



Holy Cross College (Autonomous) Nagercoil – 629 004

Affiliated to Manonmaniam Sundaranar University, Tirunelveli
Nationally Accredited with A+ Grade (CGPA 3.35) by NAAC IV Cycle
An ISO 9001:2015 Certified Institution

SSR
2019-2020
to
2023-2024

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

To foster equality and combating gender stereotypes, Gender sensitisation through the curriculum is crucial and integrating concepts and practices that promote gender awareness and inclusivity into the educational content is an essential approach. Several strategies are followed to achieve effective gender sensitisation through the curriculum.

1. CURRICULUM DESIGN

Semester V Major Core VI: **Women's Writing in English** Course Code: EC2052

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To acknowledge the shared experience of women across the world.
2. To understand the thematic and narrative techniques used by women writers.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	know some of the issues, themes, and narrative strategies of women's literature	PSO - 2	U
CO-2	rethink traditional roles and images of women	PSO - 3	An
CO-3	ascertain patterns of women's self-discovery and self-assertion.	PSO - 3	An
CO-4	employ literature to analyze issues and answer questions relating to women's experience and socio-cultural dimensions	PSO - 3	An

Unit I: Prose

~~Chimamanda Ngozi Adichie~~ : We should all be feminist
Alice Walker : In Search of our Mother's Garden

Unit II: Poetry

~~Gwendolyn~~ Brooks : Sadie and Maud
Sylvia Plath : The Moon and the Yew Tree
Anne Sexton : Her Kind
Kamala Das : Introduction
Judy ~~Grub~~ : The Common Women Poems, II. Ella, in a square
apron, along Highway 80

Unit III: Short Stories

Charlotte Perkins Gilman : The Giant Wisteria
~~Ambai~~ : In a Forest, a Deer
Kate Chopin : Desiree's Baby
Katherine Mansfield : Sweat
Amy Tan : Rules of the Game



Semester V
Foundation Course III- Human Rights Education (HRE)
Course Code: FCV203

Objectives

1. Make them to identify issues, problems and violation of human rights.
2. Resolve the problems of human rights in their own life and society.

Course outcome

CO	Upon completion of this course the students will be able to:	CL
CO - 1	explains the historical growth of the idea of human rights.	U
CO - 2	interpret the problems of human rights and find solution.	A
CO - 3	analyze the importance of women and child rights	An
CO - 4	evaluate concepts and ideas of human rights	E

Unit I

Social Justice - Need for Social Justice, Parameters of Social justice. Untouchability - problems, causes, ~~castism~~, Social reformers - contributions of Dr. B.R. ~~Ambedkar~~ and E.V. ~~Ramasamy~~. Role of Mandal commissions in Social justice - Social, educational, economic indicators and recommendations

Unit II

Human Rights - approaches and concept of human rights. United Nations - UN commission on Human rights, other UN ~~bodies on~~ Human rights. Fundamental rights of Indian ~~Citizen~~ Fundamental duties of Indian Citizen. Political rights of Indian Citizen. Human rights concern in India.

Unit III

Women Rights - History and need of women rights. United Nation on women rights - issues by identified United Nation. Women and climate change. Women rights and problems.

Problem faced by women during medieval and modern India.

Unit IV

Gender inequality - seven types of inequality. Constitutional and legal provision for women in India. Special initiatives for women. Women struggle and reforms. Women today.

Semester VI
Foundation Course IV- Gender Equity Studies
Course Code: FCV204

Hours / Week	Credits	Total Hours	Marks
1	1	15	100

Objectives:

1. To understand the historical background and trace the position of women down the ages.
2. To make the students aware of the legitimate rights and laws that aid women to march towards emancipation and empowerment.

Course outcome

CO	Upon completion of this course the students will be able to :	PSOs addressed	CL
CO-1	develop a critical judgment regarding the views of religions, epics and literary imagination about women	PSO-4	U
CO-2	analyze the socio-cultural and religious practices that subjugate women	PSO-4	An
CO-3	probe deep into the root cause of marginalization of women	PSO- 4	U
CO-4	understand the implementation of feministic concepts in practical life	PSO- 3	U
CO-5	examine how women are exploited as commercial commodities in advertisements and media	PSO-4	An

Unit I

Women in Historical Background

Women through the Ages

Unit II

Feminism – An Explanation

Feminist Thoughts in Practical Life

Unit III

As Religions see Women

Women in Christianity

Women in Islam

Unit IV

The Rights of Women

Women and the Constitution

Unit V

The Portrayal of Women in Advertisements

The End of Enslavement of Women

Empowerment of Women: Need of the Hour

Reference Book

1. *Women in Afj Perspective*. (2012). Nagercoil: HCC Women's Study Centre.

