

**1.3.1: Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

S. No	Programme	Courses related to Gender Equity and Gender Sensitization
1	Department of Life Education	1. Value Education – I (All UG) 2. Value Education – II (All UG) 3. Human rights (UG & PG)
2	B.Com	4. Entrepreneurship 5. Social Entrepreneurship
3	B.A. Tamil	6. இலக்கியம் – I 7. கவிதை, நாடகம், உரைநடை
4	B.A English	8. Women’s Writing
5	M.A English	9. Subaltern Studies 10. Women’s Writings 11. Gender and Mass Media
6	M.Com	12. Entrepreneurial Development
7	M.A Economics	13. Elective – III Economics of Gender and Development

## Department of Life Education Courses offered

### UG Courses

<b>Semester – I</b>	<b>VE104A</b> Christian Religion - I	<b>VE104B</b> Value Education – I	<b>SK104</b> Communication Skills
<b>Semester – II</b>	<b>VE204A</b> Christian Religion – II	<b>VE204B</b> Value Education – II	<b>SK204</b> Leadership Skills
<b>Semester - III</b>	<b>VE305</b> Human Rights	<b>SK304</b> Technical Skills	
<b>Semester – IV</b>	<b>VE405</b> Environmental Studies	<b>SK404</b> Employability Skills	

### PG Course

<b>Semester - IV</b>	<b>VE1003</b> Human Rights in India		
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## **UG - SYLLABUS OF VALUE EDUCATION - I**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>TITLE OF THE COURSE</b>	<b>HOURS</b>	<b>CREDITS</b>
<b>I</b>	<b>VE105B</b>	<b>VALUE EDUCATION I</b>	<b>2</b>	<b>1</b>

**Unit I My Emotions and Emotional Intelligence**

**Unit II Manners and Etiquette**

**Unit III My Self Portrait**

**Unit IV My Life Position**

**Unit V My Dreams**

**Unit VI My Life Goal**

**Unit VII My Heroes**

**Unit VIII My Values**

**Unit IX My Relationships**

**Unit X Becoming a Real man and Woman**

### **UNIT I – MY EMOTIONS AND EMOTIONAL INTELLIGENCE**

#### **OBJECTIVES:**

1. To understand emotions
2. To know various theories of emotion
3. Learn to deal with difficult emotions
4. To learn about emotional intelligence and its Five Domains.

#### **SUBTOPICS:**

1. Emotions and automatic nervous system
2. Changes during emotional arousal
3. Theories of emotion
4. Types of emotions
5. Understand and Deal with Difficult emotions
6. Accept and realize your emotions
7. Emotional Quotient
8. Five Domains of Emotional Intelligence
9. Advantages of emotional intelligence

## **UNIT II – MY SELF PORTRAIT**

### **OBJECTIVES:**

1. To know self portrait
2. To gain knowledge on selfie syndrome
3. To study about Johari Window

### **SUBTOPICS:**

1. Introduction
2. Selfie Syndrome
3. Johari window model (Open, Blind, Hidden & Unknown area)

## **UNIT III – MY LIFE POSITION**

### **OBJECTIVES:**

1. To know OK-Not Ok Matrix
2. To know the reality of birth and need of stokes

### **SUBTOPICS:**

1. I'm not OK-You're OK
2. I'm OK - You're not OK
3. I'm OK - You're OK
4. I'm not OK – You're not OK

## **UNIT IV – MY DREAMS**

### **OBJECTIVES:**

1. To understand Dreams
2. To know that dreams and aspirations make individual to achieve

### **SUBTOPICS:**

1. Inscription on my tomb stone
2. Dreams and Aspirations
3. 3 Aspirations of dream most important to me
4. Exercise: On the magic Carpet

## **UNIT V – MY LIFE GOAL**

**OBJECTIVES:**

1. To understand the meaning of Goal setting
2. To make the individual to choose his or her specific goal

**SUBTOPICS:**

1. Introduction - Life Goals
2. Goals to achieve in life
3. Educational Goals.
4. Career Goals
5. Skills and Values to be cultivated.

**UNIT VI– MY HEROES****OBJECTIVES:**

1. To gain better knowledge on Heroism.
2. Learn to admire real life hero's.

**SUBTOPICS:**

1. Introduction
2. Reasons for admiration.
3. True Heroes
4. True Heroes Housie Game

**UNIT VII– MY RELATIONSHIP****OBJECTIVES:**

1. To impart real knowledge on Love.
2. Learn to differentiate infatuation and Love.
3. To know different forms of Love

**SUBTOPICS:**

1. Friendship Circle
2. Love, Life's best Gift
3. What is Love Really?
4. Different forms of Love
5. Areas of Confusion (Attraction & Dependence)
6. Infatuation and Love comparison Chart.

## **UNIT VIII – BECOMING REAL MAN AND WOMAN**

### **OBJECTIVES:**

1. To understand the right view of sexuality.
2. To understand Psycho-Sexual maturity.

### **SUBTOPICS:**

1. Confusion, Cultural Differences and Questions about Sexuality
2. A right understanding of Sexuality
3. Psycho-sexual maturity and its signs.
4. View: Sexuality is something Sacred.

### **OUTCOME OF VALUE EDUCATION – I (For 10 Units)**

1. At the end of the unit students will be able to know emotions and emotion intelligence. They learnt to identify, deal and handle their emotions.
2. Students become emotionally balanced.
3. From Johari window tool Students learnt to find out their true self.
4. Through this lesson students learnt about their life positions and respect others positions.
5. Students understood that dream and aspiration will make life interesting, meaningful and adventurous.
6. Students understood that setting a goal in life will make them great achievers.
7. Students able to differentiate between Idols and real life Heroes.
8. Students realized the difference between infatuation and love to focus on life goals and success.
9. Students understood that Sexuality is Gift from God started respecting others sexuality without hurting them.

## UG - VALUE EDUCATION –I EVALUATION PATTERN

<b>Sl. No</b>	<b>Components</b>	<b>Marks</b>
1	Attendance	5 Marks
2	Assignment I	20 Marks
3	Assignment II	25 Marks
4	Test I	25 Marks
5	Test II	25 Marks
<b>Total</b>		<b>100 Marks</b>

## **UG - SYLLABUS OF VALUE EDUCATION-II**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>TITLE OF THE COURSE</b>	<b>HOURS</b>	<b>CREDITS</b>
<b>II</b>	<b>VE204B</b>	<b>VALUE EDUCATION II</b>	<b>2</b>	<b>1</b>

<b>UNIT I</b>	<b>FAITH IN GOD</b>
<b>UNIT II</b>	<b>MAJOR RELIGIONS</b>
<b>UNIT III</b>	<b>SOCIAL RESPONSIBILITY</b>
<b>UNIT IV</b>	<b>MORAL VALUES/ETHICS</b>
<b>UNIT V</b>	<b>PURSUIT OF HAPPINESS</b>

### **UNIT I – FAITH IN GOD**

#### **OBJECTIVES:**

1. To understand the seriousness of God
2. To find out why some deny and accept the existence of God
3. To become aware of the major question of evil and existence of God
4. To know more about youth spirituality

#### **SUBTOPICS:**

1. Why do people deny the existence of God
2. Why do people believe in God
3. Evil and the existence of God
4. Evolution and existence of God
5. Youth and spirituality
6. Why youth should move towards spirituality

#### **OUTCOME:**

1. At the end of the unit students will be able to know the understanding about God concept and come to know why some people accept and deny the existence of God.

### **UNIT II – MAJOR RELIGIONS**

#### **OBJECTIVES:**

1. To familiar with different religions
2. To understand core values of each religions



3. To know the major problems created by religions
4. To know the teaching of Hinduism, Islam, Christianity and Buddhism

**SUBTOPICS:**

1. Origins of Religions
2. Religious Conflicts
3. Core values of Hinduism
4. Core values of Islam
5. Core values of Christianity

**OUTCOME:**

1. At the end of the unit students will be able to know the idea or values behind each Religion, they learned to remove negative notions about each Religion and learn to take initiative to respect all religions with positive mind.

**UNIT III – SOCIAL RESPONSIBILITY**

**OBJECTIVES:**

1. To be aware of different types of slavery in India
2. To understand the major current environment problems
3. To identify the situation of poverty in the world
4. To understand Gandhi's guidelines to develop the country

**SUBTOPICS:**

1. Environment problems
2. Poverty
3. Inequality
4. Mahatma Gandhi and liberation of India
5. Gandhian solution for corruption in India

**OUTCOME:**

1. At the end of the unit students will be able to know to evaluate about their presence in this earth by thinking of their contribution on the side of environment, poverty and inequality. They too learned the footsteps of Gandhian thought to liberate the world from corruption.

## **UNIT IV – MORAL VALUES/ETHICS**

### **OBJECTIVES:**

1. To understand the importance of moral degradation
2. To find out the causes of moral degradation
3. To identify the problems of aborting child
4. To understand types of violence faced by women in the society
5. To be aware of Corruption is a cause of serious concern for the people of India
6. To know about the social media impact of younger generation

### **SUBTOPICS:**

1. Moral degradation
2. Respect for life
3. Respect for women
4. Corruption
5. Social media

### **OUTCOME:**

1. At the end of the unit students will be able to know about their values, ethics and come to know the awareness of what is happening to human being and also how one to be treated or respected.

## **UNIT V – PURSUIT OF HAPPINESS**

### **OBJECTIVES:**

1. To be a happiest person by following responsibilities
2. To cultivate the seven secretes of happiness
3. To identify oneself by following ten thing everyday
4. To follow the teaching of Jesus to be happy and the real happiness
5. To become aware of Buddha's teaching on happiness by letting go

### **SUBTOPICS:**

1. World happiness report
2. Becoming a happy person
3. The seven secretes of happiness
4. Ten things you can do to be happy
5. Teaching of Jesus on happiness
6. Teaching of Buddha on happiness

**OUTCOME:**

1. At the end of the unit students will be able to know the art of being happy and sharing happiness to others by following secretes, teaching of Jesus and Buddha.

