meaning and Concepts – Empowerment levels – Framework – Empowerment tools – National Policy for Empowerment of Women 2001 – Women Development Initiatives by Government, Non-governmental organizations						
<b>Outcome 4</b>	<b>Students illustrate the National Policy for Empowerment of Women 2001.</b>				<b>K2</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To elaborate on the concept of Liberalization, Privatization and Globalization</b>					
<b>Gender Development:</b> New Economic Policies - Liberalization, Privatization and Globalization and its impact on women - Gender Planning – Gender Mainstreaming						
<b>Outcome 5</b>	<b>Students examine the impact of Privatization and Globalization on women</b>				<b>K4</b>	
<b>Suggested Readings</b>						
Agarwal, Bina (eds). (1988). <i>Structures of Patriarchy</i> . New Delhi: Kali for women.						
Centre for Women and Child Development. National Policy for the Empowerment of Women –2001. New Delhi: Centre for Women and Child Development, GOI, 2001.						
Karl, Marilee (1995). <i>Women and Empowerment: Participation and Decision Making</i> . London: Zed.						
Nussbaum, Martha C. (2000). <i>Women and Human Development: The Capabilities Approach</i> . New Delhi: Kali for Women.						
Overholt, Catheline (et al) (1985). <i>Gender Roles in Development Projects: A Case Book</i> . Connecticut: Kumarian.						
Sahay, Sushama (1998). <i>Women and Empowerment: Approaches and Strategies</i> . New Delhi: Discovery.						
<b>Online resources</b>						
<a href="http://ilo.org">Gender and development (ilo.org)</a>						
<a href="http://wcd.nic.in">Women Empowerment Schemes   Ministry of Women &amp; Child Development IN hjgle (wcd.nic.in)</a>						
<a href="http://unacademy.com">Women Empowerment Schemes in India: A Comprehensive Guide (unacademy.com)</a>						
<b>Course designed by: Dr.P.Veeramani</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

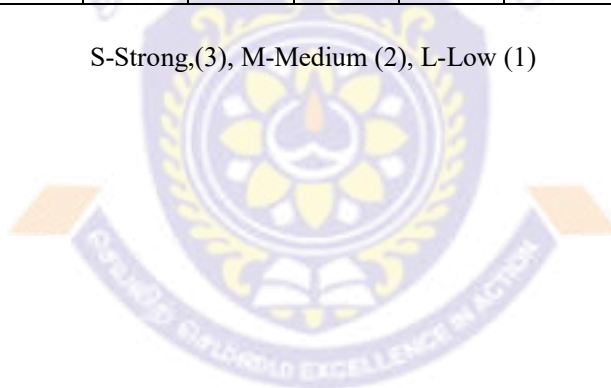
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO2	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)
CO5	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)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

