KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

BACHELOR OF ARTS IN WOMEN'S STUDIES

(As per NEP-2020, NCrF, NHEQF)

Academic Session 2025-2026



DEPARTMENT OF WOMEN'S STUDIES

SCHOOL OF TRIBAL LEGAL STUDIES AND TRIBAL RIGHTS

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024

https://university.kiss.ac.in | https://kiss.ac.in

About the School of Tribal Legal Studies and Tribal Rights (TLS&TR)

The **School of Tribal Legal Studies and Tribal Rights (TLS&TR)**, KISS Deemed to be University, established in **2017–18**, is dedicated to promoting education, research, and community engagement in the areas of tribal rights, indigenous knowledge systems, customary governance, and social justice. Integrating the disciplines of **Sociology, Social Work, and Anthropology**, the School adopts an interdisciplinary approach to address the legal, social, cultural, and developmental issues affecting tribal communities.

The school emphasizes academic excellence through teaching, research, field-based learning, and extension activities that connect classroom knowledge with community practice. It promotes the study and preservation of indigenous knowledge, cultural heritage, and customary institutions while contributing to evidence-based policy, inclusive governance, and sustainable tribal development.

By fostering collaboration with communities, government agencies, and other stakeholders, the school aims to develop competent professionals, researchers, and leaders committed to protecting tribal rights and advancing inclusive and sustainable development.

About the Department of Women's Studies

The Four-Year Undergraduate syllabus in Women's Studies is an interdisciplinary academic offering designed to provide students with a rigorous, critical and socially relevant education in the field of gender and feminist studies. Grounded in the core principles of the National Education Policy (NEP) 2020, the syllabus embraces a flexible and holistic structure that enables students to engage with multiple disciplines while building specialized knowledge in gender theory, feminist methodologies and the socio-political realities of women and marginalized genders.

This syllabus critically examines the historical, cultural, political and economic forces that shape gender relations and structures of power. It situates gender within broader intersectional frameworks, enabling students to understand how gender operates alongside caste, class, ethnicity, religion, sexuality, disability, region, and other markers of identity. The syllabus further incorporates regional and global feminist perspectives, ensuring that students are equipped to engage with contemporary debates and contribute meaningfully to gender-just transformations in society.

The syllabus supports the development of critical thinking, academic writing, communication, leadership, and research skills. Graduates are well-prepared for careers in academia, policy research, journalism, development organizations, civil society, public service, human rights advocacy, and allied fields. The structure of the syllabus also aligns with NEP's provision for multiple entry and exit points and academic mobility.

Vision & Mission of the School

Vision of the School

To emerge as a nationally and internationally recognized centre of excellence in **Tribal Legal Studies, Indigenous Rights, and Social Justice** through interdisciplinary education, innovative research, advocacy, and meaningful community engagement, contributing to the empowerment and sustainable development of tribal communities.

Mission of the School

- To provide quality interdisciplinary education in Tribal Legal Studies, indigenous rights, customary governance, and social development.
- To promote research, field-based learning, and community engagement to address the legal, social, cultural, and developmental concerns of tribal communities.
- To preserve and strengthen indigenous knowledge systems, customary practices, and tribal cultural heritage through academic and research initiatives.
- To nurture socially responsible professionals, researchers, and leaders with ethical values, critical thinking, and advocacy skills.
- To foster collaboration with government agencies, academic institutions, civil society organizations, and tribal communities for capacity building and sustainable development.
- To contribute to social justice, inclusive growth, cultural preservation, and the achievement of Sustainable Development Goals (SDGs).

Programme Overview

Programme Title: Women's Studies: B.A(Hons.)

Programme Type: Undergraduate

Programme Description: The Four-Year Undergraduate Programme (FYUG) in Women's Studies at KISS Deemed to be University is an interdisciplinary programme designed in accordance with the National Education Policy (NEP) 2020. The programme provides students with a comprehensive understanding of gender, society, culture, law, development, and public policy from multidisciplinary perspectives. Drawing upon disciplines such as sociology, anthropology, history, political science, economics, psychology, social work, and legal studies, it equips students with the knowledge and skills to analyses gender issues and promote inclusive development.

The programme places special emphasis on the lives, experiences, and contributions of tribal and indigenous women. It examines issues related to gender equality, education, health, livelihoods, leadership, customary institutions, human rights, environmental sustainability, and social justice within tribal communities. Through fieldwork, community engagement, research, and experiential learning, students gain practical insights into the challenges and opportunities associated with

women's empowerment and tribal development.

The curriculum is aligned with the Sustainable Development Goals (SDGs), particularly SDG 1 (No Poverty), SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals). It promotes gender equity, social inclusion, community participation, and sustainable development.

In line with the objectives of NEP 2020, the programme adopts a flexible, multidisciplinary, and learner-centric approach with multiple entry and exit options, Academic Bank of Credits (ABC), skill enhancement, vocational exposure, internships, research opportunities, and value-based education. It fosters critical thinking, ethical leadership, digital literacy, communication skills, and civic responsibility while preparing graduates for careers in academia, research, public policy, social development, civil society organizations, government services, and advocacy for women's and tribal rights.