**UG - VALUE EDUCATION – II EVALUATION PATTERN**

<b>Sl. No</b>	<b>Components</b>	<b>Marks</b>
1	Attendance	5 Marks
2	Assignment I	20 Marks
3	Assignment II	25 Marks
4	Test I	25 Marks
5	Test II	25 Marks
<b>Total</b>		<b>100 Marks</b>

## **UG - SYLLABUS OF HUMAN RIGHTS**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>TITLE OF THE COURSE</b>	<b>HOURS</b>	<b>CREDITS</b>
<b>III</b>	<b>VE305</b>	<b>HUMAN RIGHTS</b>	<b>2</b>	<b>1</b>

**UNIT I HISTORICAL DEVELOPMENT OF HUMAN RIGHTS**

**UNIT II U.N.O AND INTERNATIONAL HUMAN RIGHTS**

**UNIT III FUNDAMENTAL RIGHTS**

**UNIT IV CONTEMPORARY ISSUES HUMAN RIGHTS**

**UNIT V NATIONAL HUMAN RIGHTS COMMISSION**

### **UNIT I – HISTORICAL DEVELOPMENT OF HUMAN RIGHTS**

#### **OBJECTIVES:**

1. To know the evolution of human rights from the history
2. To understand different theories of human rights
3. To define the violation of human rights in world wars

#### **SUBTOPICS:**

1. Nature and Scope of Human Rights
2. Theory of Human Rights
3. Historical Development of Human Rights
4. Human Rights Violation during World Wars

#### **OUTCOME:**

1. At the end of the unit students will be able to know Human Rights from our historical to present perspective. And available resources.

### **UNIT II – U.N.O. AND INTERNATIONAL HUMAN RIGHTS**

#### **OBJECTIVES:**

1. To know the role of UNO in human rights
2. To gain knowledge on different articles of human rights

**SUBTOPICS:**

1. Universal Declaration of Human Rights
2. The general Assembly (Article 1, 2, 3, 4, ....., Article 30)
3. Amnesty International: Regional Human Rights System)

**OUTCOME:**

1. At the end of the unit students will be able to know Human Rights articles which are useful and should know to lead oneself and others

**UNIT III – FUNDAMENTAL RIGHTS****OBJECTIVES:**

1. To imbibe the real understanding of fundamental rights
2. To know and understand the classification of fundamental human rights
3. To get clear understanding on the articles of fundamental human rights

**SUBTOPICS:**

1. Classification of Fundamental Rights
2. Right to equality (Articles 14 – 18)
3. Right to Freedom (Articles 19 – 22)
4. Right against exploitation (Articles 23- 24)
5. Right to freedom of Religion (Articles 25 - 28)
6. Cultural and Educational Right (Articles 29 – 30)
7. Right to Constitutional Remedies (Articles 32)

**OUTCOME:**

1. At the end of the unit students will be able to know about their values, ethics and the awareness of what is happening in the society by learning and exploring each articles according to the areas that are mentioned in the subtopics.

**UNIT IV – CONTEMPORARY ISSUES ON HUMAN RIGHTS****OBJECTIVES:**

1. To understand the basic rights of child
2. To import knowledge on various women's rights
3. To understand HIV and human rights
4. To create spark on fundamental duties of human being

**SUBTOPICS:**

1. Rights of a child
2. Legislations to protect child labor in India
3. Prohibition of Child Labor
4. Child Abuse and Exploitation
5. Women's Rights
6. The Indian Penal Code, 1860
7. HIV and Human Rights
8. Fundamental duties

**OUTCOME:**

1. At the end of the unit students will be able to know overall understanding of child rights and number of abuse, exploitation cases of children and women.

**UNIT V – National Human Rights Commission, State Human Rights Commission and RTE & RTI****OBJECTIVES:**

1. To get clear knowledge on national, states, human rights commission
2. To enlighten the students the knowledge of right to information act

**SUBTOPICS:**

1. Constitution of the National Human Rights Commission (NHRC)
2. Functions of the Commission
3. State Human Rights Commissions
4. Human Rights Courts
5. Public information Officers
6. Right to Education – 2010

**OUTCOME:**

1. At the end of the unit students will be able to know to explore what are the acts are available and learned to know about Human Rights related courts, offices, commissions, and its functions.

**UG - HUMAN RIGHTS - EVALUATION PATTERN:**

<b>Sl. No</b>	<b>Components</b>	<b>Marks</b>
1	Attendance	5 Marks
2	Assignment I	20 Marks
3	Assignment II	25 Marks
4	Test I	25 Marks
5	Test II	25 Marks
<b>Total</b>		<b>100 Marks</b>

## **PG - SYLLABUS OF HUMAN RIGHTS IN INDIA**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>TITLE OF THE COURSE</b>	<b>HOURS</b>	<b>CREDITS</b>
<b>IV</b>	<b>VE1003</b>	<b>HUMAN RIGHTS IN INDIA</b>	<b>2</b>	<b>1</b>

**UNIT I UNITED NATIONS AND HUMAN RIGHTS**

**UNIT II PROTECTION OF HUMAN RIGHTS ACT, 1993**

**UNIT III RIGHTS TO INFORMATION ACT**

**UNIT IV THE RIGHT TO EDUCATION**

**UNIT V WOMEN AND CHILD RIGHTS**

**UNIT I – UNITED NATIONS AND HUMAN RIGHTS**

### **OBJECTIVES:**

1. To introduce the definition of human rights and its types.
2. To introduce the role of UN in formation of human rights and important rights to know everyone.

### **SUBTOPICS:**

1. Human Rights
2. Types of Human Rights.
3. preamble of The Declaration.
4. Articles on Rights - International Law.

### **OUTCOME:**

1. At the end of the unit students will able to know about the role of UN in formation of human rights and few fundamental rights to be apply in there day today life.

**UNIT II – PROTECTION OF HUMAN RIGHTS ACT, 1993**

### **OBJECTIVES:**

1. To introduce the role of protection of Human rights act1993 and detail information about NHRC and SHRC.

### **SUBTOPICS:**

1. Appointment and removal
2. functions powers of Commission



3. State Human Rights commission,
4. State Human Rights Commission, Tamil Nadu.

**OUTCOME:**

1. At the end of the unit students will be able to understand the role of NHRC and SHRC

**UNIT III – RIGHTS TO INFORMATION ACT**

**OBJECTIVES:**

1. To introduce the concept of RTI and learn the process of filing an RTI.

**SUBTOPICS:**

1. Rights to Information Act
2. History of The Right to Information Act
3. Right to Information Act 2005
4. Process of filing an RTI plea.
5. place to file an RTI Application.
6. Assistance Available to the Applicant

**OUTCOME:**

1. At the end of the unit students will be able to learn about RTI in detail and they can apply in real life.

**UNIT IV – THE RIGHT TO EDUCATION**

**OBJECTIVES:**

1. To introduce the concept Right to Education and its development.
2. It enable the students to understand the constitutional perspective regarding the Right to Education India.
3. Help students to learn about the contribution of RTE 2009

**SUBTOPICS:**

1. The Content of the Right to Education
2. The 4'A's of Right to Education
3. Constitutional perspective Regarding (RTE)In India
4. Objectives of The Act (RTE)
5. DETAILED Description of the RTE Act.
6. Grievance Redressal Mechanism

**OUTCOME:**

1. At the end of the unit students will be able to learn and explore on the field of Right to education and contribution of RTE 2009. It paves the way to make awareness on right education for all

**UNIT V – WOMEN AND CHILD RIGHTS****OBJECTIVES:**

1. To introduce the problem faced by women and children in India and the importance of right to safeguard them.

**SUBTOPICS:**

1. Women Rights
2. Rights of women in India
3. Constitutional Rights to women
4. Legal Rights to women.
5. Rights to Married women
6. Child Rights in India
7. Need for child Rights
8. Constitutional provisions

**OUTCOME:**

1. At end of the unit students will be able to know the various issues faced by the children and women in India and enable them to get the knowledge on the various rights established to safeguard them.

## PG - HUMAN RIGHTS IN INDIA - EVALUATION PATTERN

<b>Sl. No</b>	<b>Components</b>	<b>Marks</b>
1	Seminar	10 Marks
2	Assignment I	20 Marks
3	Assignment II	25 Marks
4	Test I	25 Marks
5	Test II	25 Marks
<b>Total</b>		<b>100 Marks</b>



**SACRED HEART COLLEGE (Autonomous)**  
**DEPARTMENT OF COMMERCE**  
**B.Com CBCS Pattern with OBE**  
**(ACADEMIC YEAR – 2021 - 22 ONWARDS)**

S. No	Course Code	Course	Number of Credits	Hours	CA	SE	Total
<b>SEMESTER I</b>							
1	LT114	<b>Part I</b> Language I – Tamil 1	3	5	50	50	100
2	LE115BT	<b>Part II</b> English I	2	5	50	50	100
3	C116	<b>Part III</b> MC – Principles of Accountancy	5	5	50	50	100
4	C117	MC – Environmental Aspects of Business	5	5	50	50	100
5	AE106	<b>Allied I</b> Principles of Economics I	4	6	50	50	100
6	SK104	<b>Part IV</b> Communication Skills	1	2	100		100
7	VE105A/B	Christian Religion I / Value Education I	1	2	100		100
8	CE103	Communicative English	1		100		100
9	LE115BP	English Lab	1		50	50	100
		<b>Total</b>	<b>23</b>	<b>30</b>			

S. No	Course Code	Course	Number of Credits	Hours	CA	SE	Total
<b>SEMESTER II</b>							
1	LT214	<b>Part I</b> Language II	3	5	50	50	100
2	LE215BT	<b>Part II</b> English II	2	5	50	50	100
3	C216	<b>Part III</b> MC – Financial Accounting I	5	5	50	50	100
4	C217	MC – Banking and Insurance	5	5	50	50	100
5	AE206	<b>Allied I</b> Principles of Economics II	4	6	50	50	100
6	SK204	<b>Part IV</b> Leadership Skills	1	2	100		100
7	VE205A/B	Christian Religion II / Value Education II	1	2	100		100
8	CE203	Communicative English	1		100		100
9	LE215BP	English Lab	1		50	50	100
		<b>Total</b>	<b>23</b>	<b>30</b>			