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

### Course Outcome VS Programme Specific Outcomes

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

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



Semester - III						
<b>Core 12</b>	<b>Gender in Management</b>			<b>T</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Course code: 458302</b>						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To understand Gender Management System</b>					
<b>Management:</b> Principles – Goal setting – Planning – Organising – Staffing – Directing – Coordinating – Controlling – Related concepts: HR Principles – Engendering – Gender Mainstreaming – Gender Blind, Gender Neutral, Gender Awareness Programmes.						
<b>Outcome 1</b>	<b>Learners understand the basic concept in gender management system</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To understand processes in Gender Management System</b>					
<b>Gender Management System:</b> Definition – Principles: Empowerment, Accountability – Gender Management System: Structures – Mechanisms – Processes – Enabling Environment – Gender Neutral Initiatives						
<b>Outcome 2</b>	<b>Learners describe the principles, process and structure in gender management system</b>				<b>K1</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To establish Remember on Gender Mainstreaming mechanism</b>					
<b>Establishing a Gender Mainstreaming System:</b> Feasibility study and stakeholder analysis – Prioritizing goals – Points of entry for gender mainstreaming – Setting up or strengthening GMS structures and mechanisms						
<b>Outcome 3</b>	<b>Learners design the Gender Main streaming system for various stakeholders</b>				<b>K6</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To study about Gender Sensitive Indicators</b>					
<b>Gender Sensitive Indicators and Current Statistics:</b> Households and Families – Marital Status – Health - Economic Activity and Labour force participation – Happiness indicators						
<b>Outcome 4</b>	<b>Learners develop the gender sensitive indicators for the welfare of women</b>				<b>K6</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To impart Remember on method that involve in Gender Action Plan</b>					
<b>Gender Action Plan:</b> Stages in preparing Gender Awareness Plan: Gender Analysis – Policy Development and Appraisal Gender Disaggregated data – Gender Budgeting – Implementation – Monitoring and Evaluation – Gender Auditing						
<b>Outcome 5</b>	<b>Learners describe the process in Gender Budgeting and Gender Audting</b>				<b>K1</b>	
<b>Suggested Readings</b>						
Chinkin, Chrisine (2001). <i>Gender Mainstreaming in Legal Constitutional Affairs: A reference Manual for Government and other Stake holders</i> . London: Common Wealth Secretariat.						
Common Wealth Secretariat (1999). <i>Gender Budget Initiative: A Common Wealth Initiative to Integrate Gender into National Budgetary Processes</i> . London: Common Wealth Secretariat.						
McGregor, Elizabeth & Fabiola Bazo (2001). <i>Gender Mainstreaming in Science and Technology: A reference Manual for Gocernment and Other Stake holders</i> . London: Common Wealth Secretariat.						
Sen, Tonv (1999). <i>Using Gender – Sensitive Indicators: A reference manual for Governments and other Stakeholders</i> , London: Common Wealth Secretariat						
<b>Online resources</b>						
<a href="#">Gender in Management: An International Journal   Emerald Publishing (emeraldgroupublishing.com)</a>						
<a href="#">PDF view of the file 9781848596788-en.pdf (thecommonwealth-ilibrary.org)</a>						
<b>Course designed by: Prof.K.Manimekalai</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

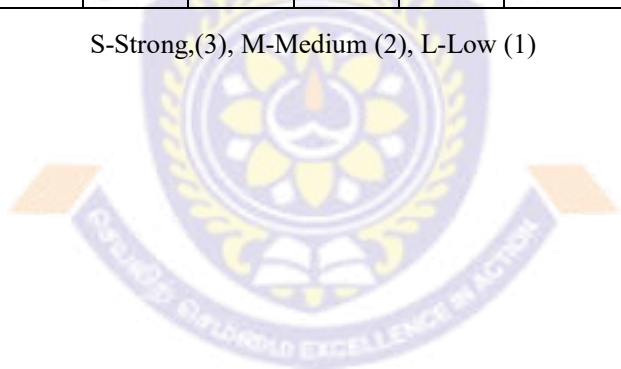
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L1	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)
CO2	L1	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
CO3	S3	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
CO4	L1	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	S(3)	M(2)
CO5	L1	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)
W.AV	1.4	1.8	2	1.8	2	2.6	2.8	2.4	2.6	1.8

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

### Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	S(3)	S(3)	M(2)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	S(3)	M(2)
CO4	L(1)	L(1)	M(2)	M(2)	M(2)
CO5	L(1)	L(1)	L(1)	L(1)	-
W.AV	1.8	1.6	2.2	2.4	2

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



Semester - III						
Core 13	Field Work			P	Credits: 4	Hours: 6
Course code: 458303						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To understand the basic concept in the training methods</b>					
<b>Concept of Training:</b> Training and learning - Types of training - Role of training -Capacity Building in Human Resource Development .						
<b>Outcome 1</b>	<b>Students understand the types and basic concepts in the training methods</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To get familiar with methods and techniques in the trainings</b>					
<b>Methods and Techniques of Training:</b> Tools and Techniques for Training						
<b>Outcome 2</b>	<b>Learners describe the various tools and techniques that can be adopted in the training modules</b>				<b>K1</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To give Remember on evaluation process of training programs</b>					
<b>Designing and evaluation of Training Programs for different Stakeholders:</b> Grass root Functionaries						
<b>Outcome 3</b>	<b>Learners explain the evaluation process of the training programmes implemented by the NGOs</b>				<b>K5</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To develop the training modules for different stakeholders</b>					
<b>Training Methods and Techniques – Practice:</b> Develop Training Modules for specific target groups and Learning Goals						
<b>Outcome 4</b>	<b>Learners set the goal and develop training modules for different stakeholders</b>				<b>K6</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To enhance the Remember about the Agencies that involved in Training</b>					
<b>Agencies involved in Training and Development:</b> NGOs, GOs and Corporate						
<b>Outcome 5</b>	<b>Learners describe the agencies involved in Training &amp; Development</b>				<b>K1</b>	
<b>Suggested Readings</b>						
Anisur, Rehman (2011). <i>Human Rights and Social Security; perspectives, issues and challenges</i> . New Delhi: Manak						
Kodwani, Amitabh Deo., & Noe, Raymond (2017). <i>Employee Training and Development</i> . McGraw Hill Education						
Lyton R., & Pareek U. (1990). <i>Training for Development</i> . New Delhi: Vistaar Publications						
Manoj Kumar Singh (2015). <i>A Women and Human Rights</i> . New Delhi: Akashdeep						
Stanely, Ross (2019). <i>Training and development in Organizations-An Essential Guide for Trainers</i> . Routledge						
<b>Online resources</b>						
<a href="http://naalya-schools.com/field-work-notes.pdf">FIELD-WORK-NOTES.pdf (naalya-schools.com)</a>						
<b>Course designed by: Prof.K.Manimekalai &amp; Dr.P.Veeramani</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