Process of Curriculum Development

All Schools shall follow the standard KISS-DU curriculum development protocol:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.
5. Final approval by Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Definitions of Components

a) Ability Enhancement Courses (AEC): It refers to the courses enhancing competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills not literature, prose, poetry and novel etc.

b) Academic Bank of Credits (ABC): The ABC has been envisaged by the UGC to facilitate the academic mobility of students with the freedom to study across the HEIs in the country with an appropriate ‘credit transfer’ mechanism from one programme to another, leading to attain a Degree/Diploma/Certificate, etc.

c) Academic Year: Two consecutive semesters constitute one academic year.

d) Choice Based: The students select courses from the prescribed courses i.e., Major, Minor, Multidisciplinary, Ability Enhancement Course (AEC), Skill Enhancement Course (SEC), Value Added Course (VAC), Summer Internship/ Lab/Research.

e) Major is the subject of main focus.

f) Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree/diploma/Certificate is prescribed in terms of number of credits to be earned.

g) Credit: A unit by which the course work is measured. One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.

h) Minor Course helps a student to gain a broader understanding beyond the major discipline. The subjects mentioned in the minor (in the course structure table) will be offered only if a minimum of 10 students opt for that particular subject.

i) Multidisciplinary: It refers to the courses that a student can opt from other disciplines in order to broaden the intellectual experience.

j) Skills Enhancement Courses (SEC): It refers to the courses aiming at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

k) Summer Internship/Apprenticeship/Summer Project: It refers to experiential exposure of a student. Summer Internship of 6-8 weeks duration after the completion of the fourth semester, followed by a project report and viva-voce examination during the fifth semester has been made compulsory to enable the students to have hands on experience of real-life business situations.

l) Research has been provided in the Eighth semester (for students securing 7.5 CGPA or above) involving application of knowledge in exploring/critical analysis/solving issues related to a real-life situation.

m) Value Added Courses: It refers to the courses enabling the students to acquire and demonstrate the knowledge and understanding of contemporary society.

NCrF-Aligned Components (National Credit Framework)

1. Operational Definition of Credit (NCrF Standard)

"1 Credit = 30 Notional Learning Hours."

A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme)

Semester	Discipline Specific courses-core		Minor		MDC/IDC		AEC		SEC/ Internship/Dissertation		VAC		Grand Total Credits
	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credit	
I	1	4	1	4	1	3	1	2	1	3	4	8	20
II	1	4	1	4	1	3	1	2	1	3	2	4	20

III	2	8	1	4	1	3	1	2	1	3			20
IV	4	14	1	4			1	2					20
V	4	16	1	4					1	2			22
VI	4	16	1	4									20
VII	4	16	1	4									20
VIII	1	4	1	4					1	12			20
Total Credits for the Course		80		32		9		8		23		12	162

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are credited as per NCrF, recognizing vocational, experiential and community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

vii. Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

Viii. Examination Pattern: As per NEP 2020

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Sanskrit may be written in Odia script but language has to be Sanskrit.

Duration of the Examinations- Mid Semester & End Semester:

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practicalexaminationsshallbeof2hoursduration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

a) Mid semester examination will be of 1-hour duration for20/10 marks (20 for subjects having no practical and 10 for subject with practical papers). There shall be no pass mark in Mid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the faculty who are teaching the corresponding paper. A student whofailstoappearinaMid-SemesterExamination**willbeallowedonemorechanceto**take the same examination before appearing the concerned term-end examination. There will beno provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practical there will be a Mid-Semester practical examination carrying 10marks.

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of result for reference.

e) A student has to appear the mid semester examination positively. Absence in the midsemester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD (for the***candidateswhorepresenttheUniversityorStateforInter-Universityorinter-statecompetitionsinGamesandSportsor attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).***

Distribution of Marks in End Semester and Continuous Evaluation:
(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continues Evaluation Marks /Sessional	Midsemeste theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	**100**	**60**	**20**	**20**	**----**	**--**
With Practical	**100**	**50**	**10**	**10**	**20**	**10**
Thesis/ Dissertation/ Seminar/Field Work	**100**	**------**	**-------**	**-------**	**-------**	**-------**

The **modes of evaluation** of **Thesis/ Dissertation/ Seminar/Field Work** shall be as follows:

Literature Review

Synopsis Presentation
Field Work / Data Collection and Data Analysis
Findings and Conclusions
Presentation and Viva-Voce

Distribution of Sessional Marks:(Continuous Evaluation)

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test /Quiz /Viva	Assignment/Presentation
Without Practical	**40**	**20**	**Above 95%-5Marks 85%-94%-4Marks 75%-84%-3Marks**	**10**	**05**
With Practical	**30**	(Theory10+ Practical10)=20		**05**	**Nil**

Examination Question Pattern of End Term Examination and Mark Distribution:

The evaluation process may cover summative and formative aspect sand assess understanding applications, articulation, program and course outcome.