S. No	Course Code	Course	Number of Credits	Hours	CA	SE	Total
<b>SEMESTER III</b>							
1	C325	<b>Part III</b> MC – Financial Accounting II	5	5	50	50	100
2	C326	MC – Principles of Marketing	5	5	50	50	100
3	C327	MC – Mercantile Law	4	4	50	50	100
4		<b>Allied I</b> Managerial Economics	4	6	50	50	100
5	AM310A	<b>Allied II</b> Business Mathematics	4	6	50	50	100
6	VE306	<b>Part IV</b> Human Rights	1	2	100		100
7	SK304	Technical Skills	1	2	100		100
8	CO-DED	<b>Part V</b> Out Reach Activity (DEEDS)					
9	CO-SHE	Co-Curricular Activity (SHELTERS)					
		<b>Total</b>	<b>24</b>	<b>30</b>			

S. No	Course Code	Course	Number of Credits	Hours	CA	SE	Total
<b>SEMESTER IV</b>							
1	C424	<b>Part III</b> MC – Corporate Accounting	5	5	50	50	100
2	C425	MC – Cost Accounting	5	5	50	50	100
3	C426	MC – Business Management	4	4	50	50	100
4		<b>Allied I</b> International Economics	4	6	50	50	100
5	AM409A	<b>Allied II</b> Business Statistics	4	6	50	50	100
6	VE406	<b>Part IV</b> Environmental Science	1	2	100		100
7	SK404	Employability Skills	1	2	100		100
8	CO-DED	<b>Part V</b> Out Reach Activity (DEEDS)	2				
9	CO-SHE	Co-Curricular Activity (SHELTERS)	2				
		<b>Total</b>	<b>28</b>	<b>30</b>			

S. No	Course Code	Course	Number of Credits	Hours	CIA	SE	Total
<b>SEMESTER V</b>							
1	C541	<b>Part III</b> MC – Advanced Cost Accounting	6	6	50	50	100
2	C542	MC – Income Tax Law and Practice I	5	5	50	50	100
3	C543	MC – Financial Management	5	5	50	50	100
4	C544A/B/C	ME 1 1. Advanced Corporate Accounting 2. Indirect Taxation 3. Business Logistics	4	6	50	50	100
5	C545A/B	SS 1 1. Computer Fundamentals and E-Commerce 2. Entrepreneurship	4	6	50	50	100
6	NCO504	<b>Part III</b> Non Major Elective I	1	2	100	--	100
7		<b>Part VI - Self-Study Paper</b> 1. Rural Banking 2. Office Management 3. Customer Relationship Management	1*				
8		<b>Summer Internship / Mini Project</b>	2*				
		<b>Total</b>	<b>25 + 3*</b>	<b>30</b>			

S. No	Course Code	Course	Number of Credits	Hours	CIA	SE	Total
<b>SEMESTER VI</b>							
1	C647	<b>Part III</b> MC – Management Accounting	6	6	50	50	100
2	C648	MC – Income Tax Law and Practice II	5	5	50	50	100
3	C649	MC – Human Resource Management	5	5	50	50	100
4	C650A/B/C	ME 2 1. Practical Auditing 2. Industrial Relations and Labour Laws 3. Social Entrepreneurship	4	6	50	50	100
5	C651A/B	SS 2 1. Computerized Accounting 2. Modern Salesmanship	4	6	50	50	100
6	NCO604	<b>Part III</b> Non Major Elective II	1	2	100	--	100
7		<b>Part VI - Self-Study Paper</b> 1. Retail Marketing Management 2. Knowledge Management 3. Fundamentals of Investment	1*				
		<b>Total</b>	<b>25 + 1*</b>	<b>30</b>			

**SEMESTER - V**  
**PART III-SUBJECT SKILL I**  
**ENTREPRENEURSHIP**

<b>Course Code</b>	<b>C545B</b>	<b>Credit</b>	<b>4</b>
<b>Contact Hours per Week</b>	<b>6</b>	<b>Marks</b>	<b>CIA (50) / SE (50)</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the concept of entrepreneurship and entrepreneurship development program.</li> <li>• To identify and avail the various financial support and other services provided by the various institutions.</li> <li>• To develop and evaluate the business ideas and opportunities.</li> <li>• To understand and prepare the project report to get the required finance.</li> <li>• To appraise the different schemes available for MSMEs, women entrepreneurs and franchising.</li> </ul>		

**Course Outcomes**

After studying this course, students would be able to

<b>CO. No.</b>	<b>CO- Statement</b>	<b>Cognitive Levels</b>
CO 1	Explain the concept of entrepreneurship and entrepreneurship development programs.	K1, K2
CO 2	Use the various financial support and other services provided by the various institutions.	K3
CO 3	Identify and appraise the various business ideas and opportunities.	K4
CO 4	Develop the project report to finance the projects.	K4, K5, K6
CO 5	Evaluate and choose the schemes available for MSMEs and women entrepreneurs.	K3, K4, K5

**Mapping of CO with PO and PSO**

<b>CO</b>	<b>Programme Outcomes (PO)</b>							<b>Programme Specific Outcomes (PSO)</b>					<b>Mean Score of COs</b>
	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	
1	2	2	3	2	3	2	1	3	1	3	3	1	2.17
2	2	2	2	3	3	3	2	3	1	3	3	1	2.33
3	3	2	3	2	3	2	1	3	1	3	3	1	2.25
4	3	2	1	2	2	3	2	3	1	3	3	1	2.17
5	3	3	1	2	1	3	1	3	1	3	3	1	2.08
<b>Mean Overall Score</b>													<b>2.20</b>



**Assessment Pattern**

Bloom's Category	CA Tests (Marks Allotment)		Term End Exam (100) Marks Allotment
	I CA (50)	II CA (50)	
Remember	10	10	20
Understand	10	10	30
Apply	10	10	10
Analyze	10	10	10
Evaluate	5	5	10
Create	5	5	20

**UNIT I - Concept of Entrepreneurship**

Entrepreneurship: Features, Factors affecting entrepreneurship – Barriers. Entrepreneur: Characteristics, Functions and Types. EDP – Meaning – Need – Objectives, Phases, Role and Problems – EDP Curriculum.

**UNIT II - Institutional support to Entrepreneurs**

Institutional service: DIC, SIDO, NSIC, SISI and KVIC.

Institutional finance: Commercial Banks, IFCI, SFC, IDBI, ICICI, UTI, SIDBI, LIC and GIC.

**UNIT III – Business Idea and Business Opportunities**

Business Idea – Sources – Methods of generating Idea and its Evaluation.

Business Opportunity – Sources of Entrepreneurial Opportunity – Opportunity Analysis – Steps in Opportunity Analysis – Feasibility Study – Phases – Marketing – Finance – Technical – location and legal Feasibilities.

**UNIT IV – Project Formulation and Project Report**

Project – Stages, Classifications – Project Appraisal – methods. Project Report (Business Plan) – Purpose – Criticism – Formulation of a Business Plan.

**UNIT V - Small Scale Entrepreneurs and Women Entrepreneurs**

Small Scale Industries – Importance – Problems – Role of Small Scale Industries in the Indian Economy – Incentives offered by the State and Central Government to SSI's. Franchising – Definition – Types – Advantages and Disadvantages.

Women Entrepreneurs – Concept – Functions – Problems – Schemes for women entrepreneurs.

**Text Book:**

- Entrepreneurial Development- C.B.Gupta, S.S.Khanka, 5<sup>th</sup> Edition, 2014, Sulthan Chand, New Delhi.

**Reference Books:**

- Entrepreneurial Development- P. Saravanel, 5<sup>th</sup> Edition – 2002, Prasanna Publishers, Chennai.

- Entrepreneurial Development- C.B. Gupta and N.P. Srinivasan, 6<sup>th</sup> Edition – 2012, Sultan Chand & Company Ltd, New Delhi.

**Note: Latest Edition of Text Books may be used.**

**SEMESTER - VI**  
**PART III- MAJOR ELECTIVE II**  
**SOCIAL ENTREPRENEURSHIP**

<b>Course Code</b>	<b>C650C</b>	<b>Credit</b>	<b>4</b>
<b>Contact Hours per Week</b>	<b>6</b>	<b>Marks</b>	<b>CIA (50) / SE (50)</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the social entrepreneurship process, framework and social activism.</li> <li>• Examine the concepts underpinning social entrepreneurship to gain a comprehensive understanding of the opportunities.</li> <li>• Identify and evaluate the social entrepreneurial opportunities</li> <li>• Comprehend the concept of social innovation, environmental ethics and sustainability to evolve a successful model of social innovation.</li> <li>• Critically assess the strategic and operational issues faced by those who create and manage social enterprises in the process of bringing a successful model of social entrepreneurship.</li> </ul>		

**Course Outcomes**

After studying this course, students would be able to

<b>CO. No.</b>	<b>CO- Statement</b>	<b>Cognitive Levels</b>
CO 1	Understand the social entrepreneurship process, framework and social activism.	K1, K2
CO 2	Examine the concepts underpinning social entrepreneurship to gain a comprehensive understanding of the opportunities.	K3
CO 3	Identify and analyze the social entrepreneurial opportunities	K4
CO 4	Comprehend the concept of social innovation, environmental ethics and sustainability to evaluate and evolve a successful model of social innovation.	K5
CO 5	Critically assess the range of strategic and operational issues	K6

faced by those who create and manage social enterprises to create a successful model of social entrepreneurship.
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### Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)					Mean Score s of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
1	3	3	2	1	2	2	1	3	1	3	3	2	2.17
2	3	2	3	1	2	2	1	2	1	3	2	2	2.00
3	3	2	3	2	2	2	1	3	1	3	2	2	2.17
4	3	3	3	2	2	2	1	3	1	3	2	2	2.25
5	3	2	2	2	2	2	1	3	1	3	3	2	2.17
<b>Mean Overall Score</b>												<b>2.15</b>	
<b>Result</b>												<b>High</b>	

### Assessment Pattern

Bloom's Category	CA Tests (Marks Allotment)		Term End Exam (100) Marks Allotment
	I CA (50)	II CA (50)	
Remember	10	10	20
Understand	10	10	30
Apply	10	10	10
Analyze	10	10	10
Evaluate	5	5	10
Create	5	5	20

### UNIT I: SOCIAL ENTREPRENEURSHIP

Social entrepreneur - social entrepreneurship - social enterprises. Characteristics of Social Entrepreneurship - Explicitly formulated mission to create and sustain social value and to benefit the communities. Social entrepreneur – factors impacting transformation into social entrepreneur. Differences between Business and Social entrepreneur - Entrepreneurship and Social Entrepreneurship. Challenges in Social Entrepreneurship - Social Entrepreneurship in developing countries and in India.