Semester - IV
துணைப்பாடம் -IV(Allied-IV) - பெண்ணியம்

பாடக்குறியீடு –TA2041

பாட நேரம் வாரத்திற்கு	மதிப்புகள்	மொத்த மணிநேரம்	மொத்த மதிப்பெண்
5 மணி	4	75	100

குறிக்கோள்

சமுதாயத்தில் பெண்களின் நிலை, பெண்மைக் குறித்தக் கண்ணோட்டங்கள், பெண்ணிய நிலைப்பாடுகள், பெண்களின் வளர்ச்சி மற்றும் வீழ்ச்சி நிலைகள், பெண்கள் எதிர்கொள்ளும் சவால்கள், பெண் தன்னைத் தானே வடிவமைக்க வேண்டிய தரவுகள் ஆகியவற்றைத் தமிழ் இலக்கியங்களின் வழி கற்பித்தல்

CO No.	Expected Learning Outcomes Upon completion of this course, the students will be able to:	PO Addressed	Cognitive Level
CO-1	பெண்ணியக் கோட்பாட்டினை அறிதல்	PSO-1	U
CO-2	பெண்ணிய வகையினை அறிதல்	PSO-3	U
CO-3	ஒப்பீட்டுப் பார்வையில் பெண்ணியம்	PSO-6	An
CO-4	காலப் பின்னணியில் பெண்ணடிமைத்தனத்தை அறிதல்	PSO-8	An
CO-5	பெண்ணிய இலக்கியங்களை அறிதல்	PSO-1	Ap

அலகு -1 பெண்ணிய விளக்கம் - மேலைநாடுகளில் பெண்ணியத்தின் தோற்றமும் வளர்ச்சியும் - பெண்களின் வாக்குரிமை - பெண்ணியத்தின் வளர்ச்சி -பெண்ணியக் கோட்பாடுகள் - பெண்ணியம் தோன்றக் காரணங்கள்

அலகு -2

இந்தியாவில் பெண்ணியத்தின் தோற்றமும் வளர்ச்சியும் - இந்தியாவில் பெண்ணியத்தின் அறிமுகம் - பெண்களின் சமூகநிலை - பெண்களும் சட்டங்களும் - மகளிர் தற்சார்பு அமைப்புகள்

அலகு -3

குமரி மாவட்டத்தில் பெண்ணுரிமைப் போராட்டமும் தோள்சீலை போராட்டமும் - முழு உரிமைப்பெற்ற பெண்கள்- மேலாடையின் வரலாறு

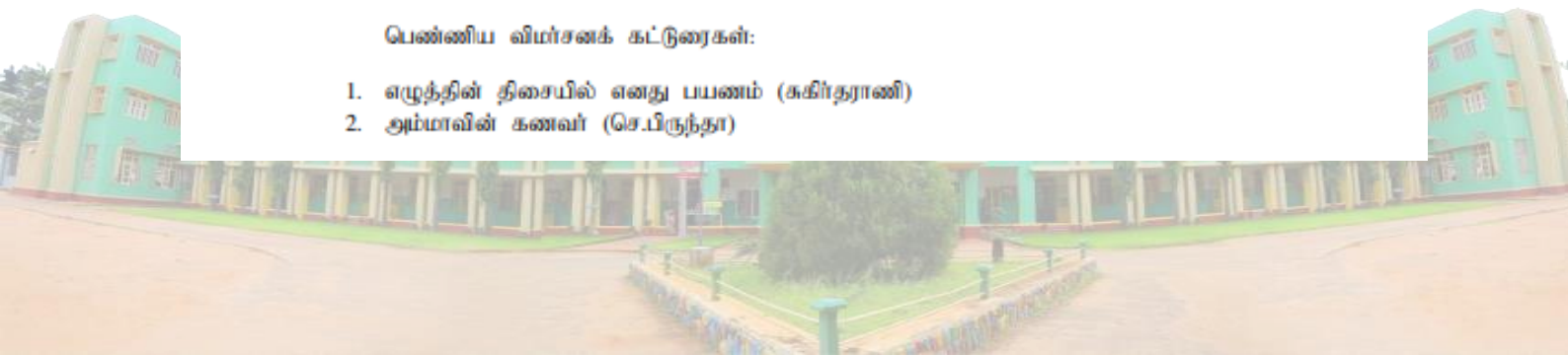
அலகு -4

பெண்ணியச் சிறுகதைகள் : குப்பம்மாவின் பெண்கள் -வதம்- பொன்னுத்தாயி- விட்டு விடுதலையாகி - காயங்கள் காயலாம் - எதிர்த்தம் - வெறுப்பைத் தந்த வினாடி - தனிமை - மரியா - இயக்கம் - மரப்பாச்சி