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

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

### Course Outcome VS Programme Specific Outcomes

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

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

Semester - III						
<b>Core 14</b>	<b>Gender and Health</b>			<b>T</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Course code: 458304</b>						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To introduce the concept of health and the issues related to gender and health</b>					
<b>Health:</b> Concept, Definition – Gender and Health - Health Care Needs of Women, Men & Transgender - Health Status of Women - Factors influencing women’s health - Health Indicators of Women - Mortality - Morbidity - Sex ratio, Child sex ratio, Life expectancy – MMR – IMR - Fertility .						
<b>Outcome 1</b>	<b>Learners understand the parameters of community health and health indicators</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To introduce the feministic perspectives on health</b>					
<b>Gender Gap in accessing Health Benefits:</b> Gender Bias in Family Planning - Women’s Reproductive Health – Prenatal and Postnatal Health Care- Menstrual Hygiene Management – Menopause – Hormonal Replacement Therapy – Sex Selective Abortion – Infertility - Child Health						
<b>Outcome 2</b>	<b>Students explain the existence of gender bias in accessing the health care benefits</b>				<b>K5</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To impart Remember on major health problems of adult women</b>					
<b>Gender and Nutrition:</b> Nutrition for pregnant and lactating mothers - Nutrition education for girls – Anemia - Gender bias in nutrition intake -Protein Malnutrition – Gender Discrimination - Breast Feeding – Health Seeking Behaviour						
<b>Outcome 3</b>	<b>Learners analyse the health problems of pregnant and lactating mothers</b>				<b>K4</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To gain Remember on health issues of LBGTO, sex workers, and differently abled women</b>					
<b>Gender and Health issues:</b> HIV/AIDS –Pollution and Health –Health issues of LBGTO– Environmental & Occupational Health hazards- Health issues relating to: sex workers, women with disabilities, women elderlies						
<b>Outcome 4</b>	<b>Learners describe the health issues of LBGTO, sex workers, differently abled women and elder people</b>				<b>K1</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To understand the programme and policies on Gender and Health.</b>					
<b>Programme and Policies for Gender and Health:</b> International & National Initiatives						
<b>Outcome 5</b>	<b>Students explain the national and international initiatives on gender and health</b>				<b>K5</b>	
<b>Suggested Readings</b>						
Neera Desai & Usha Thakkar (2006). <i>Women in Indian Society</i> , New Delhi: National Book Trust.						
Singh, Lakshmi Abha (2005). <i>Rural Women: Work and Health</i> , New Delhi: The Women.						
Stein, Jane (1997). <i>Empowerment and Women’s Health: Theory, Methods and Practice</i> , London: ZED Books.						
Sarma, Suranjan (2004). <i>Public Investment Primary Health Care</i> , New Delhi: Mittal.						
Hardoon Anita & Hayes Elizabeth (1997). <i>Reproductive Rights in Practice a Feminist Report on the Quality of Care</i> . London: Zed.						
Kumar Saya Stanley, Venkatesh G, & Lalitha (2006). <i>Disabled Women: Disadvantaged among the Disadvantaged</i> . New Delhi: Sonali						
<b>Online resources</b>						
<a href="http://e-PGPathshala (inlibnet.ac.in)">e-PGPathshala (inlibnet.ac.in)</a>						
<a href="http://Gender (who.int)">Gender (who.int)</a>						
<b>Course designed by: Dr.P.Veeramani</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