### UNIT II: THE SOCIAL ENTREPRENEURSHIP PROCESS

The Timmons Model of the Entrepreneurship Process - The PCDO (The People, Context, Deal, and opportunity) frame work - The Social Entrepreneurship Frame work - Sources of Social Entrepreneurship - Public Sector, Private Sector, Voluntary Sector - Qualities and Skills of Social Entrepreneur. Boundaries of Social Entrepreneurship – Social service provision, Social activism.

### UNIT III: OPPORTUNITIES FOR SOCIAL ENTREPRENEURS

Opportunity Recognition & Study on the Source and Discovery of Social Opportunities - Entrepreneurial Opportunity Evaluation: A Discrete Choice Analysis of Financial and Social Entrepreneurial Opportunity Attributes - Modelling the Social Venturing Process. Enterprise

launching and its procedures – start-ups – incubation – accessing venture capital – CSR funds  
- PPP Cooperative strategy: Building networks, partnership and alliance

#### **UNIT IV: SOCIAL INNOVATION AND SUSTAINABILITY**

Social Innovation - Concept of Sustainable Development and its importance - Factors affecting sustainable development - Environmental costs and its economic value. Limits of Growth - Silent Spring - Kyoto Protocol - Dimensions of sustainable development - Environmental ethics -The rationale for MDGs and its link with Sustainable Development- Need and Importance of sustainability in social innovation- Case studies from national and international efforts in the area of social innovation and its sustainability. Emerging trends in sustainability and its applicability in social innovation.

#### **UNIT V: SUCCESSFUL SOCIAL ENTREPRENEURSHIP INITIATIVES**

Bangladesh Rural Advancement Committee (BRAC) - The Grameen Bank (GB) - The Self Employment Women's Association (SEWA) - Aravind Eye Hospital - Barefoot College - Bhartia Samruddhi Investment & Consulting Services (BASIX) - Narayana Hrudayalaya Institute of Medical Sciences - Technology Informatics Design Endeavour (TIDE)

#### **Text Books:**

- **Ryszard Praszkiar & Andrzej Nowak**, *Social Entrepreneurship: Theory and Practice*, CAMBRIDGE UNIVERSITY PRESS 2012.
- **Singh Archana, Edakkandi Meethal Reji**, *Social Entrepreneurship and Sustainable Development*, Routledge India 2020.
- **Jill Kickul and Thomas S.Lyons**, *Understanding social entrepreneurship, the relentless pursuit of mission in an ever changing world*, Routledge India 2012

#### **Reference Books:**

- **Robert A. Philips Margret Bonefiel Ritesh Sharma**, *Social entrepreneurship, the next big business opportunity*, Global Vision Publishing House, New Delhi, 2011.
- **Martin, roger and Osberg, sally**, *Social Entrepreneurship: the case for definition*, Stanford social innovation review, 2008
- **Portales, Luis**, *Social Innovation and Social Entrepreneurship*, Palgrave Macmillan, 2019
- **Elliot, Jennifer A**, *An Introduction to Sustainable Development*, Oxon, Routledge 2013

**Note: Latest Edition of Text Books may be used.**

**இளங்கலைத் தமிழ்ப் பட்டப்படிப்பு (பி.ஏ. தமிழ்**

**இலக்கியம்)**

**2021 கல்வியாண்டு முதல்**

**தெரிவு முறை தரமதிப்பீட்டுத் திட்டம் (CBCS)**

The course of study and the Scheme of Examinations

Se m	Par t	Subject	Paper	Title of the papers	Hr s	Cre	CI A	Se m	Tot al	
முதலாம் ஆண்டு முதலாம் பருவம்		மொழிப் பாடம்	தாள் 1	தமிழ் – 1 (LT114)	5	3	50	50	100	
		மொழிப் பாடம்	தாள் 1	ஆங்கிலம் – 1 (LE15AT)	5	3	50	50	100	
	I	சிறப்புப் பாடம்	தாள் 1	இலக்கியம் 1 சிறுகதையும் புதினமும் (TA107)	5	5	50	50	100	
	II	சிறப்புப் பாடம்	தாள் 2	இலக்கணம் 1 நன்னூல் எழுத்ததிகாரம் (TA108)	6	5	50	50	100	
	III	சார்புப் பாடம்	தாள் 1	செம்மையாக்க மும் தொகுத்தலும் (TA109)	5	4	50	50	100	
		Religion Ethics - I		சமயம் (VE105A) & அறநெறி 1 (VE105B)	2	1	50	50	100	
		Personal Skill - I		தனிநபர் வாழ்வியல் திறன் – I (SK104)	2	1	50	50	100	
	I	GE – Com.Eng.		COM.ENGLISH (CE103)		1*	50	50	100	
	<b>மொத்தம்</b>					<b>30</b>	<b>22 + 1*</b>			

Sem	Part	Subject	Paper	Title of the paper, Code	Hrs	Cre	CI A	Sem	Total	
இரண்டாம் ஆண்டு முன்றாம் பருவம்		மொழிப்பாடம்	தாள் 3	தமிழ் – 3 (LT312)	5	3	50	50	100	
		மொழிப்பாடம்	தாள் 3	ஆங்கிலம் – 3 (LE309T)	5	3	50	50	100	
	I	சிறப்புப் பாடம்	தாள் 5	இலக்கியம் 3 சமயப் பாடல்களும் சிற்றிலக்கியங்களும் (TA307)	6	5	50	50	100	
	II	சிறப்புப் பாடம்	தாள் 6	இலக்கணம் 3 யாப்பருங்கலக் காரிகை (TA308)	6	5	50	50	100	
	III	சார்புப் பாடம் 2	தாள் 3	தமிழ்ப் பண்பாட்டு வரலாறு – 1 (TA309)	5	4	50	50	100	
		Human Rights		மனித உரிமைக்கல்வி (VE306)	2	1				
		Employment Skill I		வேலைவாய்ப்புத் திறன் (SK304)	2	1				
		சான்றிதழ் ப்படிப்பு		தொல்லியல்		2#				
	மொத்தம்					31	22 + 2#			

Sem	Part	Subject	Paper	Title of the papers	Hrs	Cre	CI A	Sem	Total	
முதலாம் ஆண்டு இரண்டாம் பருவம்		மொழிப்பாடம்	தாள் 2	தமிழ் - 2 (LT214)	5	3	50	50	100	
		மொழிப்பாடம்	தாள் 2	ஆங்கிலம் - 2 (LE215AT)	5	3	50	50	100	
	I	சிறப்புப்பாடம்	தாள் 3	இலக்கியம் 2 கவிதை, நாடகம், உரைநடை (TA207)	6	5	50	50	100	
	II	சிறப்புப்பாடம்	தாள் 4	இலக்கணம் 2 நன்னூல் - சொல்லதிகாரம் (TA208)	6	5	50	50	100	
	III	சார்புப்பாடம்	தாள் 2	கணினியில் தமிழ்ப் பயன்பாடு (TA209)	5	4	50	50	100	
		Religion Ethics - II		சமயம் (VE205A) & அறநெறி -2 (VE205B)	2	1	50	50	100	
		Social Skill		சமூகத் திறன் (SK204)	2	1	50	50	100	
	I	GE - Com.Eng.		COM.ENGLISH (CE203)		1*				
	மொத்தம்					31	22 + 1*			



<b>Se m</b>	<b>Pa rt</b>	<b>Subject</b>	<b>Pap er</b>	<b>Title of the paper, Code</b>	<b>Hr s</b>	<b>Cr e</b>	<b>CI A</b>	<b>Se m</b>	<b>Tot al</b>
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இரண்டாம் ஆண்டு நான்காம் பருவம்		மொழிப் பாடம்	தாள் 4	தமிழ் - 4 கவிதை - LT411PO சிறுகதை - LT411SS இதழியல் - LT411JR நாடகம் - LT411DR	5	3	50	50	100
		மொழிப் பாடம்	தாள் 4	ஆங்கிலம் - 4 (LE409T)	5	3	50	50	100
	I	சிறப்புப் பாடம்	தாள் 7	இலக்கியம் 4 காப்பியங்கள் (TA410)	6	5	50	50	100
	II	சிறப்புப் பாடம்	தாள் 8	இலக்கணம் 4 தண்டியலங் காரம் (TA411)	6	5	50	50	100
	III	சார்புப் பாடம் 2	தாள் 4	தமிழ்ப் பண்பாட்டு வரலாறு - 2 (TA412)	5	4	50	50	100
		EVS		சுற்றுப்புறச் சூழல் அறிவியல் (VE406)	2	1			
		Employment Skill - II		வேலைவாய் ப்புத் திறன் (SK404)	2	1			
				DEEDS/ SHELTERS		4			
		சான்றிதழ்ப்		திரைப்படக் கலை		2#			

