



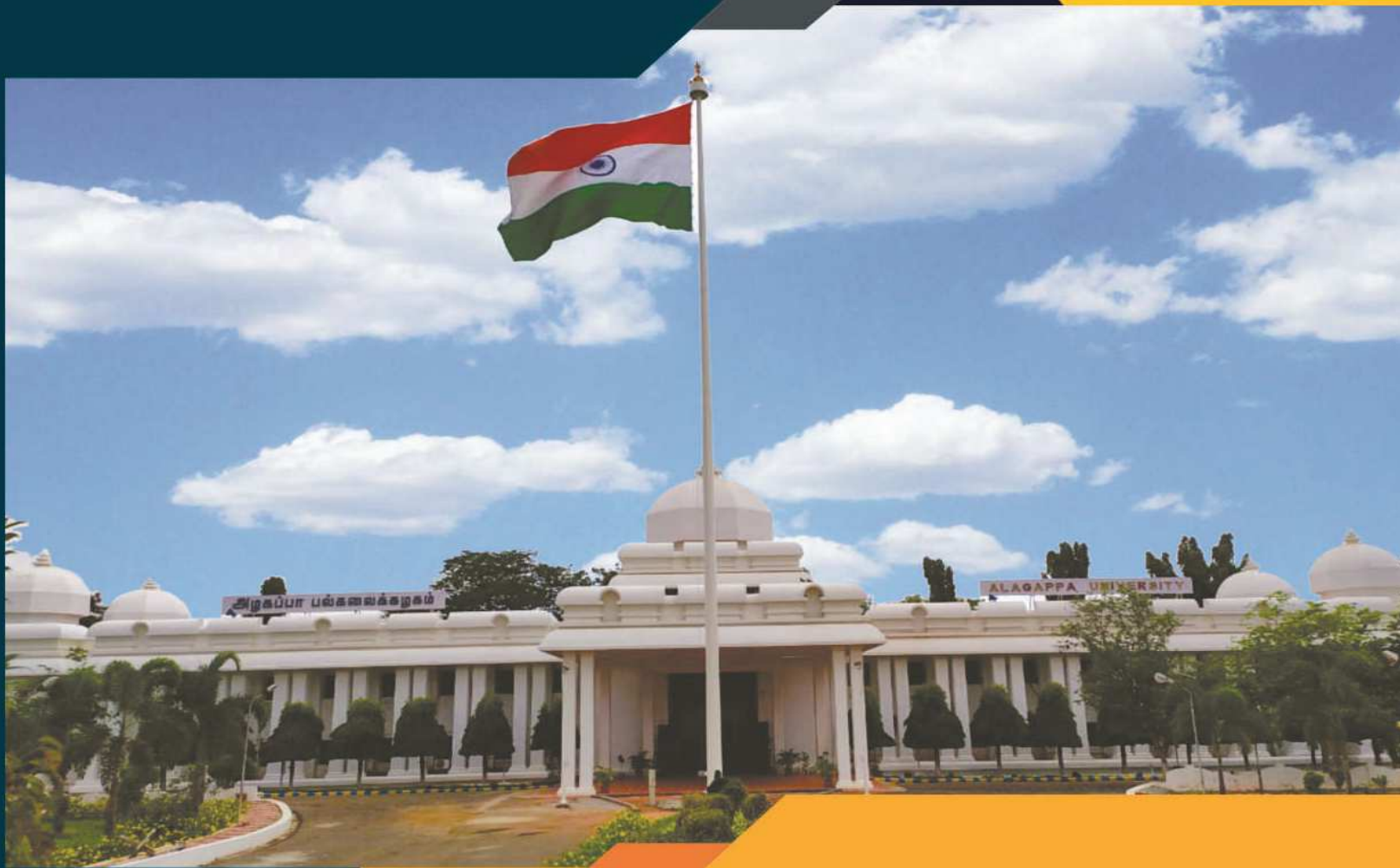
ALAGAPPA UNIVERSITY

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



2017	2018	2018	2019	2019
Accredited with A+ Grade by NAAC (CGPA : 3.84)	Graded as Category - 1 & Granted Autonomy	Swachh Campus Rank : 4	NATIONAL INSTITUTIONAL RANKING FRAMEWORK Rank : 28	India Rank : 28 BRICS Rank : 194 Asia Rank : 216

DEPARTMENT OF WOMEN'S STUDIES



M.A., GENDER STUDIES

[Choice Based Credit System (CBCS)]

[For the candidates admitted from the academic year 2019-2020]



ALAGAPPA UNIVERSITY

DEPARTMENT OF WOMEN'S STUDIES

(A State University Established in 1985)
KARAIKUDI - 630 003, Tamil Nadu, India
www.alagappauniversity.ac.in



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

Minutes of the Broad Based Board of Studies Meeting for M.A. Gender Studies

Broad Based Board of Studies meeting for M.A. Gender Studies, M.Phil (Women's Studies), Ph.D (Women's Studies) and PG. Diploma in Gender Studies was held on 06.06.2019 at 10.00 am in the Department of Women's Studies. The following members were present.

1. Dr.K.Manimekalai
Professor & Head
Department of Women's Studies
Alagappa University
Karaikudi
Chair person
2. Dr. Eszter Zsofia Toth
Lecture
Institute of Social and Economic History
E.L.TE University
Budapest, Hungary.
Foreign Subject Expert
3. Dr. Sudeshna Mukherjee
Assistant Professor
Centre for Women's Studies
Bangalore University
Bangalore
Subject Expert
4. Mr. C. Paul Alagarasan
Project Director,
Ford Trust,
Maruthangudi, Karaikudi
Service Organization
5. Dr.E. Kannapiran
Dean i/c College Development Council
Alagappa University,
Karaikudi
Ex officio Member
6. Dr. P. Veeramani
Assistant Professor
Department of Women's Studies
Alagappa University,
Karaikudi
Member
7. Dr. S. Poulpunita
Assistant Professor,
Department of Women's Studies,
Alagappa University, Karaikudi
Student Alumni

Dr.K.Manimekalai welcomed the members and explained the agenda for the BBOS meeting. The Board members discussed the agenda and the following resolutions were made;

1. The Board has reviewed the revised syllabus meant for M.A Gender Studies, M.Phil (Women's Studies), Ph.D (Women's Studies) and PG. Diploma in Gender Studies
2. Foreign expert Dr. Eszter Zsofia Toth, Institute of Social and Economic History E.L.TE University, Budapest, Hungary, Lecture, has expressed her satisfaction about the syllabus and she has made changes in the existing curriculum to meet global standard.
3. The credit system for the post graduation, M.Phil(Women's Studies), Ph.D(Women's Studies) and PG. Diploma in Gender Studies of our Alagappa University have been adopted and approved by the board
4. The purchased books and Journals for the discipline Gender Studies have been approved by the board

Members

Signature

Dr.K.Manimekalai

K. Manimekalai
6.6.19

Dr. Eszter Zsofia Toth

Dr. Sudeshna Mukherjee

Sudeshna Mukherjee 6.06.19.

Mr. C. Paul Alagarasan

C. Paul Alagarasan

Dr. E. Kannapiran

Dr. P. Veeramani

P. Veeramani
6/6/19

Dr. S. Poulpunitha

S. Poulpunitha
06/06/19

CHOICE BASED CREDIT SYSTEM (CBCS)
&
CREDIT FRAMEWORK FOR M.A. GENDER STUDIES

REGULATIONS

(Applicable to all the candidates admitted from the academic year 2019-20 onwards)

1. PROGRAMME GENERAL OBJECTIVES

M.A. Gender Studies is an interdisciplinary discipline facilitates the understanding of social construction of gender and social inequality in the society. The programme ensures students to work for the attainment of Just and Gender Fair Society.

2. PROGRAMME SPECIFIC OBJECTIVES

- To introduce women's studies as an academic discipline
- To impart knowledge about the feminist movements
- To familiarize the students with the feminist research methodology.
- To promote knowledge on women's participation in public administration.

3. PROGRAMME OUTCOMES

1. To realize the importance of women's studies as an academic discipline.
2. To understand the various feminist movement from grass root level to global level.
3. To undertake research and action programmes to achieve gender equity in all sectors.
4. To promote knowledge on women's political participation on state, national and International level.

4. ELIGIBILITY

- i) **For Admission:** A pass in any degree (Academic / Vocations Stream) conducted by the Government of Tamil Nadu.

5. DURATION

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. There shall be not less than 90 working days which shall comprise 450 teaching clock hours for each semester (exclusive of the days for the conduct of University end-semester examination).

6. COURSES IN PROGRAMMES

The Postgraduate 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 invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories the courses suggested for the Postgraduate programmes.

- **CORE COURSES (CC) 13** papers for project pattern
- **ELECTIVE COURSES (EC) 3** in the Semester I, II and III
- **NON - MAJOR ELECTIVE COURSES (NME)** in the Semester II and III
- **SELF LEARNING COURSES (SLC) under MOOCs** in the Semester II and III
- **Project Work (PW)** in the Semester IV

I. PROJECT

Each candidate shall be required to take up a Project Work; submit Project Report at the end of the second year. The Head of the Department shall assign the Guide who in turn will suggest the Project Work to the student in the beginning of the second year. One typed copy of the Project Report

shall be submitted to the University through Head of the Department on or before the date fixed by the University.