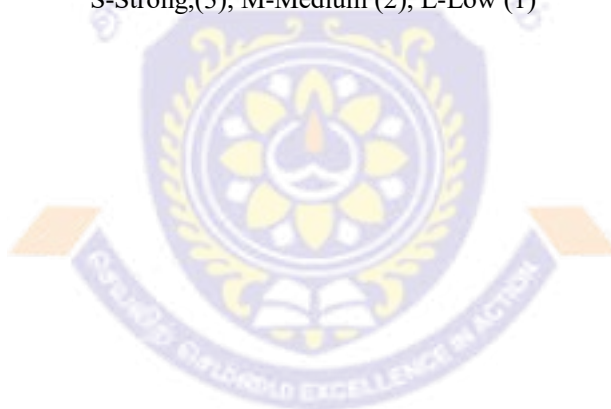
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	L(1)
CO3	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	L(1)
CO4	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	L(1)
CO5	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	L(1)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

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

### Course Outcome VS Programme Specific Outcomes

COs	PSOL(1)	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	M(2)	M(2)	M(2)
CO2	L(1)	L(1)	S(3)	M(2)	M(2)
CO3	L(1)	L(1)	M(2)	L(1)	M(2)
CO4	L(1)	L(1)	L(1)	M(2)	M(2)
CO5	L(1)	L(1)	S(3)	M(2)	M(2)
W.AV	1	1	2.2	1.8	2

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





Semester - III						
Core 15	Gender and History			T	Credits: 4	Hours: 4
Course code: 458305						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To analyze and locate the status of women historically from feminist perspective</b>					
<b>Gender and History:</b> Overview of Indian history from the perspective of women - Problems of mainstream - visibility and possibilities of recovering women's histories .						
<b>Outcome 1</b>	<b>Learners analyse the status of women from historical period to modern world</b>				<b>K4</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To understand consolidation and social construction of womanhood in India under various traditions</b>					
<b>Patriarchy and Sexuality:</b> Social construction of patriarchy in terms of norms, deviance and punishment. Control on women's body through patriarchal ideologies: consent, complicity chastity and honor						
<b>Outcome 2</b>	<b>Learners describe the contribution of women towards nation building</b>				<b>K1</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To study the religious practice in Indian culture</b>					
<b>Religious Traditions and Women:</b> Vedic, Brahminical Tradition Buddhist and Jain challenge medieval devotionalism – Bhakti, sufi movement Other Indian tradition – Islam, Christianity, Sikhism						
<b>Outcome 3</b>	<b>Learners understand various religious traditions and its impact on women</b>				<b>K2</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To understand the structural and institutional interventions during early British period</b>					
<b>Early British social, structural and Institutional Interventions:</b> sati and the widow remarriage Act Class formation and social mobility, Women in colonial economy (migrant/factory labour)						
<b>Outcome 4</b>	<b>Learners discuss the sati and the widow remarriage Act and economic status of women in early British period</b>				<b>K6</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To study the status of women through methodological aspects.</b>					
<b>Status of Women:</b> During 20 <sup>th</sup> Century- Contribution of Women in World History, Indian History- Popular depictions of women in Media History. <b>Methodological aspects:</b> Using sources from women's aspects in history - Archive materials, newspapers, oral history interviews						
<b>Outcome 5</b>	<b>Learners explain the status of women in history by using the methodological aspects</b>				<b>K5</b>	
<b>Suggested Readings</b>						
Chaudhuri, Maitreyi. (2004). <i>Feminism in India: Issues in Contemporary Indian Feminism</i> . New Delhi: Kali for Women.						
Kumar, Radha. (1997). <i>A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800 -1990</i> . New Delhi: Kali for Women.						
Chakravarti, Uma. (1998). <i>Rewriting History</i> . New Delhi: Kali for Women.						
Pande, Rekha. (2016). <i>Women Studies Narrative</i> . New Delhi: The Women						
Lee Downs, Laura. (2017). <i>Writing Gender History</i> . Bloomsbury Academic India						
Sivakumar, I., & Manimekalai, K. (2021). Masculinity and Challenges for Women in Indian Culture. <i>Journal of International Women's Studies</i> , 22(5), 427-436						
<b>Online resources</b>						
<a href="http://e-PGPathshala (inlibnet.ac.in)">e-PGPathshala (inlibnet.ac.in)</a>						
<a href="#">What Is Gender History? – AP Central   College Board</a>						
<b>Course designed by: Dr.P.Veeramani &amp; Dr.S.Poulpunitha</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