அலகு - 5

பெண்ணிய விமர்சனக் கட்டுரைகள்:

1. எழுத்தின் திசையில் எனது பயணம் (குகிர்தராணி)
2. அம்மாவின் கணவர் (செ.பி.ருத்ரா)



2. INCLUSIVE CONTENT

Semester VI
Major Core X: Marginal Writings
Course Code: EC2062

Hours / Week	Credits	Total Hours	Marks
6	6	90	100

Objectives:

1. To familiarize the students on issues pertaining to the marginalized.
2. To introduce to the students the literary texts on marginality.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the types of discrimination prevailing all over the world	PSO - 2	U
CO-2	identify issues related to women, refugees, blacks, aborigines, etc.	PSO - 2	An
CO-3	comprehend the sufferings of the marginalized	PSO - 2	U
CO-4	analyze how the author deals with marginalization	PSO - 2	An

Unit I: Prose

- Toni Morrison : Black Matters
 Sharankumar Limbale : Dalit Literature and Aesthetics
 Dominique Laperriere and Larry Collins : A Lament for A Generation

Unit II: Poetry

- Maya Angelou : Still I Rise
 Meena Kandasamy : Mascara
 Odgeroa Noomuccal : The Dawn is at Hand
 Gloria Anzaldua : O Live in the Borderlands
 Tenzin Tsundue : The Tibetan in Mumbai

Unit III: Short Story

- Mahesweta Devi : Draupadi
 Kapil Krishna Thakur : The Other Jew
 Basil Fernando : We Shall Win Some Day
 Archie Weller : Going Home

Unit IV: Fiction

- Michael Ondaatje : *In the Skin of a Lion*

Unit V: Drama

- Wole Soyinka : *The Strong Breed*

Text Books:

Collins, Larry. & Dominique Laperriere. (1972). *O Jerusalem!* Simon & Schuster. Beverly Hills.

Edt.by: Sankar Prasad Singha & Indranil Acharya. (2012). *Survival and Other Stories: Bangla*

Semester VI
Major Core - IX: Contemporary History of India Since 1947 A.D
Course Code: HC2061

Hours/ Week	Credit	Total Hours	Marks
6	5	90	100

Objectives:

- To estimate the development of India after independence
- To have an in-depth knowledge about the salient features of India's foreign policy

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO - 1	Review the functioning of democracy in India	PSO - 1	U
CO - 2	Analyze the foreign policy of India	PSO - 1	An
CO - 3	Discuss the development of new Educational Policy	PSO - 1	Ev
CO - 4	Generalize the five year plan and its impacts	PSO - 1	R
CO - 5	To Acquire the knowledge about information technology	PSO - 1	U

Unit -I

Salient Features of the Indian constitution - Integration of Indian states - Patel - Re-organization of States and Unions- Internal Policy of Congress - Janatha Government – Coalition Governments – NDA and UPA.

Unit - II

Foreign Policy of India - Salient Features Non – alignment policy– Panchseel - India's relationship with U.S.A, Russia, China, Pakistan - India and the UNO, NAM, SAARC, BRICS and ASEAN.

Unit - III

Educational Policy –Early development of Education - - Elementary and Secondary education - University and Higher Education - Vocational and Technical Education - **Women's education** - Rural Education - New Education Policy - Education for all – SarvaSikhshaAbiyan.

Unit -IV

Planned economy of India - Five year plan - Green revolution - White revolution, Blue revolution - Major industries - Labour policies and Welfare programmes- New Economic Policy – Liberalization – Privatization – Globalization – NethiAyok.

Unit -V

Transport and Communication – Railways - Roadways - Waterways - Airways - Postal Network - Telecommunication – BSNL – MSNL - Information Technology – ISRO – Satellites – Remote Sensing – Atomic energy – DRDO – Pokran – Space research – Mangalyan.