The project report will be evaluated by an Internal Examiner and an External Examiner, nominated by the University. The candidate concerned will have to defend his/her project in a Viva-Voce examination.

II. 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 / 6 days a week.

III. CREDITS

The Term "Credit" refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, a six hour course is assigned five credits; five hour course is assigned four credits. However, in no instance the credits of a course can be greater than the hours allotted to it.

The total minimum credits, required for completing a PG programme is 90. The details of credits for individual components and individual courses are given in

IV. COURSE

Each **Course** is to be designed variously under lectures / tutorials / laboratory or fieldwork / seminar / practical training / assignments / term paper or report writing etc., to meet effective teaching and learning needs.

V. EXAMINATIONS

- i) 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.
- ii) 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.
- iii) 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.
- iv) Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Project only).
- v) For the Project Report, the maximum marks will be 75 percent for project report evaluation and for the Viva-Voce it is 25 percent (if in some programmes, if the project is equivalent to more than one course, the project marks would be in proportion to the number of equivalent courses).

- vi) The results of all the examinations will be published through the College/ University Department where the student underwent the course as well as through University Website. In the case of private candidates, the results will be published through the Centre in which they took the examinations as well as through University Website.

VI. CONDONATION

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

VII. QUESTION PAPER PATTERN

	Part – A	
Ten questions (No choice)		10 x 2 = 20 marks
Two questions from each Unit		
	Part – B	
Five questions (either or type)		5 x 5 = 25 marks
One question from each unit		
	Part – C	
Three questions out of five		3 x 10 = 30 marks
One question from each unit		

VIII. EVALUATION

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

Two tests	-	15 marks (Third / repeat tests for genuine Absentees)
Seminar / Quiz	-	5 marks
Assignments	-	5 marks

		25 marks

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

IX. PASSING MINIMUM

A candidate shall be declared to have passed in each course if he / she secures not less than 40% marks in the University Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and University Examinations marks together.

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

Candidates, who have secured the pass marks in the end-semester examination (U.E) and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + 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 Work if he / she gets not less than 40% in each of the Project Report and Viva-Voce but not less than 50% in the aggregate of both the marks for Project Report and Viva-Voce.

A candidate who gets less than 40% in the Project Report must resubmit the Project Report. Such candidates need take again the Viva-Voce on the resubmitted Project.

Improvement of marks – Norms for the Improvement marks

- a) Candidates willing to improve his / her performance of marks in the University Examinations (other than Practical / Project Work) in Theory course shall be permitted to re-appear again in the succeeding semester examination for the theory course(s) in which he / she has passed in the first appearance.
- b) Improvement of performance of marks is allowed only once for a (theory course) course.
- c) If the candidate shows no improvement in such appearance, marks secured by him / her in the first appearance will remain. No fresh marks statement will be issued in such cases.
- d) If the candidate shows improvement, a revised mark statement will be issued on production of the original mark statement issued to him / her.
- e) On improvement of performance, if a candidate becomes eligible for a higher class / GPA and CGPA it shall be incorporated / awarded in the mark statement/ provisional certificate / degree certificate on an application made by the candidate (along with the original Mark Statement / Provisional Certificate / Degree Certificate) already issued (as the case may be) together with a fee prescribed for the purpose. However, he / she is not eligible for Revision of Rank or for the award of Prize.
- f) Candidates willing to appear for the examination for improvement of marks at his / her last semester examination may await for the results of his / her latest appearance and re-appear twice in the immediately succeeding examination sessions.
- g) The fee for permission to re-appear for improvement of marks is to be paid in addition to the examination fee for each course for which he / she is appearing for.
- h) The application for permission of re-appearance must be sent separately to the Controller of Examinations in the prescribed form duly recommended by the Principal of the College on or before the last date for receipt of application for registration.
- i) Fees paid once by these candidates will not be refunded or adjusted under any circumstances.

X. GRADING

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:

$$\text{GPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

Where ‘**C_i**’ is the Credit earned for the Course **i** in any semester; ‘**G_i**’ is the Grade Point obtained by the student for the Course **i** and ‘**n**’ is the number of Courses **passed** in that semester.

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

XI. CLASSIFICATION OF FINAL RESULTS

- a) The final result of the candidate shall be based only on CGPA earned by the candidate.
- b) Successful candidates passing the examinations and earning CGPA between 6.01 and 7.50 shall be declared to have passed in First Class and those who earned CGPA between 5.00 and 6.00 shall be declared to have passed in Second Class.
- c) Candidates earning CGPA between 7.51 and 9.00 in the first appearance within the prescribed duration of the programme shall be declared to have passed in First Class with Distinction and those who earned CGPA 9.01 and above in the first appearance within the prescribed duration of the programme shall be declared to have passed in First Class – Exemplary in the respective Programmes.
- d) Absence from an examination shall not be taken as an attempt.

XII. 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).

XIII. RANKING: UNIVERSITY EXAMINATION

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

XVII. GRIEVANCE REDRESSAL COMMITTEE:

The Department shall form a Grievance Redressal Committee in each with the Course Teacher and the HOD as the members. This committee shall solve all grievances relating to the Internal Assessment marks of the students.

XVIII. TRANSFER OF CREDITS:

Students are permitted to transfer their Self Learning Course Credits to Regular Stream.

XIX. REVISION OF REGULATIONS AND CURRICULUM:

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

Table: 1
Details on the number of courses, credits per course, hours per course for the programme

Pattern for all Semester

Semester	I	II	III	IV	Total hours/120 weekly hour
CC (5credits)	4	3	3	2	70
EC (4credits)	1	1	1	-	15
NME (2 credits)	-	1	1	-	6
Internship (CC)(8 credits)	-	-	-	1	8
Project (6 credits)	-	-	-	1	12
Library	1	-	-	-	1
Library, Yoga & Career guidance	-	4	4	-	8
SLC		Extra credits	Extra credits		
Credits per Semester	24	21	21	24	120
Total credits	90 + Extra credits				

CC-Core Course, EC-Elective Course, NME-Non Major Elective, SLC- Self Learning Course

Table: 2 Grading of the Courses

MARKS	GRADE POINT	LETTER GRADE
96 and above	10	S+
91 – 95	9.5	S
86 – 90	9.0	D++
81 – 85	8.5	D+
76 – 80	8.0	D
71 – 75	7.5	A++
66 – 70	7.0	A+
61 – 65	6.5	A
56 – 60	6.0	B
50 – 55	5.5	C
Below 50	0	F

Table: 3 Final Result

CGPA	Letter Grade	Classification of Final Results
9.51 and above	S+	First class – Exemplary
9.01 – 9.50	S	
8.50 – 9.00	D++	First class – Distinction
8.01 – 8.50	D+	
7.50 – 8.00	D	
7.01 – 7.50	A++	First Class
6.51 – 7.00	A+	
6.01 – 6.50	A	
5.51 – 6.00	B	Second Class
5.00 – 5.50	C	
Below 5.00	F	Fail

7. PROGRAMME OUTCOMES

- To realize the importance of women’s studies as an academic discipline.
- To understand the various feminist movement from grass root level to global level.
- To undertake research and action programmes to achieve gender equity in all sectors.
- To promote knowledge on women’s political participation on state, national and International level.



M.A. GENDER STUDIES – COURSE STRUCTURE

Semester	Code	Course Name	Credit	Hrs/ week	Marks		Total Marks	
					Int.	Ext		
I	458101	1.1 Introduction to Gender Studies	5	6	25	75	100	
	458102	1.2 Feminist Movements	5	6	25	75	100	
	458103	1.3 Feminist Research Methodology	5	6	25	75	100	
	458104	1.4 Gender and History	5	6	25	75	100	
	458501	1.5.1 EC – I – Community Development	Any one	4	5	25	75	100
	458502	1.5.2 EC – I- Life Skills Education						
	Library			-	1	--	--	--
	Total			24	30	--	--	500
II	458201	2.1 Feminist Theories	5	6	25	75	100	
	458202	2.2 Gender and Governance	5	6	25	75	100	
	458203	2.3 Gendering Citizens' Rights	5	6	25	75	100	
	458503	2.4.1 EC-II Women, Technology and Entrepreneurship	Any one	4	5	25	75	100
	458504	2.4 .2 EC-II Gender Analysis						
		2.5 NME-I	2	3	25	75	100	
	MOOCs	SLC-I	Extra Credit	-	-	-	-	
	Library, Yoga and Career Guidance			-	4	-	-	-
Total			21+EC	30		--	500	
III	458301	3.1 Civil Society Organization	5	6	25	75	100	
	458302	3.2 Gender Management System	5	6	25	75	100	
	458303	3.3 Gender and Health	5	6	25	75	100	
	458505	3.4.1 EC-III Gender and Environment	Any one	4	5	25	75	100
	458506	3.4 .2 EC-III Counseling						
		3.5 NME-II	2	3	25	75	100	
	MOOCs	SLC – II	EC	-	-	-	-	
	Library, Yoga and Career Guidance				4	-	-	-
Total			21+EC	30	-	-	500	
IV	458401	4.1 Gender and Development	5	5	25	75	100	
	458402	4.2 Gender and Media	5	5	25	75	100	
	458403	4.3 Internship (in Relevant Agencies such as NGOs, Industries, Service Organizations, Administration and Governance)	8	8	25	75	100	
	458404	4.4 Project Report & Viva Voce	6	12	25	75	100	
	Total			24	30	-	-	400
Grant Total (Four Semesters)			90+Extra Credit	120	-	-	1900	