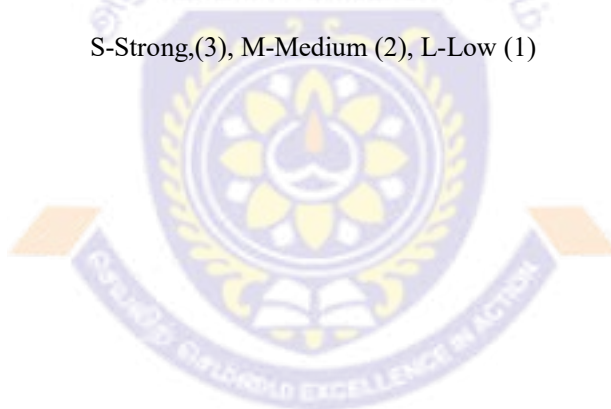
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	L(1)	L(1)	L(1)
CO2	M(2)	S(3)	S(3)	L(1)	M(2)	S(3)	S(3)	M(2)	S(3)	L(1)
CO3	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)
CO4	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO5	M(2)	S(3)	S(3)	L(1)	L(1)	M(2)	L(1)	L(1)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

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

### Course Outcome VS Programme Specific Outcomes

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

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



Semester - III						
<b>DSE-3</b>	<b>NGO Management</b>			<b>T</b>	<b>Credits: 4</b>	<b>Hours: 5</b>
<b>Course code: 458505</b>						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To learn about the evolution, ideology and growth of NGOs</b>					
<b>NGO: Definition, Characteristics – Role of NGO's - Voluntary Social Services – Community Based Services</b>						
<b>Outcome 1</b>	<b>Learners understand the basic principles and practices of NGOs</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To understand the process in registration of NGOS</b>					
<b>Formation of NGOs: Trust – Charitable trust, Trust Deed, Registration, Society, Eligibility to form a Society, Documents required - Memorandum of Association – Rules and Regulations, Registration Procedures</b>						
<b>Outcome 2</b>	<b>Learners apply the registration process while starting the NGOs</b>				<b>K3</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To acquire Remember on steps in monitoring and evaluation of NGO Programmes</b>					
<b>Monitoring and Evaluation of NGOs: Need for monitoring and Evaluation of NGO Programmes - Roles of Donor Agencies – Steps in monitoring and evaluation – Problems in Monitoring and Evaluation</b>						
<b>Outcome 3</b>	<b>Learners explain the process in Monitoring and Evaluation of NGOs</b>				<b>K5</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To give Remember on funding agencies for NGOs</b>					
<b>Funding: Internal Sources, Eligibility Conditions, Terms and Conditions of Grant-in-aid from Government, Grant-in-aid from Foreign Agencies – UNIFOM –OXFOM – UNICEF – WHO - World Bank</b>						
<b>Outcome 4</b>	<b>Students identify the national and foreign funding Agencies</b>				<b>K3</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To acquire Remember on various methods in community participation.</b>					
<b>Community Participation: Linkage between Local Community and NGO, PRA, PLA, SHG</b>						
<b>Outcome 5</b>	<b>Learns apply the basic participative methods to gather information from local community</b>				<b>K3</b>	
<b>Suggested Readings</b>						
Clark. J. (1991). <i>Democratizing Development: The Role of Voluntary organization</i> . London. Earlgsm.						
Bhose, Joel. S.G.R., (2003). <i>Hand Book of NGOs</i> , New Delhi: Nabhi.						
Ferrinton, John (1993). <i>NGOs and the State in Asia</i> , London: Routledge.						
Lawani, B.T. (1999). <i>NGOs in Development</i> . Jaipuir: Rawat.						
Padaki, Vijay (1995). <i>Development Intervention and programme Education</i> . New Delhi: Sage.						
Singh, Katar (1995). <i>Rural Development–Principles, Polices and Management</i> . New Delhi: Sage						
<b>Online resources</b>						
<a href="#">Unit 1: Introduction to NGO Management (pria-academy.org)</a>						
<a href="#">NGO Management - NGOs India : NGO Resources, NGO Registration and NGO Funding</a>						
<b>Course designed by: Prof.K.Manimekalai &amp; Dr.I.Sivakumar</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