		படிப்பு							
		மொத்தம்			31	26 +	2#		

Se m	Par t	Subject	Paper	Title of the papers	Hrs	Cr e	CI A	Se m	Tot al
மூன்றாம் ஆண்டு ஐந்தாம் பருவம்	I	சிறப்புப் பாடம்	தாள் 9	இலக்கியம் 5 அற இலக்கியங்கள் (TA512)	6	5	50	50	100
	II	சிறப்புப் பாடம்	தாள் 10	இலக்கணம் 5 புறப்பொருள் வெண்பா மாலை (TA513)	6	5	50	50	100
	III	சிறப்புப் பாடம்	தாள் 11	தமிழ் மொழி வரலாறு (TA514)	6	5	50	50	100
	IV	சிறப்புப் பாடம்	தாள் 12	இலக்கியத் திறனாய்வு (TA515)	6	5	50	50	100
	V	விருப்பப் பாடம் 1	தாள் 1	மக்கள் தகவல் தொடர்பியல் (TA516A)	5	5	50	50	100
				பண்டையத் தமிழ் இலக்கிய வரலாறு (TA516B)					
	VI	துறை சாரா (NME) விருப்பப் பாடம் 1	தாள் 1	பேச்சுமொழி & பேச்சுக்கலை (NTA503)	2	2	50	50	100
			SSP (SELF STUDY PAPER)		ஊடகங்களில் மொழி		1*		
மொத்தம்					31	27 +	1*		

Se m	Pa rt	Subject	Pap er	Title of the papers	Hr s	Cre	CI A	Se m	Tot al
மூன்றாம் ஆண்டு ஆறாம் பருவம்	I	சிறப்பு ப் பாடம்	தா ள் 13	இலக்கியம் 6 சங்க இலக்கியம் (அகம் - புறம்) (TA612)	6	5	50	50	100
	II	சிறப்பு ப் பாடம்	தா ள் 14	இலக்கணம் 6 நம்பியகப்பொ ருள் (TA613)	6	5	50	50	100
	III	சிறப்பு ப் பாடம்	தா ள் 15	நாட்டுப்புறவி யல் (வாய்மொழி மரபு : நாட்டார் கதைகள், பாடல்கள், தொன்மங்கள்) (TA614)	6	5	50	50	100
	IV	சிறப்பு ப் பாடம்	தா ள் 16	ஊடகவியல் (TA616J)	4+ 2	4 + 1	50	50	100
	V	விருப் ப் பாடம் 2	தா ள் 2	அகராதியியல் (TA615A) நவீனத்தமிழ் இலக்கிய வரலாறு	5	5	50	50	100

				(TA615B)					
VI	துறை சாரா (NME) விருப் பப் பாடம் 2	தா ள் 2		மொழிபெயர்ப் புக் கலையும் மொழிப் பயன்பாடும் (NTA603)	2	2	50	50	100
	SSP (SELF STUDY PAPER)			புலம்பெயர் இலக்கியம்		1*			
<b>மொத்தம்</b>					<b>31</b>	<b>27+1 *</b>			
<b>மொத்தம்</b>					<b>18 5</b>	<b>148 + 4#+ 2*</b>			

முதலாம் ஆண்டு / முதலாம் பருவம்

தாள் 1

சிறப்புப் பாடம் 1

TA107 - இலக்கியம் - I (சிறுகதையும் புதினமும்)

பாட நோக்கம் :

சிறுகதை, புதினம், வாழ்க்கை வரலாற்று இலக்கியங்களை அறிமுகப்படுத்துதல் - நவீன இலக்கியங்களின் மீது ஆர்வத்தை ஏற்படுத்துதல் - வாசிப்பைப் பழக்கப்படுத்துதல்.

பயன் :

நவீன இலக்கியங்களின் மீதான ஆர்வம் - வாசிப்புப் பழக்கம் - பயிற்சி.

அலகு 1 சிறுகதை இலக்கியம் - தமிழ் நாவல் இலக்கியம் - அறிமுகம்

(தமிழ் இலக்கிய வரலாறு - பேராசிரியர் மது.ச. விமலானந்தம், மறுபதிப்பு 2004, பக்.272-278)

அலகு 2 தமிழகச் சிறுகதைகள்

1. வ.வே.சு ஐயர் - குளத்தங்கரை அரசமரம்
2. கு.ப.ரா. - சிறுகதை
3. புதுமைப்பித்தன் - காலனும் கிழவியும்
4. அம்பை - வீட்டின் மூலையில் ஒரு

சமையலறை

5. குட்டிரேவதி - இயக்கம்
6. ச. தமிழ்ச்செல்வன் - ஆனந்தி
7. ஜீ. முருகன் - பாம்பு
8. பிரபஞ்சன் - அப்பாவின் வேஷடி
9. கி. ராஜநாராயணன் - நாற்காலி
10. கவிப்பித்தன் - பாட்டி மரம்

**அலகு 3 இந்தியச் சிறுகதைகள் (சிறந்த சிறுகதைகள் - 13)**

(இந்திய மொழிகளில் இருந்த சிறந்த சிறுகதை தொகுப்பு)

- தமிழில் வல்லிக்கண்ணன்.

**அலகு 4 புதினம்**

அழகிய பெரியவன் - சின்னக்குடை, நற்றிணைப் பதிப்பகம், சென்னை.

**அலகு 5 தன் வரலாற்றுப் புதினம்;**

பிரியா பாபு - மூன்றாம் பாலின் முகம், சந்தியா பதிப்பகம், சென்னை.

**பார்வை நூல்கள்**

1. தமிழ்ச் சிறுகதை அன்றும் இன்றும் - சு. வேங்கடராமன், தாகம், 11, சிவப்பிரகாசம் தெரு பாண்டி பஜார், 1993.
2. தமிழ்ச் சிறுகதைகளில் உருவம் - கோ.கேசவன், அன்னம் (பி) லிட், சிவகங்கை, 1988.
3. தமிழ்ச் சிறுகதை வரலாறும் வளர்ச்சியும் - பெ.கோ.சுந்தரராஜன், க்ரியா.
4. தமிழ் நாவல்கள் - ஓர் அறிமுகம் - கோ.வே.கீதா, அணியகம், சென்னை, 1976.
5. நாவலும் வாழ்க்கையும் - டாக்டர் கா.சிவத்தம்பி, தமிழ்ப் புத்தகாலயம், சென்னை, 1978.
6. நவீனத் தமிழ் இலக்கிய அறிமுகம் - ஜெயமோகன், உயிர்மை வெளியீடு, சென்னை.

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முதலாம் ஆண்டு / இரண்டாம் பருவம்

தாள் 4 - சிறப்புப் பாடம் 3

இலக்கியம் II

TA207 - கவிதை, நாடகம், உரைநடை

பாட நோக்கம் :

தமிழ்க் கவிதை மரபின் நவீன காலத் தோற்றப் பின்புலத்தில் புதிய கவிதைகள், உரைநடை, நாடகம் ஆகியவற்றை அறிமுகப்படுத்துதல் - நவீன இலக்கியங்களின் மீது ஆர்வத்தை ஏற்படுத்துதல் - வாசிப்பைப் பழக்கப்படுத்துதல்.

பயன் :

நவீன இலக்கியங்களின் மீதான ஆர்வம் - வாசிப்புப் பழக்கம் - பயிற்சி.

அலகு 1

புதுக்கவிதை - உரைநடை இலக்கிய வரலாறு - நாடகத் தமிழ் வரலாறு  
(தமிழ் இலக்கிய வரலாறு - பேராசிரியர் மது.ச.விமலானந்தம், மறுபதிப்பு 2004, பக்.257-271, 283-291)

அலகு 2 கவிதை

கொங்குதேர் வாழ்க்கை 1 (நவீனக்கவிதைத் தொகுப்பு), தமிழினி வெளியீடு, சென்னை.  
(தேர்ந்தெடுக்கப்பட்ட 15 கவிஞர்களின் கவிதைகள்)

1. புதுமைப்பித்தன் - மகாகவி (ப.19)
2. கு.ப.ரா. - எதற்காக (ப.20)
3. க.நா.சு. - விஜயதசமி (ப.21)
4. நகுலன் - கொல்லிப்பாவை (ப.24 - 25)
5. ஞானக்கூத்தன் - உள்ளோட்டம் (ப.89)



6. கல்யாண்ஜி - அபிதா (ப.114)
7. கலாப்ரியா - யூனிபாரமும் (ப.119)
8. தேவதேவன் - கோவணம் (ப.126)
9. தேவதச்சன் - எனக்கு ஞாபகமுள்ள.. & எனக்கு.. (ப.146)
10. ஆத்மநாம் - தரிசனம், விடுதலை (ப.171,172)

### அலகு 3 கவிதை

கொங்குதேர் வாழ்க்கை 1 (நவீனக் கவிதைத் தொகுப்பு), தமிழினி வெளியீடு, சென்னை. (தேர்ந்தெடுக்கப்பட்ட 15 கவிஞர்களின் கவிதைகள்)

1. அபி - தோல்வி (பக்.80 - 81)
2. ரமேஷ்-பிரேம் - மாபெரும் மர(ண)ம் (ப.263)
3. மகுடேஷ்வரன் - நீங்கள் என் கடவுளைச் சேவியுங்கள் (ப.288)
4. சேரன் - இரண்டாவது சூரிய உதயம், நாங்கள் எதை  
இழந்தோம் (பக்.195 - 196)
5. பாலை நிலவன் - குழந்தையைப் பற்றிய ஓவியம் (ப.364)
6. ஸ்ரீநேசன் - உதிரும் இரவு (ப.386)
7. இரா.மீனாட்சி - மறுபயணம் (ப.63)
8. மாலதி மைத்ரி - விஸ்வரூபம் (ப.403)
9. சல்மா - இந்த உன் வீடு (ப.366)
10. சுகிர்தராணி - காற்றுச் சூலி, ஏவாளின் கனியும் ஆதாம்

அறுவடையும் (ப.436,435)

### அலகு 4 நாடகம்

1. ஒளவை - இன்குலாப், அன்னம் வெளியீடு, தஞ்சாவூர்.

2. நாற்காலிக்காரர் - ந.முத்துசாமி, போதிவனம்  
வெளியீடு,

இராயப்பேட்டை, சென்னை.