Semester - I			
Course code:458101	Introduction to Gender Studies	Credit: 5	Hours: 6
Objectives	<ul style="list-style-type: none"> ➤ To introduce women's studies as an academic discipline ➤ To explain changing trend in the status of Women. 		
Unit - I	Gender Studies: Definition - Scope of gender studies - Differences between sex and gender, Interdisciplinary nature of Gender studies, Gender studies Vs Women's studies, Need for Gender as an analytical variable.		
Unit - II	Gender concepts: Social construction of gender – Stereotypes -Gender roles – Gender Ideology - Sexual Minorities – LBGTQ – Understanding patriarchy –Gender issues in development – Gender sensitization and training.		
Unit - III	Gendering institutions: Individual – Family-class-caste-religion – Society – Patriarchal - Matrilineal – Women and Culture – Role Status –Socialization – Internalization –Changing Scenario–Power relations, Decision making- Female Headed Households.		
Unit – IV	Education and economic institutions: Gender and Education – Enrolment pattern – Primary to Higher Education – literacy Rates - Drop-out Rates – gender gap -Sexual Division of Labour-pay gap-wage differentials.		
Unit - V	Gender and work: Gender Segregation –glass ceiling-pipeline leakage- Unpaid labour - invisibility – organized and Unorganized Sectors – Wage Discrimination – Production –Reproduction-Deindustrialization and Business.		
Reference and Textbooks			
Oakley, Ann. (1972). <i>Sex and Gender and Society</i> . London; Temple smith			
Robinson, Victoria., & Diane, Richardson. (Eds.). (1993). <i>Introducing Women's Studies: Feminist Theory and Practice</i> . London: Macmillan			
Krishnaraj, Maithreyi. (1995). <i>Remaking Society for Women: Visions Past and Present</i> . New Delhi: Indian Association for Women's Studies.			
Gokilavani. (2000). <i>Women's Studies: Principles, theories and Methodologies</i> . Department of Women's Studies: Alagappa University.			
Saraswati, Ayu. L., Shaw, Barbara & Rellihan, Heather. (2017). <i>Introduction to Women's, Gender, and Sexuality Studies: Interdisciplinary and Intersectional Approaches</i> . Oxford University Press.			
Outcomes	<ul style="list-style-type: none"> ➤ Can realize the importance of Women's studies as an academic discipline. ➤ Can familiarize with key issues, questions and debates in women and gender studies 		

Course Teacher
Prof.K. Manimekalai

Semester - I			
Course code: 458102		Feminist Movements	
		Credit: 5	Hours: 6
Objectives	<ul style="list-style-type: none"> ➤ To impart knowledge about the feminist movements ➤ To study about the role of women in Pre - Independence and Post Independence Movements. 		
Unit - I	Women movements: concept– Basic elements – women’s movement as social Movement – Suffrage, Working Women issues, Birth Control Movement-Status of women through ages		
Unit - II	Historical Developments of Social Reform Movements: its efforts in addressing various women centered issues like women’s education, abolition of Sati custom, widow remarriage, abolition of Polygamy, Child marriage, Inheritance and property rights		
Unit - III	Women’s Role in Indian Independence movement: Emergence of women’s questions in colonial India - Women and Civil disobedience movement – Quit India Movement		
Unit – IV	Post independence period and Women’s movements: Dravidian movement and women – Backward class movement –Dalit movement- Women and political movement. Contribution of women in ecological movements – Chipko, Narmada, Appico - Telugana Movement and Srikakulam Movement -Peasant Movement		
Unit - V	Social Reformers: Ambedkar, Rajaram Mohan Roy, Eswara Chandra Vidyasagar, Dayanada Saraswathi, Mahatma Phule, Savtribai Phule, Pandit Ramabai, Annie Besant, Sarojini Naidu, Muthulakshmi Reddy, Durgabai Deshmukh, Aruna Asaf Ali, E.V.Ramasamy, Bharathiar. Contemporary social issues and movements		
Reference and Textbooks			
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			
Bhaksh, R. (2015). <i>Handbook of Transnational Feminist Movements</i> . Oxford.			
Anagol. (2017). <i>The Emergence of feminism in India</i> , Routledge.			
Outcomes	<ul style="list-style-type: none"> ➤ Can reinforce the importance of feminist thought ➤ Can promote knowledge on feminist movements 		

Course Teacher
Dr.P.Veeramani

Semester - I			
Course code: 458103		Feminist Research Methodology	Credit: 5
		Hours: 6	
Objectives	<ul style="list-style-type: none"> ➤ To understand the basic concepts of research and its methodologies in social science ➤ To familiarize the students with feminist research methodology 		
Unit - I	Research: Methodology, Methods and Techniques- Research Methodology: Definition – Characteristics – Research Design: Descriptive- Exploratory – Diagnostic – Experimental – Types: Survey - Action-Advocacy – Historical Evaluation – Qualitative-Quantitative-Comparative Research		
Unit - II	Sampling Techniques: Types: Probability – Non-Probability – Primary and Secondary sources – Data Collection Techniques: Observation, Interview Schedule – Questionnaire, Interview – Case Study-Scaling – Reliability – Validity. Statistical Techniques: Measures of Central tendencies – Dispersion – Correlation Methods – Tests of Significance – Hypothesis Formulation & Testing		
Unit - III	Feminist Research Methodology: Characteristics – Objectivity Vs Subjectivity – Elements – Sex Role Research – Non-Sexist Methods – Feminist Ontology – Epistemology – Ethnomethodology. Tools-Oral History, Focused Group Discussion, Content Analysis. Sexism in Research: Androcentricity – Over Generalization – Gender Insensitivity – Double Standards – Sex Appropriateness – Sexual Dichotomism		
Unit – IV	Feminist Research Analysis: Experimental content – Cross Cultural – Longitudinal – Oral Testimony – Gender as a Variable –Multi Variate Analysis – Ethnography – Emerging Methods- Mixed Methods Approach – Triangulation –Structural Equation Modeling(SEM)- SPSS		
Unit - V	Referencing styles, Report writing and plagiarism		
Reference and Textbooks			
Eichler, Margrit. (1988). <i>Non-Sexist Research Methods: A Practical Guide</i> . London: Allen and Urwin			
Krishnaraj, Maithreyi (1988). <i>Evolving New Methodologies in Research on Women's Studies</i> . Bombay: SNDT Women's University			
Maynard, Mary & Purvis, June. (1994). <i>Researching Women's Lives from a Feminist Perspective</i> . London: Taylor & Francis			
Shukla, Asha. (2017). <i>Research Methodology in Women's Studies</i> . Serials.			
Singaravelu, G. (2017). <i>Research Methodology</i> . A.P.H.			
Outcomes	<ul style="list-style-type: none"> • Develop the ability to understand social science research • Able to gain knowledge about the importance and uniqueness of feminist research methodology 		

Course Teacher
Prof.K. Manimekalai & Dr. I.Sivakumar

Course code: 458104		Gender and History	Credit:5	Hours: 6
Objectives	<ul style="list-style-type: none"> ➤ To analyze and locate the status of women historically from feminist perspective ➤ To understand consolidation and social construction of womanhood in India under various traditions 			
Unit - I	Gender and History: Overview of Indian history from the perspective of women. Problems of mainstream. Historiography: Exclusion, visibility and possibilities of recovering women's histories. Orientalism and Indologist construction of spiritual India			
Unit - II	Patriarchy and sexuality: Social construction of patriarchy in terms of norms, deviance and punishment. Control on women's body through patriarchal ideologies: consent, complicity chastity and honor. Historicizing sexuality: varying sexual arrangements in Epics, Contemporary debate on sex work, Beyond binaries: Recognizing diverse sexualities			
Unit - III	Religious Traditions and Women: Vedic, Brahminical Tradition Buddhist and Jain challenge medieval devotionalism – Bhakti, sufi, veershaiva movement Other Indian tradition – Islam, Christianity, Sikhism Early British social, structural and Institutional Interventions: sati and the widow remarriage Act Class formation and social mobility, Women in colonial economy (migrant/factory labor)			
Unit – IV	Locating women in nationalist discourse: Nationalist construction of ancient past Social reform movement and the women's question. Recasting women: New notions of conjugality and transforming the family. The nationalist resolution of the women's question			
Unit - V	Status of Women: During 20 th Century- Contribution of Women in World History, Indian History- Popular depictions of women in Media History- Methodological aspects: Using sources from women's aspects in history - Archive materials, newspapers, oral history interviews			
Reference and Textbooks				
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.				
Chaudhuri, Maitreyi. (2004). <i>Feminism in India: Issues in Contemporary Indian Feminism</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				
Outcomes	<ul style="list-style-type: none"> ➤ Students will improve general knowledge about the role and changing aspects of women through history ➤ Students will gain knowledge about the contribution of women towards nation building 			