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

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

### Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	M(2)	M(2)	S(3)
CO2	S(3)	M(2)	M(2)	M(2)	S(3)
CO3	L(1)	L(1)	L(1)	L(1)	S(3)
CO4	L(1)	M(2)	L(1)	M(2)	S(3)
CO5	M(2)	L(1)	M(2)	L(1)	S(3)
W.AV	1.6	1.6	1.6	1.6	3

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



Semester - III						
DSE-3	Counselling			T	Credits: 4	Hours: 5
Course code: 458506						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To gain Remember on foundations of Counseling</b>					
<b>Need of Guidance and Counseling:</b> Concepts, Definitions, Elements, Characteristics & Goals, Evolution of Counseling, Foundations of Counseling, Counseling Skills. Counseling Process: Initiating Counseling – Attending Skills – Nonverbal – Interacting with Clients – Termination						
<b>Outcome 1</b>	<b>Learners understand the basic concepts and counseling process</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To elucidate the counseling techniques for special situation</b>					
<b>Counseling Techniques:</b> Listening – Responding – Goal Setting – Exploration – Action – Counseling in Special Situations – Family – Alcoholism – Drug – Sex – Career – Crisis						
<b>Outcome 2</b>	<b>Learner apply the counseling techniques for family problems, drug and alcoholism patients</b>				<b>K3</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To acquire Remember on counseling techniques for psychological disorders</b>					
<b>Nature of Psychological Disorders and requirements of Counseling:</b> Childhood – Adolescence - Youth – Adulthood – Women - Elderly						
<b>Outcome 3</b>	<b>Learners choose the counseling techniques for psychological disorders problems from childhood to elderly people</b>				<b>K6</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To understand the theoretical approaches in the counselling</b>					
<b>Theoretical Approaches to Counseling:</b> Client Centered – Cognitive Approach – Eclectic Approach – Family Therapy – Behaviour therapy						
<b>Outcome 4</b>	<b>Learners apply various theoretical approaches during the counseling process</b>				<b>K3</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To Improve their Personal Responsibility and Realistic Levels of Aspiration.</b>					
<b>Counseling as a Profession:</b> Counselor as a Professional – Nature of the Profession – Ethical Standards – Personal Growth and Efficiency of the Counselor, Concerns of Self, Attitudes – Values – Beliefs – Relationships – Self-Esteem – Openness to others – Accepting Personal Responsibility – Self Actualization						
<b>Outcome 5</b>	<b>Learners illustrate the nature of Counseling in the Profession and its Ethical Standards</b>				<b>K2</b>	
<b>Suggested Readings</b>						
Nageshwara Rao, Murugudu Sri Ravi & Digumarti Bhaskara Rao (2004) <i>Guidance and Counselling</i> . New Delhi: Discovery.						
Shrivastava, K. K. (2006). <i>Principles of Guidance and Counselling</i> , New Delhi: Kanishka.						
Hough & Margaret (2006). <i>Counselling Skills and Theory</i> . U.K: Hodder Arnold.						
Mclend & John (2003). <i>Introduction to Counselling</i> . U.K: Open University.						
Rao Narayana (2003). <i>Counselling and Guidance</i> . U.K: Open University.						
Ryan (2013). <i>Gender and Psychology</i> , New Delhi: Sage						
<b>Online resources</b>						
<a href="http://edumilestones.com">What is Counselling ? Definition, Types &amp; Process (edumilestones.com)</a>						
<a href="http://visioncounselling.com.au">What is Counselling   Explanation and Definition of Counselling (visioncounselling.com.au)</a>						
<b>Course designed by: Prof.K.Manimekalai &amp; Dr.T.Murugesan</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

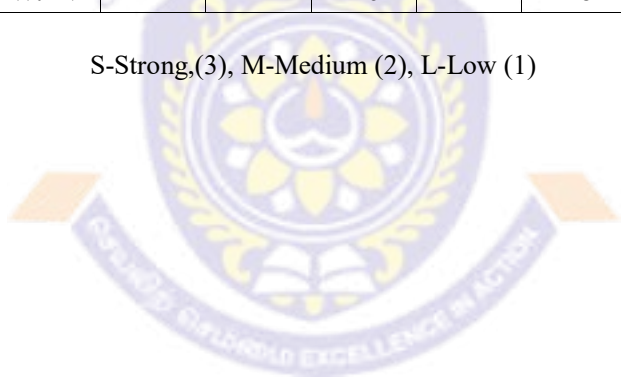
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	M(2)	M(2)
CO2	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)
CO3	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)
CO4	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)
CO5	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)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