Question Pattern		With Practical	Without Practical
Part-I–Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x5=5**	**1x6=6**
Part-II-Very Short Type	**Answer within 50words. Answerany3 out of 5 questions (with practical) and answer any 5 out of 7 questions (without practical)**	**2x3=6**	**2x5=10**
Part-III-Short Type	**Answer within 250words Answerany3 out of 5 questions (with practical) and answer any 4 out of 6 questions (without practical)**	**5x3=15**	**5x4=20**
Part-IV-Long Type	**Answer within 800words. Answerany3outof5 questions**	**8x3=24**	**8x3=24**
Total		**50**	**60**

For Practical Paper		**One MajorExperiment-10 Record- 05 Vivavoce-05**	**-------**

Examination Question Pattern of Mid Semester Examination and Mark Distribution

Question Pattern		**With Practical**	**Without Practical**
Part-I– Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x3=3**	**1x6=6**
Part-II-Very Short Type	**Answer within 50words. Answerany1out of 2 questions (with practical) and answer any 2 out of 3 questions (without practical)**	**2x1=2**	**2x2=4**
Part-III-Short Type	**Answer within 250words Answerany1 out of 2 questions (with practical) and answer any 2 out of 3 questions (without practical)**	**5x1=5**	**5x2=10**
Total		**10**	**20**
For Practical Paper		**One MajorExperiment-5 Record- 02 Vivavoce-03**	**---------**

Award of Degree:

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Duration and Types of Courses and Process of Multiple Entry and Exit

NHEQF-Aligned Components (National Higher Education Qualifications Framework)

1. NHEQF Level Mapping for Multi-Entry / Multi-Exit

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Milestone / Year Completed	**Exit Award**	**NHEQF Level**	**Standard Credit Range**
Year 1 (Sem I–II)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem VII–VIII)	UG Honours / Honours with Research	Level 6.0	~160

Programme Educational Objectives (PEOs)

- **PEO-1**: To prepare students as socially responsible and gender-sensitive professionals capable of applying the principles of Women's Studies, human rights, and social justice in diverse social and institutional contexts.
- **PEO-2:** The programme aims to provide an interdisciplinary knowledge base integrating Women's Studies with Sociology, Anthropology, Political Science, Economics, Law, Public Health, Literature, and Social Work, enabling students to understand the multidimensional nature of gender issues and social inequalities.

- **PEO-3:** Students will demonstrate the ability to access, analyze, and interpret gender-related information, critically evaluate social realities, respond to changing societal conditions, solve complex problems, and undertake evidence-based research using qualitative and quantitative methods.
- **PEO-4**: Students will demonstrate awareness and understanding of feminist ethics, gender-sensitive research methodologies, and professional standards while communicating research findings and engaging in advocacy, policy analysis, and community interventions.
- **PEO-5**: Students will develop leadership qualities, communication skills, and the ability to apply feminist perspectives, analytical skills, and interdisciplinary knowledge in careers related to teaching, research, policy-making, administration, media, NGOs, and development sectors.
- **PEO-6:** Students will demonstrate awareness and understanding of diversity, inclusivity, equity, and cultural sensitivity, and will acquire the skills necessary to live and work effectively in a pluralistic and global society while promoting gender equality and women's empowerment.

Programme Outcomes (POs)–UG Women's Studies Programme

The expected attributes for aunder graduate student in Women's Studies include interdisciplinary knowledge, gender sensitivity, critical thinking, research competence, communication skills, digital literacy, ethical awareness, and leadership qualities necessary for promoting social justice, equality, and inclusive development.

PO1	Moral & Ethical Values	a) Develop sensitivity towards issues of gender justice, equality, human rights, and social inclusion. b) Demonstrate ethical responsibility, empathy, emotional well-being, and commitment to democratic and constitutional values while engaging with individuals and communities.
PO2	Disciplinary Knowledge	Acquire comprehensive and interdisciplinary knowledge of Women's Studies, including feminist theories, gender relations, development studies, law, health, culture, media, and public policy through interaction with scholars, institutions, and communities.
PO3	Communication Skills	Demonstrate the ability to read, write, speak, and present ideas Effectively in academic, professional, and community

		contexts through oral, written, and digital communication
PO4	Critical Thinking, Problem solving & analytical reasoning	Develop the ability to critically analyze gender inequalities, social structures, cultural practices, policies, and contemporary issues using feminist and interdisciplinary perspectives.
PO5	Indian Knowledge Systems (IKS)	Apply theoretical knowledge and practical understanding to identify, analyze, and address gender-related social problems through field-based inquiry, advocacy, and evidence-based interventions.
PO6	Research-Related Skills	Identify research gaps and conduct qualitative, quantitative, and participatory research on issues related to women, gender, marginalized groups, and social transformation using appropriate methodologies and ethical standards.
PO7	Cooperation/Teamwork	Demonstrate the ability to work effectively in multidisciplinary teams, community organizations, NGOs, academic institutions, and development sectors with cooperation, inclusivity, and leadership.
PO8	Digital Literacy	Use ICT tools, digital platforms, e-resources, data management systems, and online research methods effectively for academic learning, research, advocacy, and dissemination of knowledge.
PO9	Experiential & Life – long learning	Engage in continuous learning through fieldwork, internships, community participation, reflective practices, and skill development to adapt to changing social and professional environments.
PO10	Leadership Qualities	Develop leadership abilities to advocate for gender equality, mobilize communities, coordinate programmes, inspire collective action, and address social challenges with confidence and responsibility.
PO11	Professional & Decision-making Skills	a) Demonstrate professional competence in academic, research, development, and administrative sectors. b) Practice professional ethics, integrity, accountability, and gender-sensitive approaches in personal and professional life. c) Exhibit informed decision-making abilities in addressing academic, social, and organizational challenges.
PO12	Environment Awareness and Sustainability	Understand the relationship between gender an d environment and participate in promoting sustainable development, environmental justice, ecological awareness, and community-based sustainability initiatives.