Course Teacher
Prof.K. Manimekalai & Dr.S.Poulpunitha

Semester - I			
Course code: 458501 Elective I	Community Development	Credit:4	Hours: 5
Objectives	<ul style="list-style-type: none"> ➤ To gain knowledge on rural and urban community development administration ➤ To study about the role of women in community development 		
Unit - I	Community Development: Concepts, Definition, Objectives, Philosophy and Principles. Extension Education: Meaning, Definition Characteristics, Principles, Approaches in community development		
Unit - II	Rural community: Meaning, Characteristics: Rural Problems and their implications: Poverty, illiteracy, Unemployment, Problems related to agricultures Community health and Infrastructure		
Unit - III	Urbanization: Meaning, Characteristics, approaches. Slums – definition, approaches, theories and Classification and Culture of Slums; and Urban Problems: Housing, drug addiction, juvenile delinquency, Prostitution		
Unit – IV	Rural Development administration: Administrative structure for Rural Development – Central and State level; Urban development administration: National and State level; structure and function of Urban development Agencies		
Unit - V	Rural Development Programmes: Urban development programmes. Challenges in the implementation of Community Development Programmes- Role of women in community development		
Reference and Textbooks			
<p>Clinard, Marshall. B. (1970). <i>Slums and community development</i>. New York: The free</p> <p>Thudipara, Jacob .Z. (1993). <i>Urban Community Development</i>. New Delhi: Rawat</p> <p>Mitra, Arup. (1994). <i>Urbanisation: Slums informational sector and employment and poverty</i>. B.R</p> <p>Field, Bruk & Copper. (2013). <i>The Sage Handbook of Aging, work and Society</i>. Sage</p> <p>Lfe, Jim. (2016). <i>Community Development in an Uncertain World: Vision, Analysis and Practice</i>. Cambridge University Press</p>			
Outcomes	<ul style="list-style-type: none"> ➤ Acquire knowledge on rural and urban community development administration ➤ Can able to understand the role of women in community development 		

Course Teacher
Prof.K. Manimekalai

Semester - I			
Course code: 458502	Life Skills Education	Credit:4	Hours: 5
Elective I			
Objectives	<ul style="list-style-type: none"> ➤ To learn to communicate effectively, vocally, in writing and in presentation format ➤ To develop a comprehensive understanding about the Life Skill Application for Gender Development 		
Unit - I	Life Skills Education: Meaning, definition, concepts and importance of Life Skills- Need for Life Skill Education – Core Life Skills – Self Awareness – Empathy – Critical thinking – Creative Thinking – Decision Making – Problem Solving – Interpersonal Relationship –Effective Communication – Coping with Stress – Coping with Emotion. Methods to Enhance Life Skill – Life Skill Application for Gender Development		
Unit - II	Leadership Skills: skills of a good leader – Leadership Vs Management – leadership styles – effective speaking – personal appearance – Role models		
Unit - III	Interpersonal Skills: Emotional Intelligence - Communication Skills – Listening Skills – Verbal / Nonverbal communication – problem solving –Negotiation – working in groups – Team Building - Improving communication		
Unit – IV	Personal Development Skills: personal development, personal empowerment. Assertiveness – presentation skills – self motivation – Building confidence – Improving self esteem, time management – Stressors and Stress Management: Yoga and Meditation		
Unit - V	Advocacy and writing skills: importance of structure – formal and informal writing styles. Dimensions of Advocacy - advocacy groups, forms of advocacy – advocacy models and effectiveness – Empowerment Advocacy – Advocacy Tools		
Reference and Textbooks			
Hargie, Saunders. C., & Dockson, D. (1994). <i>Social Skills in Interpersonal Communication</i> . London: Routledge			
Carthy, Mc, Pasty & Hatcher, Caroline. (2002). <i>Presentation Skills: The essential guide for students</i> . New Delhi: SAGE			
Thompson, Neil. (2009). 3 rd ed. <i>People Skills</i> . London; Palgrave Macmillan			
Facilitator's Manual on Enhancing Life Skills (2010, Tamil), Rajiv Gandhi National Institute of youth Development, Sriperumbudur			
Bhatt, Rajeshkumar. I. (2017). <i>Life Skill Education</i> . (1 st ed.). Scholarink			
Outcomes	<ul style="list-style-type: none"> ➤ Can realize the importance of life skills Education to be a successful person ➤ Can gain Knowledge about the Application of Life Skills for Gender Development 		

Course Teacher
Dr.P.Veeramani & Dr.T.Murugesan

SEMESTER – II

Semester - II			
Course code: 458201	Feminist Theories	Credit:5	Hours: 6
Objectives	<ul style="list-style-type: none"> ➤ To introduce and analyze major feminist thoughts ➤ To impart knowledge about the feminist movements 		
Unit - I	Concepts in Feminism: Feminism, Femininity/Masculinity, Sexual division of labour Conceptualizing Feminist Theories: First wave of feminism Liberal feminism: Equality, Rationality Freedom: Mary Wool stone Craft, Harriet Taylor, J.S Mill, Betty Frieden		
Unit - II	Second wave of feminism: Radical feminism – Gender, Patriarchy, reproductive technology, motherhood: Shulamith firestone, Kate Millet, Mary Daly, Adrienne Rich. - Marxist Feminism: Production, Reproduction class, Alienation, Marriage & family: Marx & Engels, Margaret Benston, Dalla Costa Salma James, Zaretsky		
Unit - III	Socialist feminism: Class and gender, Division of Labour, Unified and Dual System, exploitation: Alison Jaggar, Juliet Mitchell, Irish Young, and Sheila Rowbotham		
Unit – IV	Psychoanalytic, Existentialist and Post - modern approaches: Sigmund Freud, Simon De Beauvoir, Sherry Ortner, Helen cixous		
Unit - V	Black feminist theory - Third world feminist theory-Eco-feminism (Carolyn Merchant, Vandana Shiva, Maria Mies)		
Reference and Textbooks			
Beauvoir, Simone de. (1979). <i>The Second Sex</i> . Harmondsworth: Penguin Books.			
Jaggar, Alison. M. (1983). <i>Feminist Politics and Human Nature</i> . New Jersey: Rowman and Allenhold			
Tong, Rosemarie. (1989). <i>Feminist Thought: A Comprehensive Introduction</i> . London: West view.			
Robinson, Victoria., & Diane, Richardson. (Eds.). (1993). <i>Introducing Women’s Studies: Feminist Theory and Practice</i> . London: Macmillan			
Finke, Laurie. A. (2018). <i>Feminist Theory, Women's Writing</i> . Cornell University			
Outcomes	<ul style="list-style-type: none"> ➤ Can gain knowledge about the various feminist thinkers ➤ Can promote knowledge on feminist movements 		

Course Teacher
Prof.K. Manimekalai

Semester - II			
Course code: 458202	Gender and Governance	Credit:5	Hours: 6
Objectives	To provide the knowledge about women's participation in public administration To study the legal provisions for women in Governance		
Unit - I	Governance: Definition – Feminist Thinking about welfare state – Reflection – Gender and Politics – Gender Perspective on Political Identities – Gender and Citizenship – Constitutional Provisions for Gender equality		
Unit - II	Women's Political Participation: Voters – Contestants – Leaders – Voting Behaviour – Gender constraints – Politics as career – Electoral Politics – Women Reservation Bill – 81 st Amendment – Recent Amendments for 1/3 reservation-unfinished agenda		
Unit - III	Local Self Governance: 73 rd and 74 th 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		
Unit - IV	Indian Scenario: Women's Participation in Governance – Sex Ratio of Members of Assembly, Parliament – Government and Government undertaking sectors – Civil Services – Banking and Railway Sectors – Police – Army – Judiciary		
Unit - V	Gender: Politics and Social Theory – Gender and Power Dynamics – Female Powerlessness – Cultural Preparedness - Existential base for Power Relationship – Political Theory: Sex, Gender and Power		
Reference and Textbooks			
Mohantray Talpade, Chandra. (2003). <i>Feminism without Borders Decolonizing Theory, Practicising Solidarity</i> . Duke University.			
Palanithurai, G. (2003). <i>New Panchayati Raj in Tamil Nadu</i> . New Delhi: Concept.			
Obeng. (2014). <i>Rural women's power in South Asia</i> . Palgrave macmillan			
Tanja A. Börzel & Thomas Risse. (2016). <i>Regional Social and Gender Governance</i> . The Oxford Handbook of Comparative Regionalism. DOI: 10.1093/oxfordhb/9780199682300.013.19			
Kazi, Seema. (2019). <i>Gender and Governance: Perspectives from South Asia</i> . Zubaan Academic			
Outcomes	<ul style="list-style-type: none"> ➤ Promote knowledge on women's participation in public administration ➤ Increase awareness on legal provisions exclusive for women in Governance 		