Text Books:

- Dharmaraj, J. (2009). *History of India*. Sivakasi, Tensy Publications.
- Venkatesan, K. (2014). *History of India*. Rajapalayam, VC Publication.

Semester – IV

Elective II: a) Entrepreneurial Development

Course Code: FC2042

Hours/Week	Credits	Total Hours	Marks
5	4	75	100

Objectives:

- 1.To enrich the students to know about the need, supporting facilities, obstacles for entrepreneurship, importance of entrepreneurship and types of industrial ventures.
- 2.To provide exposure to the students to the entrepreneurial culture and industrial growth so as to prepare them to setup and manage their own small units.

Course Outcomes

Co. No	Course Outcomes	PSO addressed	CL
CO - 1	Define the interrelationship, the types and character of entrepreneurs	PSO – 1	Re
CO -2	Illustrate the motivational theories, business ideas and production function	PSO – 8	Ap
CO – 3	Apply the techniques and principles to Small Scale Industry for developing the economy	PSO – 8 PSO - 2	Ap
CO – 4	List the Institutions for entrepreneurial Development	PSO – 8	R
CO – 5	Analyze the project ideas and formulation evaluation	PSO – 6	An

Unit - 1 Concepts of Entrepreneurship

Concept of Entrepreneur - Characters of an Entrepreneur - Distinction between Entrepreneur & Manager - Function & Types of Entrepreneur - Concept of Entrepreneurship - Role of Entrepreneurs in Economic Development, **Women Entrepreneurial Ship** - Function, Problems and recent trends – Social Entrepreneurship

Unit - II Entrepreneurial Growth

Economic and Non - Economic factors- role of Government - Entrepreneurial Motivation - Theories-Factors-Entrepreneurial Development - Need, Objectives, Phases and Evaluation

Unit-III Projects & Entrepreneur



Semester II & III
Service Learning Programme (SLP)
Community Engagement Course
Course Code: SLP201

Credits	Total no. of hours	Total marks
2	30 (15 classroom + 15 field)	(50 + 50)

Objectives:

- To develop an appreciation of rural culture, life-style and wisdom among students
- To learn about the status of various agricultural and rural development programmes
- To understand causes for rural distress and poverty and explore solutions for the same
- To apply classroom knowledge of courses to field realities and thereby improve quality of learning

Learning Outcomes:

After completing this course, student will be able to

- Gain an understanding of rural life, culture and social realities
- Develop a sense of empathy and bonds of mutuality with local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

c) **Credit**

2 credit, 30 hours, at least 50% in field, compulsory for all students

d) **Contents**

Divided into four Modules, field immersion is part of each Unit

Course Structure: 2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

S.No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology	No. of Classes
1	Appreciation of Rural Society	Rural life style, rural society, caste and gender relations, rural values with respect to community, nature and resources,	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	Classroom Discussions	2 4

		elaboration of "soul of India lies in villages" (Gandhi), rural infrastructure		- Field visit** - Assignment Map	2
2	Understanding rural economy & livelihood	Agriculture, Farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets	Describe your analysis of rural household economy, its challenges and possible pathways to address them	- Field visit** - Group discussions in class - Assignment	3 4 1
3	Rural Institutions	Traditional rural organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), local civil society, local administration	How effectively are Panchayati raj institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual)	- Classroom - Field visit** Group presentation of assignment	2 4 2
4	Rural Development Programmes	History of rural development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swatchh Bharat, PM Awasz Yojana, Skill India, Gram Panchayat Decentralised Planning, INCLIM, MINKSUA, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the rural community; give suggestions about improving implementation of the programme for the rural poor.	- Classroom - Each student selects one program for field visit** - Written assignment	2 4 2

**** Recommended field-based practical activities:**

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP)
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization
- Visit Rural Schools, mid-day meal centres, study Academic and

Curriculum Focussing on Women Education and Development

- Foundation Course on Human Rights
- Feminist Writings
- Women writings
- Gender Equity Studies
- Gender sensitization takes place in the classroom through debates and panel discussions.
- Album making, skit, role plays focussing on gender equity have been made as internal component.

Promoting Equity through Co-Curricular & Extra-Curricular Activities

- Curriculum of all the departments have women-centric courses.
- Establishment of Women's Cell for the inclusive development of the overall personality of every girl student.
- Effective diversity and strategic plans are implemented bring equity through different co-curricular and extracurricular activities to develop socio-emotional competencies.