Programme Specific Outcomes (PSOs)

PSO1: Demonstrate a comprehensive understanding of the concepts, theories, and perspectives of Women's Studies, including gender, feminism, patriarchy, intersectionality, and social justice.

PSO2: Analyze the status, roles, and contributions of women in historical, social, political, economic, cultural, and developmental contexts, with special reference to India and Odisha.

PSO3: Apply gender-sensitive approaches to identify, examine, and address issues affecting women, including discrimination, violence, health, education, livelihood, legal rights, and empowerment.

PSO4: Develop research, communication, leadership, and community engagement skills through fieldwork, case studies, project work, and advocacy for gender equality and inclusive development.

PSO5: Demonstrate ethical values, critical thinking, and professional competence to contribute effectively to women's empowerment, policy implementation, social welfare initiatives, entrepreneurship, and careers in academia, research, NGOs, government, and development organizations.

Four-Year Under-Graduate Programme (FYUGP) Women's Studies Syllabus
Department of Women's Studies,
School of Tribal Legal Studies and Tribal Rights (STLS&TR)
Kalinga Institute of Social Sciences (KISS) Deemed to be University

Course Structure of the Undergraduate Programme Women's Studies

SEMESTER-I

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Core Course Major Course-I (CC-1)	**WS10001**	Introduction to Women's Studies	3	1	0	4
Minor Course –I (MC-1)	**WS12001**	Women and Sustainable Development Goals	3	1	0	4
Multi-Disciplinary Course (MDC)-I (MD-1)	**WS13001**	Status of Women Across Religion and Culture	2	1	0	3
Ability Enhancement Course (AEC)- I (Choose any one) AE-1	**AE14001**	Modern Indian Languages (Odia)	2	0	0	2
	AE14003	Modern Indian Languages (Hindi)	2	0	0	2
	AE14005	Modern Indian Languages (Sanskrit)	2	0	0	2
	AE14007	Modern Indian Languages (Santali)	2	0	0	2
	AE14009	Alternative English	2	0	0	2
Skill Enhancement course (SEC)-I (SE-1)	**CS15001**	Information Technology and Communication	2	1	0	3
Value Added Course (VAC)-I	**VA16201**	Environment Education and Disaster Management	3	0	1	4
	Total					20

NB: Students have to choose Minor Course and MDC from another department subject.
Minor courses and MDC mentioned in this course structure are to be opted by other department students

SEMESTER-II

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Core Course, Major Course-II (CC-2)	**WS10002**	Women and Society	**3**	1	0	4
Minor Course –II (MC-2)	**WS12002**	Women and Inclusive Development for Future	**3**	1	0	4
Multi-Disciplinary Course (MDC)-II (MD-2)	**WS13002**	Women and Agriculture	**2**	1	0	3
Ability Enhancement Course (AEC)- II (Choose any one) (AE-2)	**AE14002**	Translation Studies (Odia)	**2**	0	0	2
	AE14004	Translation Studies (Hindi)	**2**	0	0	2
	AE14006	Translation Studies (Sanskrit)	**2**	0	0	2
	AE14008	Translation Studies (Santali)	**2**	0	0	2
	EN4010	Translation Studies (English)	**2**	0	0	2
SEC-II (SE-2)	**TS15002**	Skills for Social Intervention	**2**	1	0	3
VAC-II (Choose any one)	**VA16118**	Social Reforms through Education: Ideas of Gopabandhu Das	2	0	0	2
	VA16122	Dr. B. R Ambedkar's Social Philosophy	2	0	0	2
VAC-III (Choose any one)	**VA16112**	Adivasi Freedom Fighters and Cultural Heroes	2	0	0	2
	VA16482	Self-Help and Happiness	2	0	0	2
	Total			Total		20
Exit Point: After completion of 1 years (2 semesters) of study, student can receive Certificate						

NB: Students shall choose Minor and MDC courses from other subjects offered by the University, while the Minor and MDC courses listed in this course structure are intended for students of other departments.

SEMESTER-III

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course-III (CC-3)	**WS20001**	Perspectives in Feminism	**3**	1	0	4
Major Course-IV (CC-4)	**WS20003**	Feminist Enquiry	**3**	1	0	4
Minor Course –III (MC-3)	**WS22001**	Women in Odisha	**3**	1	0	4
MDC –III (MD-3)	**WS23001**	Women and Entrepreneurship	**2**	1	0	3
AEC- III (AE-3)	**AEC24001**	Communicative English	**2**	0	0	2
SEC-III (SE-3)	**TS25001**	Effective Communication for Social Impact	2	1	0	3
	Total					20

NB: Students shall choose Minor and MDC courses from other subjects offered by the University, while the Minor and MDC courses listed in this course structure are intended for students of other departments.