Course Teacher
Dr.P.Veeramani

Semester - II			
Course code: 458203	Gendering Citizens' Rights	Credit:5	Hours: 6
Objectives	<ul style="list-style-type: none"> ➤ To examine the constitutional and legal rights of women ➤ To analyse various enforcement machineries for the welfare of women 		
Unit - I	Constitution of India: Salient Features – Fundamental Rights & Fundamental Duties – Directive Principles of State Policy – Constitutional Remedies – Secularism – Communalism – Fundamentalism – Human Rights: Definition – UN Declaration – Economic – Political – CEDWA - Social Rights - Women's Rights are Human Rights		
Unit - II	Personal Laws: Marriage, Child Marriage – Marriage - Divorce – Dowry-Maintenance – Adoption – Guardianship- Property Rights (Hindu, Muslim, Christian law) – Domestic Violence Act 2005 – Uniform civil code-Unfinished agenda		
Unit - III	Criminal Laws: IPC, CRPC, Protection of Modesty – Wrongful Restraint and Confinement – Battering, Kidnapping – Abduction – Sexual Violence – Eve Teasing – Immoral Trafficking – Child Labour – Female Infanticide - Foeticide - Sexual Assault - Rape - Violation of child rights		
Unit - IV	Women's Workers Rights: Sexism in Law and Justice –Labour Laws — Equal Remuneration, Maternity benefit act, Creche , ESI, PF, Prevention of Sexual Harassment at work place - Constitutional Provisions for women- Legal Judgment and debates- 498A, Adultery- legal rights of sexual minorities – Debate on Recent Legal Issues		
Unit - V	Enforcement Machineries: National Commission for Women and State Commission for Women – Social Welfare Boards – Dept. of Social Defense and Empowerment – Dept. of Child and Women Development - All Women Police Stations, Family Courts, Mobile Courts - Legal Service Authority - Free Legal Aid / Counseling Centers – Legal Service Board – Vishaka Judgment - Gender Cell – Local Complaint Committees - Nirbhaya Case and its remedy		
Reference and Textbooks			
Shams, Shamsudden. (1991). <i>Women, Law and Social Change</i> . New Delhi: Ashish			
Jaising, Indira. (1996). <i>Justice for Women: Personal Laws, Women's Rights and Law Reform</i> . Goa: Mapusa, The other India			
Brooke, Ackerly. (2000). <i>Political Theory and Feminist Social Criticism</i> . Cambridge: University.			
Waylen, Georgina, Celis, Karen, Kantola, Johanna & Laurel Weldon, S. (Eds.). (2013). <i>The oxford handbook of gender and politics</i> . Oxford. Doi: 10.1093/oxfordhb/9780199751457.001.0001			
Chandrakala, N.B. (2015). <i>Women Rights and Gender Justice</i> . Regal			
Outcomes	<ul style="list-style-type: none"> ➤ Able to inculcate knowledge constitutional and legal rights of women ➤ Enable to gain knowledge on various enforcement machineries for the welfare of women 		

Course Teacher
Prof.K. Manimekalai & Dr.S.Poulpunitha

Semester - II			
Course code: 458503 Elective II	Women, Technology and Entrepreneurship	Credit: 4	Hours: 5
Objectives	<ul style="list-style-type: none"> ➤ To promote knowledge on women and Entrepreneurship ➤ To study about the challenges faced by women in Technology 		
Unit - I	Entrepreneurship: Meaning, Concept, definition, Need for Entrepreneurship, Employment generation through entrepreneurship, Environment for entrepreneurship development –Social, economic and psychological factors for entrepreneurship development		
Unit - II	Women and Entrepreneurship: Internal and External Barriers –Women Entrepreneurship in India – Problems and Prospects – Capacity Building Strategies – women –Specific Entrepreneurship Development programme, Globalization and women entrepreneurship –Structural Adjustment and Women Micro Entrepreneurs-Case studies		
Unit - III	Small Scale Industries: SSI – Business Plan – Preparation of Project Proposal, Registration, License – Success and Challenges – Rehabilitation Measures, Policy measures for promoting and strengthening SSI - Funding Agencies and Government Schemes		
Unit – IV	Principles of Management Accountancy: Book-Keeping –Single and Double Entry System – Types of Accounts-Journal, Ledger, Final Accounts and Balance Sheet. Cost Accounting: Nature, meaning and Scope of Cost Accounting, Break Even Analysis, Cost Sheet, Cost profit determination – GST - CGST - PAN -TAN - TIN		
Unit - V	Women and Technology: Women’s entry into technology, commitment, perception and impact of technology- Hurdles for women in technology and women as catalyst		
Reference and Textbooks			
Boserup, Ester. (1970). <i>Women’s Role in Economic Development</i> . New York: Martin’s.			
Lalitha, Romi. D. (1996). <i>Women Entrepreneurs</i> . New Delhi: APH.			
Lakshmi, Sukaraiya. (1998). <i>Development of Women Entrepreneurship in India-problems and Prospects</i> . New Delhi: Discovery.			
Jain , S.P., & Narang, K.L. (2002). <i>Advanced Cost Accounting</i> . New Delhi: Kalyani.			
Jauhari, Vinnie, Griffy-Brown & Charla.(Eds.). (2009). <i>Women, Technology and Entrepreneurship: Global Case Studies</i> . Ess Ess.			
Outcomes	<ul style="list-style-type: none"> ➤ Gain knowledge on women and Entrepreneurship ➤ Understand the challenges faced by women in Technology 		

Course Teacher
Prof.K. Manimekalai & Dr.T.Murugesan

Semester - II			
Course code: 458504- Elective: II	Gender Analysis	Credits: 4	Hours: 5
Objectives	<ul style="list-style-type: none"> ➤ To impart knowledge on Gender Analysis Framework ➤ To study about Gender Analysis Tools 		
Unit - I	Introduction: Gender and Sex - Gender Equality and Equity – Practical Gender Needs and Strategic Gender Needs - Gender as Analytical Category - Objectives of Gender Analysis		
Unit - II	Gender Analysis Framework: Harvard Analytical Framework/ Gender Roles Framework - Gender Planning Framework- Caroline Moser - Gender Analysis Matrix- Rani Parker		
Unit - III	Gender Analysis Process: Collecting Disaggregated Data- Assessing Gender Division of Labour and Decision making Pattern- Assessing Access to and Control Over Resources- Understanding Complexity of Gender Relation- Assessing Barriers and Constraints - Developing Gender Sensitive Indicators		
Unit - IV	Gender Analysis Tools: Problem Wall- Activity Calendar-FGD, Pair Wise Rank-Knowledge Mapping- PRA Techniques -Constraints and Opportunity Mapping-Case Study Analysis		
Unit - V	Gender Analysis in Various Contexts: Mainstreaming Gender in Policy, Planning, Project Design and Programme Implementation		
Reference and Textbooks			
Datta, R., & Kornberg, J. (Eds.). (2002) <i>Women in Developing Countries, Assessing Strategies for Empowerment</i> . London: Lynne Rienner.			
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.			
Gupta, K.R. (Ed.). (2009). <i>Gender Problems and Policies</i> . Atlantic.			
Kantola, Johanna & Lombardo, Emanuela. (2017). <i>Gender and Political Analysis</i> . (1 st ed.). Red Global Press.			
Outcomes	<ul style="list-style-type: none"> ➤ Gain knowledge on Gender Analysis Framework ➤ Able to understand Gender Analysis Tools 		

Course Teacher
Prof.K. Manimekalai & Dr.I.Sivakumar

SEMESTER – III

Semester - III	
Course code: 458301	CIVIL SOCIETY ORGANISATION
	Credits: 5 Hours: 6
Objectives	<ul style="list-style-type: none"> ➤ To learn about the evolution, ideology and growth of Civil Society Organization ➤ To study about the Functions of various international CSO Funding agencies
Unit - I	CSO: Definition, Characteristics – Role of NGO's - Voluntary Social Services – Community Based Services.
Unit - II	Formation: Trust – Charitable trust, Trust Deed, Registration, Society, Eligibility to form a Society, Documents required: Memorandum of Association – Rules and Regulations, Registration Procedures.
Unit - III	Monitoring and Evaluation: Need for monitoring and Evaluation of NGO Programmes- Roles of Donor Agencies – Steps in monitoring and evaluation – Problems in Monitoring and Evaluation - Need for Feminist Perspective.
Unit – IV	Funding: Internal Sources, Eligibility Conditions, Terms and Conditions of Grant – in-aid from Government, grant in –aid- from Foreign Agencies – CIDA – SIDA – DANIDA – UNIFOM –OXFOM – UNICEF – WHO - World Bank.
Unit - V	Community participation: Linkage between Local Community and NGO, PRA, PLA, SHG, Vimochana (SEWA, ANAND), Case studies of established Women's Rights CSO's – Local CSO's working with Women's Issues.
Reference and Textbooks	
Bhose, Joel. S.G.R., (2003). <i>Hand Book of NGOs</i> , New Delhi: Nabhi.	
Ferrinton, John (et.al) (1993). <i>NGOs and the State in Asia</i> , London: Routledge.	
Lawani, B.T. (1999). <i>NGOs in Development</i> . Jaipur: Rawat.	
Padaki, Vijay (eds). (1995). <i>Development Intervention and programme Education</i> , New Delhi: Sage.	
Singh, Katar (1995). <i>Rural Development–Principles, Policies and Management</i> . New Delhi: Sage.	
Outcomes	<ul style="list-style-type: none"> ➤ Can able to understand the principles and practices of Civil Society Organization ➤ Can gain knowledge about various international CSO Funding agencies