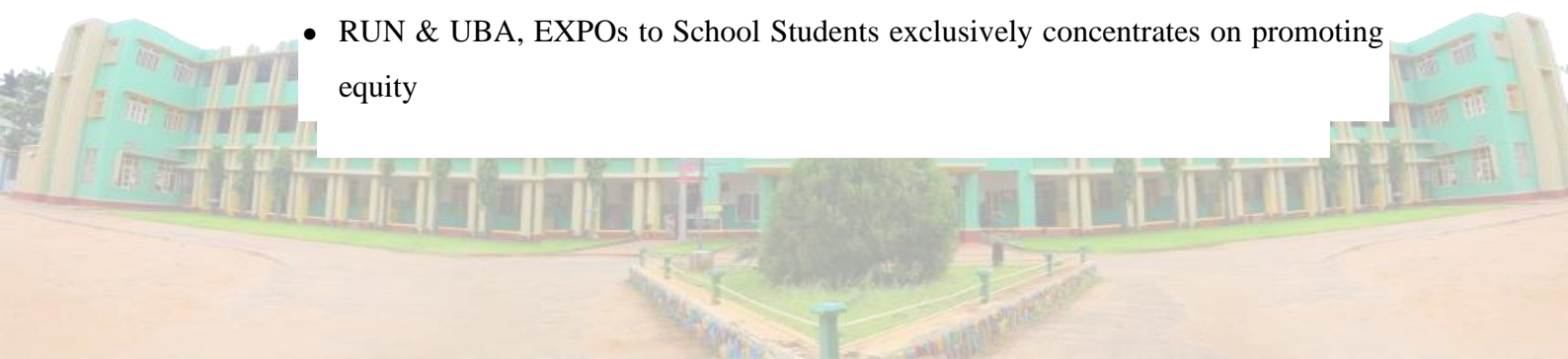
- AICUF, Legal Literacy Club, Women's Cell, Consumer Club, Eco club, RRC, Rotaract, NSS and Human Rights Cell organise seminars, workshops and group discussions on women and gender roles.
- Topics like Prevention of Gender-based Violence, Plight of Transgenders, Constitutional Guarantees for Women, Human Rights, Legal Rights, and Cyber Security help to raise gender consciousness and to promote gender equity.
- The Vishaka Guidelines and POCSO Act are explained to the students during the SIP itself.
- Competitions with themes on women empowerment and gender sensitization are conducted in connection with International Women's Day and National Girl Child Day.
- Full-fledged library serves as a rich source of disseminating wide range of information at the door steps to broaden the horizon of knowledge to the young and aspiring women.

Awareness on Gender Sensitization

- Imparting knowledge of Legal literacy & Constitutional provisions on Equity
- Court Visit
- Organising programs promoting Educational Status of women
- Conducting programmes asserting the importance of Women's rights, Health & Hygiene
- Poster designing, Exhibitions & Albums focussing on Commercial Exploitation of Women in the media & Advertisements
- Conducting Medical Camps promoting general health
- Showcasing awareness videos on workplace harassment & Domestic violence
- Creating Awareness on Sexual harassment and trafficking of women and children
- Celebration of National Girl Child Day/ International Women's Day /Prevention of Child Abuse

Extension Activities to Promote Gender Equity

- Sensitizing young women and children in the neighbourhood on gender equity
- RUN & UBA, EXPOs to School Students exclusively concentrates on promoting equity



Skill Development Programmes Promoting Economic Independency

- Conduct of Driving classes, Aari work training, Tailoring Unit, Typewriting, Beautician courses, Mushroom cultivation, Sericulture, Vermicompost, etc.
- Training on Entrepreneurial Skills
- Start- up initiatives for self-employment
- Skill Development through WISE