SEMESTER-IV

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course-V (CC-5)	**WS20002**	Women and Law	**3**	1	0	4
Major Course-VI (CC-6)	**WS20004**	Social Work Initiatives for Women's Development	**3**	1	0	4
Major Course-VII (CC-7)	**WS20081**	Practicum on Community Studies	**0**	0	2	2
Major Course-VIII (CC-8)	**WS20008**	Women and Local Self Government	**3**	1	0	4
Minor Course – IV (MC-4)	**WS22002**	Women Science and Technology	**3**	1	0	4
AEC- IV (AE-4)	**WS24002**	Professional Communication	**2**	0	0	2
	Total					20
Exit Point: After completion of 2 years (4 semesters) of study, student can receive a Diploma						

NB: Students shall choose Minor courses from other subjects offered by the University, while the Minor courses listed in this course structure are intended for students of other departments.

SEMESTER-V (Single Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- IX (CC-9)	**WS30001**	Women and Health	**3**	1	0	4
Major Course-X (CC-10)	**WS30003**	Nutritional Perspectives of Women	**3**	1	0	4
Major Course-XI (CC-11)	**WS30005**	Women and Financial Empowerment	**3**	1	0	4
Major Course-XII (CC-12)	**WS30007**	Guidance and Counselling with Gender Focus	**3**	1	0	4
Minor Course –V (MC-5)	**WS32001**	Violence against Women	**3**	1	0	4
Internship	**IP37081**	**Internship**	**0**	0	2	2
	Total			Total		22

SEMESTER-V (Double Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- IX (CC-9)	**WS30001**	Women and Health	**3**	1	0	4
Major Course-X (CC-10)	**WS30003**	Nutritional Perspectives of Women	**3**	1	0	4
Major Course-XI (CC-11)	**WS30005**	Women and Financial Empowerment	**3**	1	0	4
Major Course-XII (CC-12)	**WS30007**	Guidance and Counselling with Gender Focus	**3**	1	0	4
Minor Course –V (MC-5)	**WS32001**	Violence against Women	**3**	1	0	4
Double Major-I (DM-1)	**WS32003**	Understanding Patriarchy	**3**	1	0	4
Double Major-II (DM-2)	**WS32005**	Women and Literature in India	**3**	1	0	4
Double Major-III (DM3)	**WS32007**	Women and the Environment	**3**	1	0	4
Internship	**IP37081**	**Internship**	**0**	0	2	2
	Total			Total		34

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

SEMESTER-VI (Single Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- XIII (CC-13)	**WS30002**	Women and Education in India	**3**	1	0	4
Major Course-XIV (CC-14)	**WS30004**	Child Development and Women's Roles	**3**	1	0	4
Major Course-XV (CC-15)	**WS30006**	Women and Work	**3**	1	0	4
Major Course-XVI (CC-16)	**WS30008**	Women in Media	**3**	1	0	4
Minor Course –VI (MC-6)	**WS32002**	Issues and Problems of Women in India	**3**	1	0	4
				Total		20

SEMESTER-VI (Double Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- XIII (CC-13)	**WS30002**	Women and Education in India	**3**	1	0	4
Major Course-XIV (CC-14)	**WS30004**	Child Development and Women's Roles	**3**	1	0	4
Major Course-XV (CC-15)	**WS30006**	Women and Work	**3**	1	0	4
Major Course-XVI (CC-16)	**WS30008**	Women in Media	**3**	1	0	4
Minor Course –VI (MC-6)	**WS32002**	Issues and Problems of Women in India	**3**	1	0	4
Double Major-IV (DM-4)	**WS32004**	Contemporary Situation of Women in India	**3**	1	0	4
Double Major-V (DM-5)	**WS32006**	Women and Rural Community	**3**	1	0	4
Double Major-VI (DM-6)	**WS32008**	Adolescent Girls Health and Wellbeing	**3**	1	0	4
		Total		Total		32
Exit Point: After completion of 3 years (6 semesters) of study, student can receive Degree						

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

SEMESTER-VII (Single Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course-XVII (CC-17)	**WS40001**	Government Polices and Development of Rural and Tribal Women	**3**	1	0	4
Major Course-XVIII (CC-18)	**WS40003**	Feminist Research Methods	**3**	1	0	4
Major Course-XIX (CC-19)	**WS40005**	Women and Development	**3**	1	0	4
Major Course-XX (CC-20)	**WS40007**	Gender Politics and Leadership	**3**	1	0	4
Minor Course- VII (MC-7)	**WS42001**	Women Development and Global Change	**3**	1	0	4
				Total		20

SEMESTER-VII (Double Major)

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- XVII (CC-17)	**WS40001**	Government Polices and Development of Rural and Tribal Women	**3**	1	0	4
Major Course-XVIII (CC-18)	**WS40003**	Feminist Research Methods	**3**	1	0	4
Major Course-XIX (CC-19)	**WS40005**	Women and Development	**3**	1	0	4
Major Course-XX (CC-20)	**WS40007**	Gender Politics and Leadership	**3**	1	0	4
Minor Course –VII (MC-7)	**WS42001**	Women Development and Global Change	**3**	1	0	4
Double Major-VII (DM-7)	**WS42003**	Indigenous Feminism	**3**	1	0	4
				Total		24

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

SEMESTER-VIII (Single Major)
For Students opt for Degree in Honours without Research