Course Teacher
Prof.K. Manimekalai & Dr.S.Poulpunitha

Semester - III			
Course code: 458302	GENDER MANAGEMENT SYSTEM	Credits: 5	Hours: 6
Objectives	<ul style="list-style-type: none"> ➤ To understand Gender Management System ➤ To study about Gender Sensitive Indicators and Gender Action Plan 		
Unit - I	Management: Principles – Goal setting – Planning – Organising – Staffing – Directing – Coordinating – Controlling – Related concepts: HR Principles – Engendering – Gender Mainstreaming – Gender Blind, Gender Neutral, Gender Awareness Programmes.		
Unit - II	Gender Management System: Definition – Principles: Empowerment, Integration, Accountability – Gender Management System: Structures – Mechanisms – Processes – Enabling Environment – Gender Neutral Initiatives.		
Unit - III	Establishing a Gender Mainstreaming System Feasibility study and stakeholder analysis – Prioritizing goals – Points of entry for gender mainstreaming – Setting up or strengthening GMS structures and mechanisms.		
Unit – IV	Gender Sensitive Indicators and Current Statistics: Population Composition and Change – Human Settlement and Geographical Distribution – Households and Families – Marital Status- Health- Economic Activity and Labour force participation – Access to land, Equipment and Credit – Legal Rights and Political Power – Violence against Women.		
Unit - V	Gender Action Plan: Stages in preparing Gender Awareness Plan: Gender Analysis – Policy Development and Appraisal Gender Disaggregated data– Gender Budgeting – Gender Aware Work Plans – Implementation – Monitoring and Evaluation – Gender Auditing.		
Reference and Textbooks			
<p>Chinkin, Chrisine (2001). Gender Mainstreaming in Legal Constitutional Affairs: A reference Manual for Government and other Stake holders. London: Common Wealth Secretariat.</p> <p>Common Wealth Secretariat (1999). Gender Budget Initiative: A Common Wealth Initiative to Integrate Gender into National Budgetary Processes. London: Common Wealth Secretariat.</p> <p>McGregor, Elizabeth and Fabiola Bazo (2001). Gender Mainstreaming in Science and Technology: A reference Manual for Gocernment and Other Stake holders. London: Common Wealth Secretaraiat.</p> <p>Sen, Tonv (1999). Using Gender – Sensitive Indicators: A reference manual for Governments and other Stakeholders, London: Common Wealth Secretariat.</p> <p>Menon, Kalyani. Sen A.K.Shivakumar (2001). Women in India: How free? How Equal? New Delhi: United National Resident Coordinator.</p>			
Outcomes	<ul style="list-style-type: none"> ➤ Able to understand the concept of gender perspective and its application on policies, plans, programmes & projects ➤ Gain Knowledge on Gender Sensitive Indicators and Gender Action Plan 		

Course Teacher
Prof.K. Manimekalai

Semester - III			
Course code: 458303	GENDER AND HEALTH	Credits: 5	Hours: 6
Objectives	<ul style="list-style-type: none"> ➤ To introduce the concept of health and the issues related to gender and health ➤ To study about the national and international initiatives in the promotion of women health 		
Unit - I	Health: Concept, Definition and types of Health – Parameters of Community Health - Gender and Health - Health Care Needs of Women, Men - 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		
Unit - II	Gender Gap in accessing health benefits: Gender Bias in Family Planning - Contraception – Permanent – Temporary – Women’s Reproductive Health – Prenatal and Postnatal Health Care- Menstrual Hygiene Management – Menopause – Hormonal Replacement Therapy – Sex Selective Abortion – MTP – NRT – Amniocentesis Test – Clinical Trials and Gender Bias – Infertility: IVF & Surrogacy – Adolescent Health: Sexual Practice and Gendered social sanctions - Child Health – Survival rate - Safe Motherhood		
Unit - III	Gender and Nutrition: Nutrition for pregnant and lactating mothers - Nutrition education for girls – Anemia - Gender bias in nutrition intake -Protein Malnutrition – Gender Discrimination - Breast Feeding – Health Seeking Behaviour – Initiatives on Nutrition Program – National –NRC – Rishori Sakthi - International - WHO – ICDS – UNICEF - RTI and STI.		
Unit – IV	Gender and Health issues: Feminization of HIV/AIDS – Private vs Public Spheres – Balancing Drudgery and Health Needs – Pollution and Health –Health issues of LBGTQ– Environmental & Occupational Health hazards- Health issues relating to: sex workers, women with disabilities, women elderlies.		
Unit - V	Programme and Policies for Health for women: International Initiatives – ICPD – cairo- National Health Policies, NRHM, ASHA, ICDS - Population Policy 2000 – MCH to RCH Approaches-Impact of Population Policies – Tamil Nadu State		
Reference and Textbooks			
<p>Neera Desai and Usha Thakkar (2006). <i>Women in Indian Society</i>, New Delhi: National Book Trust.</p> <p>Singh, Lakshmi Abha (2005). <i>Rural Women: Work and Health</i>, New Delhi: The Women.</p> <p>Stein, Jane (1997). <i>Empowerment and Women’s Health: Theory, Methods and Practice</i>, London: ZED Books.</p> <p>Sarma, Suranjan (2004). <i>Public Investment Primary Health Care</i>, New Delhi: Mittal.</p> <p>Kumar Saya Stanley, G, Venkatesh & Lalitha. (eds.) (2006). <i>Disabled Women: Disadvantaged among the Disadvantaged</i>. New Delhi: Sonali.</p>			
Outcomes	<ul style="list-style-type: none"> ➤ Gain knowledge on the concept of health and the issues related to Gender and health ➤ Able to acquire information on National and International Initiatives in the promotion of Women Health. 		

Course Teacher
Dr.P.Veeramani

Semester – III			
Course code: 458505 ELECTIVE –III		GENDER AND ENVIRONEMNT	Credits: 4
			Hours: 5
Objectives	<ul style="list-style-type: none"> ➤ To create environmental consciousness among students ➤ To study about women participation in environmental protection 		
Unit - I	Gender and Environment: Gender Inequality- Gender roles – Society, Gender and environment- Public Health and Sanitation – Sustainable Development on Environment.		
Unit - II	Gender, Environmental relations: Ecological Feminism – Eco-feminist movements, – Ethics of care and partnership - Ideal of Environment- Françoise d'Eaubonne – Maria Mies - Vandana Shiva - Wangari Maathai - Charlene Spretnak.		
Unit - III	Agriculture and Water Management: Women and Agriculture – Feminization of Agriculture – Role of Women in biodiversity Management – Seed Preservation – Organic Farming – Home Garden – Hydro Carbon Project – Water Management – Solid Waste Management.		
Unit – IV	International impact of Gender and Environment: UN – SAARC - RIO Summit- International Conferences on Environment focus on agenda 21 of Rio Conference.		
Unit - V	Indian Initiatives on Environment: India’s Environmental Policies: Impact on Women – Contemporary issues on Environment.		
Reference and Textbooks			
M.S Swaminathan (1998). <i>Gender Dimensions in Biodiversity Management</i> , 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). <i>Structures of Patriarchy: State, Community and Household in Modernizing Asia</i> , New Delhi: Kali for Women.			
Mies, M. & Shiva, V. (1988). <i>Eco Feminism</i> , New Delhi: Kali for Women.			
Shiva Vandana (1991). <i>Ecology and the Politics of Survival</i> , New Delhi: Sage.			
Outcomes	<ul style="list-style-type: none"> ➤ Able to learn about the role of women in environment for sustainable development ➤ Able to understand environmental consciousness for sustainable development. 		