### அலகு 5 உரைநடை

தமிழ்க்கட்டுரைக் களஞ்சியம் - இரா.மோகன்  
(தொகுப்பாசிரியர்), சாகித்ய அகாதெமி வெளியீடு,  
சென்னை - 18, இரண்டாம் பதிப்பு 2014.

(தேர்ந்தெடுக்கப்பட்ட கட்டுரைகள் 05 கட்டுரைகள்)

1. வ.உ.சிதம்பரனார் - கடவுள் ஒருவரே
2. மயிலை சீனி.வேங்கடசாமி - தமிழ்
3. ஒளவை சு.துரைசாமிபிள்ளை - எழுதா  
இலக்கியம்
4. மா. இராசமாணிக்கனார் - தாலி - சொற்பொருள்  
ஆராய்ச்சி
5. அண்ணாதுரை - வீட்டிற்கோரு  
புத்தகசாலை

### பார்வை நூல்கள் :

1. இக்காலக் கவிதைகள் மரபும் புதுமையும் - து.மூர்த்தி,  
தமிழியல் நிறுவனம், 1978, சென்னை.
2. கலையும் கவிதையும் - ஆர்.வீரபத்திரன், 1982.
3. புதுக்கவிதை போக்கும் நோக்கும் - ந.சுப்புரெட்டியார்,  
184, பிராட்வே, பாரி நிலையம், சென்னை, 1983.
4. இருபதாம் நூற்றாண்டுத் தமிழ்க் கவிதைகளில்  
மார்க்சியக் கொள்கையின் தாக்கம் - கோ.தான்யா,  
ஐந்திணைப் பதிப்பகம், சென்னை. 1988.
5. கவிதை உள்ளம் - அ.மு.பரமசிவானந்தம்
6. புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும் -  
வல்லிக்கண்ணன், பாரி நிலையம், 90, பிராட்வே,  
சென்னை, 2008.

7. தமிழ்க்கவிதை மரபும் நவீனமும் - விக்ரமாதித்யன், மருதா, பாரதிசாலை, ராயப்பேட்டை, சென்னை 2004
8. இருபதாம் நூற்றாண்டில் தமிழ் உரைநடை வளர்ச்சி - மா.இராசமாணிக்கனார்,பாரி நிலையம்,பிராட்வே, சென்னை 1978.
9. தமிழ் நாடக வரலாறு - கவிஞர் கு.சா. கிருஷ்ணமூர்த்தி, வானதி பதிப்பகம், சென்னை 1979.
10. தமிழ் மேடை நாடகங்கள் - மு.தங்கராசு, அண்ணாமலைப் பல்கலைக் கழகம், 1989.
11. தமிழ் நாடக வகையும் வரலாறும் - வெ.மு.ஷாஜகான்கனி, உலகத் தமிழாராய்ச்சி நிறுவனம், 2010.
12. தமிழ்க் கட்டுரைக் களஞ்சியம் - இரா.மோகன்

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**Department of  
English  
UG**

**Restructured UG English Syllabus 2021-2022**  
**Structure of UG Syllabus – B.A. English (2021 onwards)**

Se m	Part	Genre	Title of the Paper	Hr s	Cre	CIA	Sem	Total
<b>I</b>	I	Lang	Tamil – I	5	3	50	50	100
	II	GE	English – I	5	3	50	50	100
	II	GE	English – II	5	3	50	50	100
	II	GE	English – III	5	3	50	50	100
	II	GE	English – IV	6	3	50	50	100
	IV	FC	Foundation Course	2	1			
	IV	ET/R E	Ethics/Religion	2	1			
	I	GE- CE	Communicative English		1			
<b>Total</b>				<b>30</b>	<b>17+1</b>			
<b>II</b>	I	Lang	Tamil – II	5	3	50	50	100
	III	MC	Chaucer and Elizabethan Age	5	5	50	50	100
	III	MC	18 <sup>th</sup> Century English Literature	5	5	50	50	100
	III	MC	Literary Forms	5	5	50	50	100
	III	AR	Social History of England	6	4	50	50	100
	IV	FC	Foundation Course	2	1			50
	IV	ET/R E	Ethics/Religion	2	1			
	I	GE- CE	Communicative English		1			
<b>Total</b>				<b>30</b>	<b>24+1</b>			
<b>II</b>	I	Lang	Tamil – III	5	3	50	50	100
	III	MC	Romantic Age	5	5	50	50	100
	III	MC	American Literature	5	5	50	50	100
	III	AR	History of English Literature-I(Pre Independence)	6	4	50	50	100
	III	AO	History of English Language	5	4	50	50	100
	IV	FC	Foundation Course	2	1			
	IV	HR	Human Rights	2	1			
			DEEDS/SHELTERS		2			
<b>Total</b>				<b>30</b>	<b>25</b>			
<b>IV</b>	I	Lang	Tamil – IV	5	3	50	50	100
	III	MC	Major English Tragedies	5	5	50	50	100
	III	MC	History of English Literature –II	5	5	50	50	100
	III	MC	Indian Writings in English-I	5	5	50	50	100
	III	AO	Phonetics	6	4	50	50	100
	IV	FC	Foundation Course	2	1			50
	IV	EVS	Environmental Studies	2	1			
			DEEDS/SHELTERS		2			
		Internship*		2*				
<b>Total</b>				<b>30</b>	<b>26 + 2*</b>			

V	III	MC	Victorian Age	5	5	50	50	100	
	III	MC	20 <sup>th</sup> Century English Literature	6	6	50	50	100	
	III	MC	Literary Criticism – I	6	6	50	50	100	
	III	MC	Indian Writings in English- II(Post Independence)	5	5	50	50	100	
	III	ME	Common Wealth Literature	6	4				100
			Literature and Film						
			Women's Writing						
IV	NME	English for Career Examinations	2	1	100		100		
<b>Total</b>				<b>30</b>	<b>27</b>				
VI	III	MC	Literary Criticism – II	6	6	50	50	100	
	III	MC	English Language Teaching	6	6	50	50	100	
	III	MC	Epics in English	6	6	50	50	100	
	III	SS	Translation : Theory and Practice	5	4	50	50	100	
	III	SS	Journalism/Project	5	4	100		100	
	IV	NME	Written Communication	2	1	100			
	<b>Total</b>				<b>30</b>	<b>27</b>			
				<b>180</b>	<b>148+2*</b>				

### Elective-I: Women's Writings

**Semester - V**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

#### Introduction

This course is intended to give learners an overview of and analytical survey of women's writings spans across centuries, continents, and cultures. It unveils the representation of women through the lens of gender and equality. It analyses women's literature and compares ideologies of women through historical, political, religious, sexual, and socio-cultural contexts.

#### Course Objectives:

- To initiate an interest in the learners for the women writers in English
- To enable students to approach the thought and expression of women writers who displayed their perception on the world, culture and gender – bias with novelty in attitude and innovation in techniques
- To know the underlying themes expressed by women writers
- To understand and appreciate the inner and deeper aspirations of the women writers

#### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	CO1: Critically respond to literature from a feminist	K5

	perspective	
<b>CO 2</b>	<b>CO2:</b> Differentiate how patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions	K2
<b>CO 3</b>	<b>CO3:</b> Identify how stereotypical representations of women were constructed and how these are subverted by women's writing	K1
<b>CO 4</b>	<b>CO4:</b> Analyse and engage in theoretical and scholarly debates about feminist fiction.	K4
<b>CO 5</b>	<b>CO5:</b> Know the developments, themes and narrative techniques of women's writings.	K1

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)						Mean Score s of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS O1	PSO 2	PSO3	PSO 4	PSO5	PS O6	
1	3	3	3	3	3	3	2	2	3	3	3	3	1	2.6
2	3	3	3	3	3	3	2	1	2	3	3	3	1	2.5
3	3	2	3	3	3	3	2	1	2	3	3	3	2	2.5
4	3	3	2	3	3	2	1	2	3	2	3	3	1	2.2
5	3	3	3	2	3	2	2	1	2	3	3	3	1	2.38
Mean Overall Score													<b>2.42</b>	
Result													<b>High</b>	

CO 1	<b>CO1:</b> Trace the history of English Language Teaching and understand the importance of teaching and learning other languages	K4
CO 2	<b>CO2:</b> Discuss the historical need that called for innovation in teaching methods in language teaching	K5
CO 3	<b>CO3:</b> Know and demonstrate various approaches and methods, both evolving and being used currently in ELT	K4
CO 4	<b>CO4:</b> Apply ELT methods in real time to smaller groups	K6
CO 5	<b>CO5:</b> Use the latest technology to acquire LSRW skills and be autonomous learners.	K6



# MA.English

## Structure of PG Syllabus-MA English (2021 onwards)

Se m	Code	Genr e	Title of the Paper	Hrs .	Credit	CI A	Se m	Tota l
<b>I</b>		MC	World Classics in Translation	6	5	50	50	100
		MC	Chaucer and Elizabethan Age	6	5	50	50	100
		MC	English Language Teaching with Tech Practicum	6	5	50	50	100
		MC	Literary Criticism	6	5	50	50	100
			Elective- I: Children's Literature	6	3	50	50	100
		MC	Elective- I: Subaltern Studies			50	50	
			Elective- I: Women's Writing			50	50	
			<b>Total</b>	<b>30</b>	<b>23</b>	50	50	<b>500</b>
<b>II</b>		MC	Restoration and Eighteenth-Century Literature	6	5	50	50	100
		MC	Contemporary Critical Theory and Terms	6	5	50	50	100
		MC	New Literatures in English	6	5	50	50	100
		MC	Research Methodology	6	5	50	50	100
			Elective-II: Cultural Studies	6	3	50	50	100
		ME	Elective-II: Gender and Mass Media			50	50	
			Elective-II: Post-Colonial Literature			50	50	
			Internship*		2*	50	50	100
			<b>Total</b>	<b>30</b>	<b>23+2*</b>	50	50	<b>600</b>
<b>III</b>		MC	Romantic and Victorian Age	6	5	50	50	100
		MC	Language and Linguistics	6	5	50	50	100
		MC	American Literature	6	5	50	50	100
		SS	Project	6	3	50	50	100
			Elective III-Teaching Communicative English	6	3	50	50	100
		SS	Elective III-Modern English Grammar			50	50	
		Elective III-English for Competitive Examinations	50			50		
			<b>Total</b>	<b>30</b>	<b>21</b>	50	50	<b>500</b>
<b>IV</b>		MC	Twentieth Century Literature	5	5	50	50	100
		MC	Shakespeare	6	5	50	50	100
		MC	Eco Literature	5	4	50	50	100
		MC	Indian English Literature	6	5	50	50	100
			Elective-IV: Content Writing	6	3	50	50	100
		SS	Elective-IV: Advanced Academic Writing			50	50	
			Elective-IV: Technical Writing for Business Purposes			50	50	
		HR	Human Rights	2	1	100		100
			<b>Total</b>	<b>30</b>	<b>23</b>			<b>500</b>
			<b>Grand Total</b>	<b>120</b>	<b>90 + 2*</b>			<b>2100</b>