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

### Course Outcome VS Programme Specific Outcomes

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

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



Semester - IV					
Core 16		Dissertation Work		Credits 14	H/W 30
Course code: 458401					
<b>Objectives</b>		<ol style="list-style-type: none"> <li>1. To help the students to learn the pursuit of the organization/society</li> <li>2. To sensitize students to the ground realities concerning gender in their immediate surroundings.</li> <li>3. To apply the interdisciplinary feminist perspectives in research methods.</li> <li>4. To introduce alternative definitions and locations of "Remember" and "methodology".</li> <li>5. To develop methods to evaluate student achievement of practical learning outcomes.</li> </ol>			
<b>Expected Course outcomes</b>					
CO1	Learners describe the activities and functions of society			K1	
CO2	Learners explore various women's issues from gender perspective			K2	
CO3	Students apply the feminist perspectives in their research work			K3	
CO4	Learners construct the tools and apply feminist research methodology in their study			K6	
CO5	Students compile their research chapters and develop skills to defend their dissertation			K6	
<b>Observation visit:</b> <ul style="list-style-type: none"> <li>• Studying the village/community</li> <li>• Tools and questionnaire construction</li> <li>• Data collection</li> <li>• Data analysis and</li> <li>• Report writing</li> <li>• Viva - voce</li> </ul>					
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, e – PG pathshala, Websites etc.]</b>					
<a href="#">What is a Dissertation? Projects, Report, Structure, Types, &amp; Work   Leverage Edu</a>					
<a href="#">What Is a University Dissertation: 2023 Structure, Challenges &amp; Writing Tips   Research.com</a>					
<b>Course Designed By: Prof.K.Manimekalai &amp; Dr.P.Veeramani</b>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

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

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

### Course Outcome VS Programme Specific Outcomes

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

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





**NON MAJOR ELECTIVE COURSES FOR OTHER DEPARTMENTS**

<b>Semester - II</b>						
<b>NME-1</b>	<b>Women's Studies for Competitive Examinations</b>			<b>T</b>	<b>Credits: 2</b>	<b>Hours: 3</b>
<b>Course code:</b>						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To elaborate the Women's Studies concepts in terms of competitive examination point of view</b>					
<b>Status of Women:</b> Education, Employment, Politics, Health						
<b>Outcome 1</b>	<b>Learners understand the status of women in Education, Employment, Politics and Health</b>				<b>K2</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To elucidate the status of women in international and national level</b>					
<b>Women Achievers:</b> International, National, State						
<b>Outcome 2</b>	<b>Learners explain the contribution of women achievers in their fields</b>				<b>K2</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To familiarize the students on Women Social Reformers</b>					
<b>Social Women Reformers:</b> International - National						
<b>Outcome 3</b>	<b>Students elaborate the contribution of women social reformers at national and international level</b>				<b>K6</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To explain the Legal Rights of women</b>					
<b>Human Rights:</b> Constitutional Provisions and Legal Rights for Women						
<b>Outcome 4</b>	<b>Learners categories the Constitutional Provisions and Legal Rights that protect women from social issues</b>				<b>K4</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To train the students in engendering national policies and programme.</b>					
<b>Policies and Programme for Women:</b> International - National - State						
<b>Outcome 5</b>	<b>Learners describe the policies and programmes for Women implemented at international, national and state level</b>				<b>K1</b>	
<b>Suggested Readings</b>						
Ann Oakley (1972). <i>Sex and Gender and Society</i> , London: Temple smith.						
Brike, Lynda (1987). <i>Women, Feminism and Biology, The Feminist Challenge</i> , Brighton; Harvester						
Richardson Diane (Eds.) (1983). <i>Introducing Women's Studies</i> , Hong Kong: Macmillan.						
Krishnaraj, Maithreyi (1995). <i>Remaking Society for Women: Visions Past and Present</i> . New Delhi: Indian Association for Women's Studies.						
Robinson, Victoria & Diane, Richardson (Eds.) (1993). <i>Introducing Women's Studies: Feminist Theory and Practice</i> . London: Macmillan						
<b>Online resources</b>						
WOMEN STUDIES - UPSC STUDYMATERIALS						
Gender/Women Studies- <a href="https://onlinecourses.swayam2.ac.in/arp19_ap54/preview">https://onlinecourses.swayam2.ac.in/arp19_ap54/preview</a>						
Gender and Women's Studies- <a href="https://guides.loc.gov/gender-womens-studies">https://guides.loc.gov/gender-womens-studies</a>						
<b>Course designed by: Prof.K.Manimekalai &amp; Dr.I.Sivakumar</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyse</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