Course Teacher
Prof.K. Manimekalai & Dr.I.Sivakumar

Semester – III			
Course code: 458506 ELECTIVE: III	COUNSELLING	Credits: 4	Hours: 5
Objectives	<ul style="list-style-type: none"> ➤ To gain knowledge on foundations of Counselling ➤ To acquire knowledge on theoretical approaches in Counselling 		
Unit - I	Need of Guidance and Counseling: Concepts, Definitions, Elements, Characteristics & Goals, Evolution of Counseling, Foundations of Counseling, Counseling Skills. Counseling Process – Initiating Counseling – Attending Skills – Nonverbal – Interacting with Clients – Termination		
Unit - II	Counseling Techniques: Listening – Responding – Goal Setting – Exploration – Action – Counseling in Special Situations – Family – Alcoholism – Drug – Sex – Career – Crisis		
Unit - III	Nature of Psychological Disorders and requirements of Counseling: Childhood – Adolescence - Youth – Adulthood – Women -Elderly.		
Unit – IV	Theoretical Approaches to Counseling: Client Centered – Cognitive Approach – Eclectic Approach – Family Therapy – Behaviour therapy.		
Unit - V	Counseling as a Profession: Counselor as a Professional – Nature of the Profession – Ethical Standards – Research – Personal Growth and Efficiency of the Counselor, Concerns of Self, Attitudes – Values – Beliefs – Relationships – Self-Esteem – Openness to others – Accepting Personal Responsibility – Realistic Levels of Aspiration – Self Actualization		
Reference and Textbooks			
<p>Nageshwara Rao, Murugudu Sri Ravi & Digumarti Bhaskara Rao (2004) <i>Guidance and Counselling</i>. New Delhi: Discovery.</p> <p>Shrivastava, K. K. (2006). <i>Principles of Guidance and Counselling</i>, New Delhi: Kanishka.</p> <p>Hough and Margaret (2006). <i>Counselling Skills and Theory</i>. U.K: Hodder Arnold.</p> <p>Rao Narayana (2003). <i>Counselling and Guidance</i>. U.K: Open University.</p> <p>Ryan (2013). <i>Gender and Psychology</i>, New Delhi: Sage.</p>			
Outcomes	<ul style="list-style-type: none"> ➤ Gain knowledge on foundations of Counselling ➤ Able to understand theoretical approaches in Counselling 		

Course Teacher
Dr.P.Veeramani & T.Murugesan

SEMESTER IV

Semester - IV			
Course code: 458401	GENDER AND DEVELOPMENT	Credits: 5	Hours: 5
Objectives	<ul style="list-style-type: none"> ➤ To gain knowledge on Gender Ideology in Indian society ➤ To understand women empowerment policies and programme 		
Unit - I	Gender Identity: Gender Ideology, Sex Vs Gender, Biological Determinism, Dualism, Reductionism, Objectification, Socialization, Internalization, Gender Division of Labour, Social Construction: “The other” concept – Binary division – sex role – Stereotypes – Women as a conceptual minority and marginalized group – Power and authority, invisibility of women’s labour.		
Unit - II	Women Development: Shifting Perceptions of Development: WID, WAD, GAD Approach: Welfare, Anti-poverty, Efficiency-Equity, Empowerment – State of Human Development: Human Capital vs. GDP, Equality Vs Equity – HDI, GDI, GEM – Sustainable livelihoods – Practical Gender Needs and Strategic Gender Needs.		
Unit - III	Development Initiative: UN Initiatives – MDGs , SDGs - Changing definitions of poverty – Feminization of Poverty – A new conceptual frame work for analysis of poverty, social capital – its relation to poverty reduction, measurement of social capital.		
Unit – IV	Women’s Empowerment: Meaning and Concepts – Empowerment levels – Framework – Empowerment tools – Capability approach – National Policy for empowerment of women – 2001 – State Initiatives – Women Development Programs.		
Unit - V	Gender Development: Liberalization, Privatization and Globalization and its impact on women - Gender Planning – Gender Mainstreaming		
Reference and Textbooks 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.			
Outcomes	<ul style="list-style-type: none"> ➤ Students acquire knowledge on Empowerment Measures, Human and Gender Development Index. ➤ Students aware about the State, National and International Enforcement Machineries on Women Empowerment. 		

Course Teacher
Prof.K. Manimekalai

Semester – IV			
Course code: 458402	GENDER AND MEDIA	Credits: 5	Hours: 5
Objectives	<ul style="list-style-type: none"> ➤ To introduce the evolution of communication and the emergence of different Mass media in the society. ➤ To sensitize the students on the presentation of gender in different media and develop a critical thinking. 		
Unit - I	Introduction Communication: Concepts, Definition and Process - Evolution: Traditional, folk media, Mass media - Fundamentals of Mass Communication - Types of Mass media and their Characteristics: theatre, print, electronic, audio, video and) New Media.		
Unit - II	Feminist Communication Theories: The Structuralist Paradigm - Muted Group Theory - Standpoint Theory		
Unit - III	Gender Stereotyping in Media: Portrayal of Gender in Print Media - Portrayal of Gender in Audio Visual Media		
Unit – IV	Gender and Electronic Media: Television- Gender Presentation in Serials / Reality Shows / Talk Shows / Game Shows / Advertisements / Comedy / News – TV Culture - Films - Gender construct through the history of cinema - Hero Vs Heroine Centric Representation and Gender Stereotyping- Commercialization and Objectification – Censor Board – Film Appreciation.		
Unit - V	Gender and Alternative Media: Gender perception in programmes, policies and planning in media - Media and social reality - Gender in Mass media- Need for Alternative Media.		
Reference and Textbooks			
Charlotte Krolokke, Anne Scott Sorensen (2006). <i>Gender Communication; Theories and Analysis</i> , New Delhi: Sage. (RGNIYD-5612)			
Vilainilam, J.V. (2004). <i>Communication and Mass Communication in India</i> . New Delhi: Publishing Corporation. (RGNIYD-2977)			
Kiran Prasad (eds.) (2005). <i>Women and Media: Challenging Feminist Discourse</i> , New Delhi: The Women. (RGNIYD-6091)			
Indubala Singh, (2007). <i>Gender Relations and Cultural Ideology in Indian Cinema</i> , New Delhi: Deep & Deep. (RGNIYD Department – 6110)			
Pooja Kataria, (2007). <i>Women and Media: Changing Roles, Struggle and impact</i> , New Delhi: Regal. (RGNIYD- 4904)			
Outcomes	<ul style="list-style-type: none"> ➤ Gain knowledge on Mass Communication ➤ Enable the students to know about the presentation of gender in different Media 		

Course Teacher
Dr.P.Veeramani

Semester - IV			
Course code: 458403	INTERNSHIP	Credits: 8	Hours: 8
Objectives	<ul style="list-style-type: none"> ➤ Help the students to learn the pursuit of the organization/society ➤ Exposing the students to various social issues through organization 		
Observation visit:			
<ul style="list-style-type: none"> • Studying the village with the help of an NGO • Data collection and • Report writing • Viva - voce 			
Outcomes	<ul style="list-style-type: none"> ➤ Awareness programme and cultural activities should be conducted ➤ They will gain in-depth knowledge about the activities and functions of society 		

Course Teacher
Prof.K. Manimekalai
Dr.P.Veeramani

Semester - IV			
Course code: 458404	PROJECT REPORT & VIVA VOCE	Credits: 6	Hours: 12
Objectives	<ul style="list-style-type: none"> ➤ Exposing the students to various social issues through organization ➤ Help the students to lean the pursuit of the organization/society 		
<p>Observation visit:</p> <ul style="list-style-type: none"> • Studying the village/community • Data collection and • Report writing • Viva - voce 			
Outcomes	<ul style="list-style-type: none"> ➤ They will gain in-depth knowledge about the activities and functions of society ➤ Awareness programme and cultural activities should be conducted 		

Course Teacher
Prof.K. Manimekalai
Dr.P.Veeramani

Non Major Elective

Course code:458701		Introduction to Gender Studies	Credit: 2	Hours: 3
Objectives	<ul style="list-style-type: none"> ➤ To introduce women's studies as an academic discipline ➤ To explain changing trend in the status of Women. 			
Unit - I	Gender Studies: Definition - Scope of gender studies - Differences between sex and gender, Interdisciplinary nature of Gender studies, Gender studies Vs Women's studies, Need for Gender as an analytical variable.			
Unit - II	Gender concepts: Social construction of gender – Stereotypes -Gender roles – Gender Ideology - Sexual Minorities – LBGTQ – Understanding patriarchy –Gender issues in development – Gender sensitization and training			
Unit - III	Gendering institutions: Individual – Family-class-caste-religion – Society – Patriarchal - Matrilineal – Women and Culture – Role Status –Socialization – Internalization –Changing Scenario–Power relations, Decision making- Female Headed Households.			
Unit – IV	Education and economic institutions: Gender and Education – Enrolment pattern – Primary to Higher Education – literacy Rates - Drop-out Rates – gender gap -Sexual Division of Labour-pay gap-wage differentials.			
Unit - V	Gender and work - Gender Segregation –glass ceiling-pipeline leakage- Unpaid labour - invisibility – organized and Unorganized Sectors – Wage Discrimination – Production –Reproduction-Deindustrialization and Business			
Reference and Textbooks				
Oakley, Ann. (1972). <i>Sex and Gender and Society</i> . London; Temple smith				
Robinson, Victoria., & Diane, Richardson. (Eds.). (1993). <i>Introducing Women's Studies: Feminist Theory and Practice</i> . London: Macmillan				
Krishnaraj, Maithreyi. (1995). <i>Remaking Society for Women: Visions Past and Present</i> . New Delhi: Indian Association for Women's Studies.				
Gokilavani. (2000). <i>Women's Studies: Principles, theories and Methodologies</i> . Department of Women's Studies: Alagappa University.				
Saraswati, Ayu. L., Shaw, Barbara & Rellihan, Heather. (2017). <i>Introduction to Women's, Gender, and Sexuality Studies: Interdisciplinary and Intersectional Approaches</i> . Oxford University Press.				
Outcomes	<ul style="list-style-type: none"> ➤ Can realize the importance of Women's studies as an academic discipline. ➤ Can familiarize with key issues, questions and debates in women and gender studies 			