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course-XXI (CC-21)	**WS40002**	Digital Space in Women's Studies	**3**	1	0	4
Major Course-XXII (CC-22)	**WS40004**	Gender Mainstreaming and NGO Management	**3**	1	0	4
Major Course-XXIII (CC-23)	**WS40006**	Population Dynamics and Women Issues	**3**	1	0	4
Major Course-XXIV (CC-24)	**WS40008**	Women's Rights as Human Rights	**3**	1	0	4
Minor Course – VIII (MC-8)	**WS42002**	Caste Class and Gender	**3**	1	0	4
			Total			20
Exit Point: After completion of` 4 years (8semesters) of study, student can receive Degree with Honors						

SEMESTER-VIII (Single Major)
For Students opt for Degree in Honours with Research

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course-XXI (CC-21)	**WS40002**	Digital Space in Women's Studies	**3**	1	0	4
Minor Course – VIII (MC-8)	**WS42002**	Women and Disaster Management	**3**	1	0	4
Dissertation	**RD40082**	Research and Dissertation	**0**	0	12	12
			Total			20

Grand Total (Single Major) = 162 Credits

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

- **UG Degree (Honours with Research):** Students securing **75% or above** in the first six semesters may opt for a **12-credit Research and Dissertation** in the major discipline under faculty supervision, leading to the award of **UG Degree (Honours with Research)** upon completion of minimum **160 credits**.
- **UG Degree (Honours without Research):** Students not opting for the research shall complete **three taught major courses (12 credits)** in lieu of the Research and Dissertation, leading to the award of **UG Degree (Honours without Research)** upon completion of minimum **160 credits**.

SEMESTER-VIII (Double Major)
For Students opt for Degree in Honours without Research

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- XXI (CC-21)	**WS40002**	Digital Space in Women's Studies	**3**	1	0	4
Major Course-XXII (CC-22)	**WS40004**	Gender Mainstreaming and NGO Management	**3**	1	0	4
Major Course-XXIII (CC-23)	**WS40006**	Population Dynamics and Women Issues	**3**	1	0	4
Major Course-XXIV (CC-24)	**WS40008**	Women's Rights as Human Rights	**3**	1	0	4
Minor Course – VIII (MC-8)	**WS42002**	Caste Class and Gender	**3**	1	0	4
Double Major – VIII (DM-8)	**WS42004**	Women and Disability	**3**	1	0	4
			Total			24
Exit Point: After completion of 4 years (8semesters) of study, student can receive Degree with Honors						

SEMESTER-VIII (Double Major)
For Students opt for Degree in Honours with Research

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Major Course- XXI (CC-21)	**WS40002**	Digital Space in Women's Studies	**3**	1	0	4
Minor Course –VIII (MC-8)	**WS42002**	Women and Disaster Management	**3**	1	0	4
Double Major –VIII (DM-8)	**WS42004**	Gender Mainstreaming and NGO Management	**3**	1	0	4
Dissertation	**RD40082**	Research and Dissertation	**0**	0	12	12
			Total			24

Grand Total (Double Major) = 194 Credits

NB: Students shall choose Minor and Double Major courses from other subjects offered by the University, while the Minor and Double Major courses listed in this course structure are intended for students of other departments.

COURSE STRUCTURE
SEMESTER-I

Course Code	Course Title	Total Credits	L-T-P
WS10001	Introduction to Women's Studies	4	3-1-0
WS12001	Women and Sustainable Development Goals	4	3-1-0
WS13001	Status of Women Across Religion and Culture	3	2-1-0
	AE-1 (Choose any One)		
AE14001	Modern Indian Language (Odia)	2	2-0-0
AE14003	Modern Indian Language (Hindi)	2	2-0-0
AE14005	Modern Indian Language (Sanskrit)	2	2-0-0
AE14007	Modern Indian Language (Santali)	2	2-0-0
AE14009	Alternative English	2	2-0-0
CS15001	Information Technology and Communication (SE-1)	3	2-0-1
VA16201	Environment Education and Disaster Management	4	3-0-1
Total		20	

Semester-I

Course Code	Course Title	Credit	L	T	P
WS10001	**Introduction to Women's Studies**	**4**	**3**	**1**	**0**

Course Objectives:

By the end of the course, students will be able to:

1. Understand the origin and development of Women's Studies as an academic discipline.
2. Critically analyze the role of gender in social, political, economic, and cultural structures.
3. Explore feminist theories and their impact on societal transformation.
4. Examine the intersectionality of gender with caste, class, race, and sexuality.
5. Understand the contributions and struggles of women in historical and contemporary contexts.

Course Outcomes (COs):

After successful completion of this course, students will be able to:

CO1: Define key concepts and theoretical frameworks in Women's Studies.

CO2: Identify and critique gender-based inequalities and social structures.

CO3: Apply feminist perspectives to analyze cultural and media representations.

CO4: Understand the historical trajectory of women's movements in India and globally.

CO5: Demonstrate awareness on concepts of patriarchy.