											<b>COs</b>
1	3	3	3	3	3	2	1	3	3	3	2.7
2	3	3	3	3	3	2	1	3	3	3	2.7
3	3	3	3	3	3	2	1	3	3	3	2.7
4	3	3	3	3	3	2	1	3	3	3	2.7
5	3	3	3	3	3	2	1	3	3	3	2.7
Mean Overall Score											2.7
Result											high

### Elective I: Women's Writing

**Semester - I**

**Hours: 6**

**Sub. Code:**

**Credits: 3**

#### **Introduction**

Women's writing in English refers to literary works written in the English language by women authors. This literary tradition dates back to the Middle Ages when women began writing religious texts, devotional literature, and personal letters. During the Renaissance period, women's writing began to flourish with the publication of poetry, essays, and letters by prominent female authors such as Mary Wroth, Margaret Cavendish, and Aphra Behn. However, it was not until the late 18th and early 19th centuries that women's writing began to gain widespread recognition with the publication of novels by Jane Austen, the Bronte sisters, and Mary Shelley.

Throughout the 20th century, women's writing continued to evolve and diversify, with authors such as Virginia Woolf, Edith Wharton, Toni Morrison, and Alice Walker exploring themes such as gender, race, sexuality, and class. Today, women's writing remains an important part of the literary landscape, with contemporary authors such as Chimamanda Ngozi Adichie, Zadie Smith, and Margaret Atwood continuing to challenge and expand our understanding of the world through their writing.

#### **Course Objectives**

- To initiate an interest in the learners for the women writers in English.
- To enable them to appreciate the thought and expression of women writers who displayed their perception on the world, culture, and gender- bias with novelty in attitude and innovation in techniques.
- To sensitize the learners to various issues that women experience.
- To equip learners to examine and appreciate works produced by women.
- To encourage learners to extend their understanding of issues gained from the text to the world around them

#### **Course Outcomes**

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
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CO 1	Demonstrate knowledge of the texts, the authors and the literary and social movements.	K2
CO 2	Analyze the representation of female/feminist experience in literature.	K4
CO 3	Examine and critique the role played by socio-cultural-economic contexts in defining women.	K3
CO 4	Respect difference and transcend their knowledge gained from the text to the world around.	K2
CO 5	Analyse and engage in the theoretical and Scholarly debate about Feminist Writing	K4

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	3	3	3	1	1	3	3	3	2.6
2	3	3	3	3	3	1	1	3	3	3	2.6
3	3	3	3	3	3	1	1	3	3	3	2.6
4	3	3	3	3	3	1	1	3	3	3	2.6
5	3	3	3	3	3	2	1	3	3	3	2.7
Mean Overall Score											2.62
Result											High

### Elective II: Gender and Mass Media

**Semester-II Hours: 6**

**Sub.Code : Credits: 3**

#### Introduction

This course explores the intersection of gender and mass media. It helps the learner to have a deeper understanding of the representations of gender in shaping our society. It examines the historical and cultural contexts that have shaped media representations of gender, including the ways in which gender roles have been constructed and reinforced in media throughout history. It also explores contemporary issues surrounding gender representation in mass media, including the representation of marginalized groups such as women, people of color, and the LGBTQ+ community and ethical laws. The course examines a range of media formats, including film, television, advertising, and social media, and consider how different media forms can influence our perceptions of gender.

#### Course Objectives

- To familiarize the learners with the notion of gender and its operation in society.
- To assist the learners to look at stereotypical representation of women in the media and equip them to critique them.

- To sustain critical thought regarding the role of gender and sexuality in media, in written form
- To be aware of ethics and laws related to gender and media
- Develop a greater appreciation of the media's cultural influence and ultimately, become more media literate and a productive citizen.

### Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	The learners can explore the relationship between women and media and understand women's images and representation in the media.	K2
CO 2	They can comprehend and develop a plan in dealing with obstacles and challenges in media profession.	K4
CO 3	Challenge the stereotypical notions related to women in media.	K2
CO 4	Critically examine and analyze women's portrayal in different literary writings.	K2
CO 5	They can apply gender and mass media ethics and laws in day today life.	K5

### Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	3	3	3	2	2	3	2	2	2.6
2	3	3	3	2	3	2	2	3	2	3	2.6
3	3	3	3	3	3	2	2	3	3	2	2.7
4	3	3	3	3	3	2	2	3	2	2	2.6
5	3	3	2	2	3	2	2	3	2	3	2.5
Mean Overall Score											<b>2.6</b>
Result											<b>High</b>

**DEPARTMENT OF COMMERCE  
MASTER OF COMMERCE (M.COM)  
2021-2022 FIRST YEAR SYLLABUS**

**M.Com Course Structure for 2021-2022**

Sem	S.Code	Course Title	Type	Hrs/ Wk	Credi t	Marks		
						CI A	Se m	Tot al
I	C722	Advanced Financial Accounting	MC 1	6	5	50	50	100
	C723	Strategic Human Resource Management	MC 2	6	4	50	50	100
	C724	Consumer Behaviour	MC 3	6	4	50	50	100
	C725	Advanced Business Statistics	MC 4	6	4	50	50	100
	C726A	Advanced Management Theory	ME – I					
	C726B	Security Analysis and Portfolio Management	ME - II					
	C726C	Business Ethics	ME – III	6	4	50	50	100
		<b>Total Hrs / Crs Credits</b>		<b>30</b>	<b>21</b>			
II	C823	Accounting for Managerial Decision Making	MC – 5	6	5	50	50	100
	C824	Advanced Cost Accounting	MC – 6	6	5	50	50	100
	C825	Research Methodology	MC – 7	6	5	50	50	100
	C826	Quantitative Technique for Business Decision	MC – 8	6	4	50	50	100
	C827A	Entrepreneurial Development	ME – IV					
	C827B	Indirect Taxation	ME – V					
	C827C	E-Commerce and Computerized Accounting	ME – VI	6	4	50	50	100
	C828J	<b>Internship (Compulsory)</b>			1			
		Service Marketing	SSP 1		2	50	50	
		<b>Total Hrs / Crs Credits</b>		<b>30</b>	<b>23 +3</b>			
III	C927	Advanced Corporate Accounting	MC – 9	6	5	50	50	100
	C928	Organizational Behaviour	MC – 10	6	4	50	50	100
	C931J	<b>Project</b>	<b>MC-11</b>	<b>6</b>	<b>5</b>	50	50	<b>100</b>

	C929	Income Tax and Tax Planning – I	MC – 12	6	5	50	50	100
	C930A	Logistic and Supply Chain Management	ME – VII					
	C930B	Executive Skill Development	ME – VIII					
	C930C	Strategic Management	ME – IX	6	4	50	50	100
		Business Process Management	SSP 2		2	50	50	100
		<b>NPTEL / MOOCs / SWAYAM</b>			2			
		<b>Total Hrs / Crs Credits</b>		<b>30</b>	<b>23 + 4</b>			
<b>IV</b>	C1022	Advanced Financial Management	MC – 13	6	5	50	50	100
	C1023	Legal Aspects of Business	MC – 14	5	4	50	50	100
	C1024	Income Tax and Tax Planning – II	MC – 15	6	5	50	50	100
	C1025	International Business	MC- 16	6	4	50	50	100
	C1026A	International Marketing	ME - X					
	C1026B	Banking and Financial Service	ME – XI					
	C1026C	Project Management	ME - XII	5	4	50	50	100
		<b>Human Rights</b>		<b>2</b>	<b>1</b>	50	50	100
		Income Tax Planning	CC I		2*			
		Export and Import Management	CC II		2*			
		<b>Total Hrs / Crs Credits</b>		<b>30</b>	<b>23 + 4</b>			
	<b>Total Hrs / Crs</b>		<b>120</b>	<b>90+ 11</b>				

### Main Elective- IV Entrepreneurial Development

Semester – II

Sub Code: C827A

6 Hours

4 Credits

#### Course Objectives

- To enable the students to understand the concept of entrepreneurship and to learn the professional behaviour on entrepreneurship

- To create the awareness about women entrepreneurs and of their empowerment
- To identify, develop and incubating successful business ideas
- To analyse and create project formulation.
- To identify the various financial institutions and promotional institutions to entrepreneurs at National and State level.