Course Teacher
Prof.K. Manimekalai & Dr.I.Sivakumar

Course code: 458702	Life Skills Education	Credit:2	Hours: 3
Objectives	<ul style="list-style-type: none"> ➤ To learn to communicate effectively, vocally, in writing and in presentation format ➤ To develop a comprehensive understanding about the Life Skill Application for Gender Development 		
Unit - I	Life Skills Education : Meaning, definition, concepts and importance of Life Skills- Need for Life Skill Education – Core Life Skills – Self Awareness – Empathy – Critical thinking – Creative Thinking – Decision Making – Problem Solving – Interpersonal Relationship –Effective Communication – Coping with Stress – Coping with Emotion. Methods to Enhance Life Skill		
Unit - II	Leadership Skills: skills of a good leader – Leadership Vs Management – leadership styles – effective speaking – personal appearance – Role models.		
Unit - III	Interpersonal Skills: Emotional Intelligence - Communication Skills – Listening Skills – Verbal / Nonverbal communication – problem solving –Negotiation – working in groups – Team Building - Improving communication.		
Unit – IV	Personal Development Skills: personal development, personal empowerment. Assertiveness – presentation skills – self motivation – Building confidence – Improving self esteem, time management – Stressors and Stress Management: Yoga and Meditation		
Unit - V	Advocacy and writing skills: importance of structure – formal and informal writing styles. Dimensions of Advocacy - forms of advocacy – advocacy models and effectiveness – Empowerment Advocacy.		
Reference and Textbooks			
Hargie, Saunders. C., & Dockson, D. (1994). <i>Social Skills in Interpersonal Communication</i> . London: Routledge			
Carthy, Mc, Pasty & Hatcher, Caroline. (2002). <i>Presentation Skills: The essential guide for students</i> . New Delhi: SAGE			
Thompson, Neil. (2009). 3 rd ed. <i>People Skills</i> . London; Palgrave Macmillan			
Facilitator's Manual on Enhancing Life Skills (2010, Tamil), Rajiv Gandhi National Institute of youth Development, Sriperumbudur			
Bhatt, Rajeshkumar. I. (2017). <i>Life Skill Education</i> . (1 st ed.). Scholarink			
Outcomes	<ul style="list-style-type: none"> ➤ Can realize the importance of life skills Education ➤ Can gain Knowledge about the Application of Life Skills for Gender Development 		

Course Teacher
Dr.P.Veeramani
Dr.S.Poulpunitha

CURRICULAM VITAE

Dr. K. MANIMEKALAI

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



ACADEMIC QUALIFICATION

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

ACADEMIC EXPERIENCE / SERVICE DETAILS

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

PRIZE, MEDALS AND OTHER HONOURS

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

MEMBERSHIP IN ACADEMIC BODIES

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

CURRICULUM VITAE

Dr. ESZTER ZSOFIA TOTH

Institute of Social and Economic History
E.L. TE University, Budapest, Hungary
VERITAS Research Institute for History
H-1093 Budapest, Zsil utca 2–4.
Email: zsofia.eszter.toth@veritas.gov.hu
Telephone: +36-1-89-60-964
Mobile: +36-70-43-63-692



EDUCATION

- | | |
|-------------------|--|
| 2004 | Eötvös Loránd University, PhD - History(summa cum laude) |
| 2003 | Pierre Mendès-France University II, Grenoble, France, PhD instruct |
| 1996 –2002 | Eötvös Loránd University, Law degree |
| 1993 –2000 | Eötvös Loránd University, Education degree - Hungarian |
| 1993 –1999 | Eötvös Loránd University, Education degree - History |
| 1989 –1993 | ELTE Apáczai Csere János High School |

PROFESSIONAL EXPERIENCE

- | | |
|---------------|---|
| 2016 – | Eötvös Loránd University, Faculty of Humanities, Historical Collegium member |
| 2014 – | VERITAS Research Institute for History, senior research fellow |
| 2010 - | Eszterházy Károly College Doctoral School of History, instructor |
| 2010 – | Zsigmond Király College, Communications instructor |
| 2004 – | Eötvös Loránd University – Faculty of Humanities, Doctoral School of Economics and Social History, instructor |
| 2009 – | Hungarian National Archives, senior archivist |
| 2014 | |
| 1999 – | Institute of Political History, research fellow |
| 2009 | |

EDITORIAL BOARD, EDITORIAL MEMBERSHIPS

- | | |
|---------------|---|
| 2010 – | <i>Múlt-kor (Past-Era)</i> historical journal |
| 2005 – | <i>Urbs</i> urban history journal |

HONORS AND AWARDS

- | | |
|-------------|--|
| 2009 | Collegium Hungaricum Scholarship (in Vienna) |
| 2009 | State Eötvös Scholarship (in Vienna) |
| 2007 | Collegium Hungaricum Scholarship (in Vienna) |
| 2007 | Bólyai Research Scholarship |

CURRICULUM VITAE

Dr. SUDESHNA MUKHERJEE

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



ACADEMIC QUALIFICATIONS

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

EXPERIENCES

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

PUBLICATIONS

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

Books Published

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

International Recognition

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

CURRICULUM VITAE

C. PAUL ALAGA RASAN
Maruthangudi, Siravayal post, 630207
Sivagangai District, Tamil Nadu.
04577-264332/9788979901
fordtrustindia@yahoo.co.in
paulalagarasan@gmail.com



Education

MA Sociology

Profession

Social Worker

Posts held in the past

Member, Child Welfare Committee (2005 to 2013)

Member, Juvenile Justice Board (2013 to 2019), Sivagangai.

Trainings Undergone

National Human Rights Commission, New Delhi (15 days) at Madurai.

National Institute of Public Cooperation and Child Development

(NIPCCD), New Delhi and Bangalore (Nine Trainings of Five days)

Paper Presented in National Seminars

- Problems of old Age Homes.
- Environment and impacts.
- Micro Finance and inclusive growth.

(The papers presented at Bharathithasan University,
Tiruchirappalli)

Present Position

Founder –Project Director, Ford Trust

Indian Partner for Kamla Foundation UK

Experience

More than twenty five years experience with Training and Field services
on development activities

CURRICULUM VITAE

VEERAMANI P

Assistant Professor
Centre for Women's Studies
Alagappa University
Karaikudi-630 003
Sivagangai District
8489794777
veeramws@gmail.com



ACADEMIC QUALIFICATION

- Ph.D. 2016, Highly Commended, Women's Studies, Alagappa University, Karaikudi
- M.Phil. 2005, Women's Studies Mother Teresa Women's University, Kodaikanal
- M.W.S & C.A. 2003, Master of Women's Studies and Computer Application, Alagappa University, Karaikudi

ACADEMIC EXPERIENCE / SERVICE DETAILS

- Assistant Professor, 27th June 2013 to till date, Centre for Women's Studies, Alagappa University, Karaikudi

MEMBERSHIP IN PROFESSIONAL

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

SEMINARS/WORKSHOPS/CONFERENCES

- Articles Published : 30
- International Seminar (Paper Presented) : 7
- National Seminar (Paper Presented) : 30
- Participated : 56

CURRICULUM VITAE



Dr.S.POUL PUNITHA

Assistant Professor
Department of Women's Studies
Alagappa University
Karaikudi-630 003
Sivagangai District,
Tamilnadu, India
7373541834
poulpunitha@gmail.com

ACADEMIC QUALIFICATION

- Ph.D. 2014, Highly Commended, Women's Studies, Alagappa University, Karaikudi
- M.Phil. 2004, Women's Studies Mother Teresa Women's University, Kodaikanal
- M.W.S & C.A. 2003, Master of Women's Studies and Computer Application, Alagappa University, Karaikudi

ACADEMIC EXPERIENCE / SERVICE DETAILS

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

ADDITIONAL CHARGE

- Training Co-ordinator EDP on Food Processing under HRD scheme on National Mission on Food Processing
- Training Co-ordinator PMEGP/UYEGP District Industries Centre (DIC), Sivagangai
- Co-Director- ICSSR- Ten Days Research Methodology Course for Ph.D Students in Social Sciences

SEMINARS/WORKSHOPS/CONFERENCES

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