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

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

### Course Outcome VS Programme Specific Outcomes

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

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



Semester - III						
NME -2	Life Skills Education			T	Credits: 2	Hours: 3
Course Code:						
<b>Unit 1</b>						
<b>Objective 1</b>	<b>To impart Remember basic concepts in life skills education</b>					
<b>Life Skills Education:</b> Meaning, Definition, Importance of Life Skills. <b>Core Life Skills:</b> Self Awareness – Empathy – Critical thinking – Creative Thinking – Decision Making – Problem Solving – Interpersonal Relationship – Effective Communication – Coping with Stress – Coping with Emotion. Methods to Enhance Life Skill						
<b>Outcome 1</b>	<b>Learners describe the importance of life skills Education</b>				<b>K1</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To explain the skills of good leader</b>					
<b>Leadership Skills:</b> Skills of a good leader – Leadership Vs Management – Leadership styles – Effective Speaking – Personal appearance – Role models						
<b>Outcome 2</b>	<b>Learners elaborate the leadership styles and develop the qualities needed for good leader</b>				<b>K6</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To improve Self awareness, Empathy, Critical thinking, Creative Thinking</b>					
<b>Interpersonal Skills:</b> Emotional Intelligence - Communication Skills – Listening Skills – Verbal / Nonverbal Communication – Problem solving – Negotiation – Working in groups – Team Building						
<b>Outcome 3</b>	<b>Learners develop their inter personal skills and communicate effectively</b>				<b>K6</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To learn Stress Management and Personal Development Skills</b>					
<b>Personal Development Skills:</b> Personal Development - Assertiveness – Presentation skills – Self motivation – Improving Self Esteem, time management. <b>Stressors and Stress Management:</b> Yoga and Meditation						
<b>Outcome 4</b>	<b>Learners understand the self motivation methods and basic yoga asanas that relieve stress</b>				<b>K2</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To impart Remember on dimensions of advocacy</b>					
<b>Advocacy:</b> Dimensions of Advocacy - Advocacy groups, Forms of advocacy – Advocacy models and effectiveness – Empowerment Advocacy – Advocacy Tools						
<b>Outcome 5</b>	<b>Learners categories the forms of advocacy, models, tools and its application</b>				<b>K4</b>	
<b>Suggested Readings</b>						
Carthy, Mc, Pasty & Hatcher, Caroline (2002). <i>Presentation Skills: The essential guide for students</i> . New Delhi: SAGE						
Thompson, Neil (2009). <i>People Skills</i> . London; Palgrave Macmillan						
Hargie, Saunders, C., & Dockson, D. (1994). <i>Social Skills in Interpersonal Communication</i> . London: Routledge						
Facilitator's Manual on Enhancing Life Skills (2010, Tamil), Rajiv Gandhi National Institute of youth Development, Sriperumbudur.						
<b>Online resources</b>						
<a href="#">What is Life Skills Education - Getmyuni</a>						
<a href="#">Microsoft Word - 7962 Prajapati.docx (ed.gov)</a>						
The Importance of Life Skills In Education To Get Ahead In Life (skygemsacademy.com)						
<b>Course designed by: Dr.P.Veeramani &amp; Dr.S.Poulpunitha</b>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

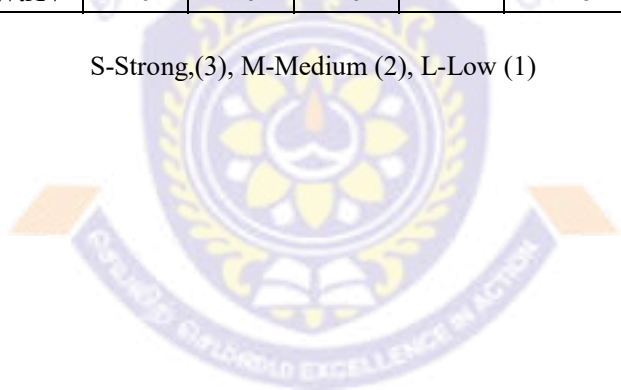
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO4	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	M(2)	L(1)	M(2)	L(1)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)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

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

### Course Outcome VS Programme Specific Outcomes

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

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





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