### Expected Course outcomes:

On successful completion of this course, students will be able to		
1	Obtain knowledge of concepts, functions of entrepreneur.	<b>K1</b>
2	Enumerate significant changes and trends which create business opportunities and to analyze the environment for potential business opportunities	<b>K1 &amp; K4</b>
3	Develop successful business ideas	<b>K6</b>
4	Analyse and create project formulation	<b>K4</b>
5	Identify the various financial institutions and promotional institutions to entrepreneurs at National and State level.	<b>K1</b>
	<b>K1</b> -Remember; <b>K2</b> -Understand; <b>K3</b> -Apply; <b>K4</b> -Analyze; <b>K5</b> -Evaluate; <b>K6</b> -Create	

### Mapping of CO with PO and PSO

CO	Programme Outcome (PO)					Programme Specific Outcome					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	2	2	3	3	3	2	3	3	2	3	2.6
2	3	3	2	2	2	2	3	3	3	2	2.5
3	2	3	2	2	2	3	2	3	2	3	2.4
4	3	3	3	2	3	3	3	2	3	3	2.8
5	2	3	2	2	2	2	3	3	2	2	2.3
											2.52

### Unit - I: Entrepreneurship

Introduction on Entrepreneur – Meaning of Entrepreneurship – Types of Entrepreneurs – Traits of Entrepreneur - Factor influencing Entrepreneurship - Function of Entrepreneurs -Theories of Entrepreneurs – Role of Entrepreneurs in Economic Development

### Unit – II: Entrepreneurial Development and Role of Women Entrepreneur

Entrepreneurial growth- Role of Government and Non - Government agencies promoting entrepreneurship in India – barriers to entrepreneurship

Women entrepreneurship: concepts – functions and problems – role and recent trends in women entrepreneurship – Women entrepreneur in economic growth- Strategic approaches in the changing Economic scenario for small scale Entrepreneurs.

### Unit - III: Developing Successful Business Ideas

Business ideas generation techniques – Identification of Business opportunities- Feasibility study- Marketing, Finance, technology & Legal Formalities - Tools of Appraisal



#### **Unit - IV: Establishing an Enterprise**

Project formulation - Important steps and documents for starting a business – Initial problems of setting up of enterprises – preparing a model project report for starting a new venture – content of project report- Incubations- MSMEs

#### **Unit - V: Funding Opportunities**

Sources of finance: venture capital, nature, venture capital process, business angels, commercial banks – government grants – SIDBI – PIP - DIC – IDBI – IFCI – ETC – SSIC – SIDO – SIPCOT – SIDCS – TECOS – SFC.

#### **Text Book**

1. Gupta C.B and Srinivasan N.P, Entrepreneurship Development in India, Sultan Chand and Sons. New Delhi 2010

#### **Reference Books**

1. RenuArora and Sood S. K, Entrepreneurial Development, Kalyani Publication New Delhi 2009
2. Vasanth Desai, Entrepreneurial Development, Himalaya Publications Mumbai 2000
3. Khanka S.S, *Entrepreneurial Development*, S. Chand Publications New Delhi 2012
4. Jayashreesuresh - Entrepreneurial Development, Margham publication, Chennai.2013

#### **Web Resources**

1. <http://www.cidc.in/new/>
2. <http://www.cosidici.com/>

**Post Graduate and Research Department of Economics**  
**Sacred Heart College (Autonomous) Tirupattur-635601. Tirupattur District.**

**Course structure for M.A. Economics under new CBCS with effect from 2021-2022**

Name of the Programme: **EC02 - MA ECONOMICS**

**Semester - I**

Category	Subject Code	Title of the paper	Hrs.	Credits	Marks	
					CIA	SE
Core	E748	Advanced Micro Economic Theory – I	6	5	50	50
Core	E749	Advanced Macro Economic Theory – I	6	4	50	50
Core	E750	Statistics for Economists	5	4	50	50
Core	E751	Economics of Growth and Development	5	5	50	50
Elective-I	E752A	(i) Demography	6	4	50	50
	E752B	(ii) History of Economic Thought				
	E752C	(iii) Economics of Infrastructure				
Subject skill (SK)	E753S	Business Communication Skills	2	2		
<b>Total</b>			<b>30</b>	<b>24</b>		

**Semester - II**

Category	Subject Code	Title of the paper	Hrs.	Credits	Marks	
					CIA	SE
Core	E855	Advanced Micro Economic Theory – II	6	5	50	50
Core	E856	Advanced Macro Economic Theory – II	6	4	50	50
Core	E857	Mathematics for Economists	5	4	50	50
Core	E858	Managerial Economics	5	5	50	50
Elective-II	E859A	(i) Industrial Economics	6	4	50	50
	E859B	(ii) Economics of Urbanisation				
	E859C	(iii) Economics of Gender and Development				
Subject skill (SK)	E860S	Entrepreneurship Training Skills	2	2		
Certificate course CC-1		Computer Software Packages (SPSS, AMOS) in Economics	Optional- Successful Completion 2*			
<b>Total</b>			<b>30</b>	<b>24+2* = 26</b>		

**Semester - III**

Category	Subject Code	Title of the paper	Hrs.	Credits	Marks	
					CIA	SE

Core	E940	International Trade	6	4	50	50	
Core	E941	Public Economics	5	4	50	50	
Core	E942	Monetary Economics	6	4	50	50	
Core	E943	Research Methodology	6	4	50	50	
Elective-III	E944A	(i) Econometrics Methods	5	4	50	50	
	E944B	(ii) Health Economics					
	E944C	(iii) Personnel Management					
Subject skill	E945S	Data Analysis and Interpretation	2	2	50	50	
Certificate course CC-2		Computer Software Packages (E-Views, R-Programming) in Economics	Optional- Successful Completion				2*
<b>Total</b>			<b>30</b>	<b>22+2* = 24</b>			

#### Semester - IV

Category	Subject Code	Title of the paper	Hrs.	Credits	Marks	
					CIA	SE
Core	E1039	Indian Economy: Issues and Policy	6	4	50	50
Core	E1040	Environmental Economics	6	4	50	50
Core	E1041A	(i) Indian Public Finance	5	4	50	50
	E1041B	(ii) Tamil Nadu Economic Development				
	E1041C	(iii) Financial Institutions and Markets				
Elective-IV	E1042A	(i) Labour Economics and Industrial Relations	5	4	50	50
	E1042B	(ii) Security Analysis and Portfolio Management				
	E1042C	(iii) Co-operation and Rural Development				
	E1043J	Project Work	6	3	80	
		Dissertation (Evaluation)				
		Viva – Voce				
		<b>Total</b>			<b>100</b>	
	VE1004	Human Rights in India	2	1		
<b>Total</b>			<b>30</b>	<b>20</b>		
<b>Grand Total</b>			<b>120</b>	<b>90+4* = 94</b>		

Semester	Course Code	Title of the Course	Hours	Credits
II	E859C	<b>ELECTIVE II: ECONOMICS OF GENDER AND DEVELOPMENT</b>	6	4

**Course Objectives:**

1. To learn feminist economics and challenges.
2. To study the importance of women and labour market.
3. To understand the role of technology for women empowerment.
4. To demonstrate social security and gender policies.
5. To evaluate gender and the relevance of different policy.

**Course Outcomes**

After successful completion of the course, the student will be able to

S. No.	CO – Statement	Cognitive Level
CO-1	Understanding the concepts of gender economics and its challenges.	K1, K2
CO-2	Identifying the nature of labour market for women	K2, K3
CO-3	Applying gender relations for developmental process.	K3, K4
CO-4	Apprising social security and protection measures for women.	K4, K5
CO-5	Creating ideas about the different gender policies.	K5, K6

**Unit – I: Introduction and Conceptualization of Gender Studies: (18 hours)**

Importance and concepts of women Studies- Women in patriarchal and matriarchal societies and structures, relevance to present day society in India; analysis of women's work. Valuation of productive and unproductive work; visible and invisible work; paid and unpaid work; economically productive and socially productive work, Female contribution to National Income.

**Unit – II: Women and Labour Market (18 hours)**

Factors affecting female entry in labour market; Supply and demand for female labour in developed and developing countries, Female work participation in various sectors of Indian Economy. Wage differentials in female activities; Determinants of wage differentials, gender, education, skill, productivity, efficiency, opportunity.

**Unit – III: Women and Technology (18 hours)**

Women, Technology and Environment: Impact of technological development and modernization on women's work participation; various sectors agriculture, non-agriculture, rural activities, small and cottage industries and organized industry; Role of new technologies in helping women.

**Unit – IV: Social Security and Protection (18 hours)**

Social Security and Social Protection for Women: entitlements ensuring economic independence and risk coverage, access to credit and insurance markets; Role of voluntary organizations, self-help groups; Schemes for safety net for women; Need for female labour unions; Affirmative action for women and improvement in their economic and social status.

**Unit – V: Gender and Policy (18 hours)**

Gender Development Policies and Governance: Gender and development Indices; Mainstreaming gender into development policies; Gender sensitive governance; Paradigm shifts from women's well being to women's empowerment; Democratic decentralization (pantheist) and women's empowerment in India.

### **Text Books**

1. Joyce Jacobsen, *The Economics of Gender*, 3<sup>rd</sup> Edition, Wiley- Blackwell, 2007.  
Unit I: Chapters 2, Page No 33 to 53  
Unit II: Chapters 3, Page No 67  
Unit IV: Chapter 10, Page No 333  
Unit V: Chapter 1 Page No 1 to 19
2. Amartya Sen, A.K., *Gender and Cooperative Conflicts in Tinker (Ed.) Persistent Inequalities: Women and World Development*, Oxford University Press, New York, 1990.  
Unit III: Chapter 3, Page No 10 to 14

### **Books for References**

1. Mishra, S., *Voluntary Action in Health and Population: The Dynamics of Social Transition*, Sage Publications, New Delhi, 2000.
2. Amsden, A.H (Ed), *The Economics of Women and Work*, Penguin, Harmondsworth. 1980.
3. Seth, M., *Women and Development: The Indian Experience*, Sage Publications, New Delhi. 2000.
4. Srinivasan K., *India: Towards Population and Development Goals*, Oxford University Press, New Delhi. 1998.
5. Wazir, R., *The Gender Gap in Basic Education: NGOs as Change Agents*, Sage Publications, New Delhi. 2000.

### **Journals**

1. Indian Journal of Gender Studies.
2. The Journal of Economic Education.
3. Journal Feminist Economics.
4. Journal Gender and Society.
5. Journal Psychology of Women Quarterly.

### **Web Resources**

1. <https://scholar.google.co.in>
2. <https://www.researchgate.net>
3. <http://www.owl.ru>
4. <https://micromasters.mit.edu/dedp>
5. <http://www.unece.org/stats/gendner/web>