Course Outcomes - Programme Outcomes Mapping of Paper WS 10001

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	2	2	1	2	2	1	2	2	3	2	2	2	2
CO2	3	3	3	3	2	3	2	3	3	2	3	2	3	3	3	2	3
CO3	3	3	2	3	2	2	2	3	3	2	3	2	3	3	2	2	3

CO4	2	3	2	3	3	2	2	3	2	2	3	2	3	3	2	2	3
CO5	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.6**	**3.0**	**2.4**	**2.8**	**2.2**	**2.4**	**1.8**	**2.8**	**2.6**	**1.8**	**2.8**	**2.2**	**3.0**	**2.8**	**2.4**	**2.0**	**2.8**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Introduction to Women's Studies (15 Classroom Contact Hours)

- Definition, Scope and Nature of Women's Studies
- History and Evolution: Indian contexts

Unit II: Basic Concepts: (15 Classroom Contact Hours)

- Understanding of sex and gender
- Femineity and Masculinity, Private -Public Dichotomy.

Unit III: Gender Roles (15 Classroom Contact Hours)

- Gender roles in family, education, religion, media: Understanding gender stereotypes

Unit IV: Intersectionality and Contemporary Issues (15 Classroom Contact Hours)

- Intersectionality: caste, class, religion, race

Unit V: (15 Classroom Contact Hours)

- Origins of Patriarchy- Meaning and Concept of Patriarchy

References:

1. **Nivedita Menon** – *Seeing Like a Feminist* (Zubaan, 2012)
2. **Uma Chakravarti** – *Gendering Caste through a Feminist Lens* (Stree, 2003)
3. **bell hooks** – *Feminism is for Everybody* (South End Press, 2000)
4. **Rajeswari Sunder Rajan** – *The Scandal of the State: Women, Law and Citizenship in Postcolonial India*
5. **Rege, Sharmila** – *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*
6. **Kimberlé Crenshaw** – Foundational articles on intersectionality

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes awareness and knowledge about ecology, sustainability, and Indigenous issues through academic and field-based learning
SDG 5	Gender Equality	Highlights gender dimensions in environmental issues and the role of women in natural resource management in tribal societies
SDG 10	Reduced Inequalities	Focuses on rights of Indigenous and Tribal people, environmental justice, and reducing socio-economic disparities
SDG 16	Peace, Justice and Strong Institutions	Emphasizes environmental laws, protection policies, and rights-based approaches for Indigenous communities
SDG 17	Partnerships for the Goals	Promotes collaborative approaches for gender justice, inclusive development, and social transformation through academic engagement

Semester-I

Course Code	Course Title	Credit	L	T	P
WS12001	**Women and Sustainable Development Goals**	**4**	**3**	**1**	**0**

Course Objectives:

By the end of the course, students will be able to:

1. Toknowtheconceptualframeworkonpoliticalparticipationandscopeforwomen's political empowerment.
2. To know achievements of women political leaders of national and state level.
3. To know progressive responses on women's reservation in politics.

Course Outcomes-

Upon completion of the course, students will be able to:

CO1: Explain the concepts of politics, political participation, and feminist perspectives on women's political empowerment.

CO2: Analyze the role, representation, and achievements of prominent women political leaders at national and state levels.

CO3: Evaluate the significance of local self-government, the Women's Reservation Bill, and women's participation at the grassroots level.

CO4: Understand the concept, evolution, and legal framework of human rights, including the Universal Declaration of Human Rights and Human Rights Acts in India.

CO5: Critically examine issues concerning women's rights at national and international levels, including conflict, disability, trafficking, and social exclusion.

Course Outcomes - Programme Outcomes Mapping of Paper WS12002

Course Outcomes ↓ / Programme Outcomes →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**3.0**	**3.0**	**2.4**	**3.0**	**2.8**	**2.8**	**2.0**	**3.0**	**2.8**	**2.0**	**3.0**	**2.8**	**3.0**	**2.8**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I: Women and Political participation (15 Classroom Contact Hours)

- Concept of politics and political participation
- Feminist perspectives of political participation.

Unit-II: Women and Political leadership (15 Classroom Contact Hours)

- Concept of political leadership and political representation.
- Achievement of prominent women leaders at National and State Politics.

Unit-III: Women and Local Self-Government (15 Classroom Contact Hours)

- Concept of local- self-government, politics of women reservation bill, Women at grass root level

Unit-IV-Women and Human Rights. (15 Classroom Contact Hours)

- Concept and Evolution of Human rights (Universal Declaration of human rights and convention Human rights ACT in India)

Unit V: (15 Classroom Contact Hours)

- Issues concerning women rights in International and National field (Conflict, Disability, Trafficking etc.)

References:

1. **Agnes, Flavia** – *Law and Gender Inequality: The Politics of Women's Rights in India* (Oxford University Press, 2001)
2. **Nussbaum, Martha C.** – *Women and Human Development: The Capabilities Approach* (Cambridge University Press, 2000)
3. **Kishwar, Madhu** – *Off the Beaten Track: Rethinking Gender Justice for Indian Women* (Oxford University Press, 1999)
4. **Basu, Amrita** – *Two Faces of Protest: Contrasting Modes of Women's Activism in India* (Oxford University Press, 1992)
5. **Jayal, Niraja Gopal** – *Representation and Its Discontents: The Politics of Women's Reservation in India*
6. **Shirin Rai (Ed.)** – *International Perspectives on Gender and Democratisation* (Macmillan, 2000)
7. **Sujata Patel et al. (Eds.)** – *Gender and Caste: Issues in Contemporary Indian Feminism* (Kali for Women, 2003)
8. **Rai, Shirin M.** – *Gender and Political Participation in India* (Indian Journal of Gender Studies, 1999)
9. **UN Women Reports** – *Progress of the World's Women* (Annual Reports)
11. **Government of India** – *National Policy for the Empowerment of Women (2001)*
12. **The Constitution of India** – Especially sections related to the **73rd and 74th Amendments**, **Fundamental Rights**, and **Directive Principles of State Policy**
13. **Universal Declaration of Human Rights (1948)** – United Nations