Events Promoting Leadership for Women

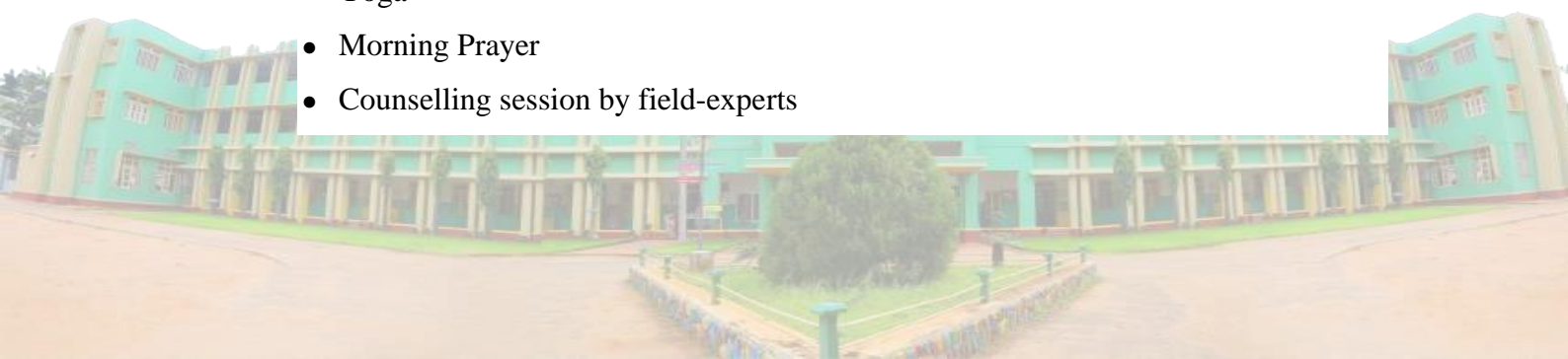
- Student Union Election
- Election of Office bearers for Clubs and Committees
- Class Representatives
- Student Administration Day
- Students taking Lead in Events
- Training and developing national and international players
- Orientations on Leadership Programmes for the students to recognise their potentials and cross gender barriers.
- Student Motivator Series (SMS) – A Unique Practice of engaging and training students as resource persons in Women’s Cell programs
- Students participating in Board of Studies

Provision for Promoting Physical Activities

- Monthly schedule of Hour of Paradise for better physical and mental upliftment
- A well-equipped gymnasium to provide the necessary physical and health benefits to students.
- A hygienic Cafeteria with special provision for the organic and indigenous food
- Zumba training
- Traditional Games as a part of Hour of Blossoming
- Relaxation point for students

Activities to Promote Mental Health

- Yoga
- Morning Prayer
- Counselling session by field-experts



- For differently abled and other students who need special care and guidance are directed to the psychotherapists from 'Centre for Light' or Kottar Diocesan Counselling Ministry (KDCM)
- The institution has signed an MoU with KDCM.
- Yoga and Exercise, Physical fitness and well-being are the Skill based courses which promote mental health.

Counselling

- Mentor-Mentee System is in practice and each faculty acts as a mentor for every 15-16 students guiding them in academic, job prospects and even personal issues, if required and follow their progress.
- The mentors are given training to be effective counsellors.
- During admission, senior members of the faculty guide the students to choose programmes based on their marks and aptitude.
- Counselling centre has been actively functioning with a trained, full-time Counsellor to address life's challenges in a positive way, helping the students to clarify issues, explore options, develop strategies and increase self-awareness.
- Counselling is given to students at all levels right from their entry to the college.

Career Guidance & Employability

- Awareness through workshops and expert talks
- Placement Cell
- Workshops on the prospects of Higher Education & Employment Opportunities
- Training on the ways and means of clearing Competitive exams
- Introducing the avenues of Job portals in Government and Private Sectors
- Orientation on Studies in Abroad
- Internships are offered as part of mainstream education.

Safety and Security

- Implementation of programs through development agencies, law enforcement and the judiciary departments
- Laboratories and library are provided with all possible safety measures
- The Hostel offers secure stay to girl students.



- Wardens are appointed in both the blocks of the hostel with adequate staff to take care of the hostellers.
- Special buses plying from all parts of the town bring the students to the college and transport them back.
- Safe commutation through college buses and private vehicles
- Buildings are checked for their structural stability and are carefully maintained.
- Safety and precautionary measures are installed to prevent fire.
- The open wells are covered with iron mesh and the oxidation pond is provided with fence.
- National Seminar on Cyber Security and Prevention is organized with the sponsorship of National Commission for Women.
- Awareness programmes on safety, security is conducted by competent authorities from the law enforcement agencies and judiciary for the students.
- The college is disabled friendly with ramps, wheelchairs and wash rooms with easy access.

Sexual Harassment Cell

- The cell ensures for complete prevention of Sexual Harassment of any type and sort on campus.
- Sensitization on sexual harassment is addressed during the Student Induction Programme (SIP)