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 5	Gender Equality	Promotes women's political participation, leadership, representation, and rights
SDG 10	Reduced Inequalities	Addresses exclusion, discrimination, disability, trafficking, and unequal participation in governance
SDG 16	Peace, Justice and Strong Institutions	Encourages democratic participation, human rights awareness, constitutional values, and inclusive institutions
SDG 17	Partnerships for the Goals	Strengthens collaboration between institutions, communities, and governance systems for women's empowerment

Semester-I

Course Code	Course Title	Credit	L	T	P
WS13001	**Status of Women Across Religion and Culture**	**3**	**2**	**1**	**0**

Course Objectives

By the end of this course, students will be able to:

1. Understand the historical evolution of women's status in ancient Indian society, especially during the Vedic period.
2. Analyze the treatment and roles of women in different religious traditions in India.
3. Explore scriptural and doctrinal views on gender, morality, and rights.
4. Assess the role of culture, tradition, and patriarchy in shaping religious perspectives on women.
5. Foster comparative and critical thinking on women's roles and rights across time and religions.

Course Outcomes (COs)

Upon completion of the course, students will be able to:

CO1: Describe the socio-religious position of women in Vedic and post-Vedic India.

CO2: Compare the role, rights, and restrictions of women across Hinduism, Islam, Christianity, Sikhism, Jainism, and Buddhism.

CO3: Interpret religious texts and practices concerning gender and women.

CO4: Critically assess the impact of religion on women's agency, rights, and social status.

CO5: Engage with feminist critiques of religious traditions and texts.

Course Outcomes - Programme Outcomes Mapping of Paper WS 13001

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	3
CO2	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO3	3	3	2	3	2	3	2	3	3	2	3	3	3	3	2	2	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.8**	**3.0**	**2.6**	**2.8**	**2.4**	**2.8**	**1.8**	**3.0**	**2.8**	**2.0**	**2.8**	**2.8**	**3.0**	**2.8**	**2.6**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Status of Women in the Vedic and Post-Vedic Period (12 Classroom Contact Hours)

- Position of women in Early Vedic society: education, rituals, marriage, property rights
- Decline of status in the Later Vedic period

Unit II: Women in Hinduism and Buddhism (12 Classroom Contact Hours)

- Notions of purity, widowhood, and celibacy

Unit III: Women in Islam, Christianity in India (12 Classroom Contact Hours)

- Quranic and Biblical interpretations on women

Unit IV: Women in Sikhism, Jainism, and Comparative Analysis (12 Classroom Contact Hours)

- Sikhism: egalitarian roots, role of women in Gurudwaras and family
- Jainism: asceticism, role of nuns, dual attitudes toward female body

Unit V: (12 Classroom Contact Hours)

Women saints, scholars and reformers

References

1. Altekar, A.S. – *The Position of Women in Hindu Civilization*
2. Chakravarti, Uma – *Gendering Caste through a Feminist Lens*
3. Engineer, Asghar Ali – *The Rights of Women in Islam*
4. Sharma, R.S. – *Material Culture and Social Formations in Ancient India*
5. Nanda, Meera – *Prophets Facing Backward: Postmodern Critiques of Science and Hindu Nationalism in India*
6. Kaur, Nikky-Guninder – *The Feminine Principle in the Sikh Vision of the Transcendent*
7. Jain, Meenakshi – *Women in Jainism: The Discourse of Self-control*
8. Ruether, Rosemary Radford – *Women and Redemption*
9. Chitgopekar, N. – *Encountering Sivaism: The Deity, the Milieu, and the Cultural Landscape*

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes critical understanding of religion, culture, gender, and historical perspectives
SDG 5	Gender Equality	Examines women's rights, restrictions, agency, and feminist critiques across religions
SDG 10	Reduced Inequalities	Highlights social inequalities rooted in religion, patriarchy, caste, and gender
SDG 16	Peace, Justice and Strong Institutions	Encourages interfaith understanding, human rights awareness, equality, and social justice
SDG 17	Partnerships for the Goals	Supports intercultural dialogue and collaborative learning on gender and religion

Semester – I

Course Code	Course Title	Credit	L	T	P
AE14001	**Modern Indian Language in Odia**	**2**	**2**	**0**	**0**

Refer to Odia Department
Semester - I

Course Code	Course Title	Credit	L	T	P
AE14003	Modern Indian Language in Hindi	2	2	0	0

Refer to Hindi Department

Semester - I

Course Code	Course Title	Credit	L	T	P
AE14005	Modern Indian Language in Sanskrit	2	2	0	0

Refer to Sanskrit Department

Semester - I

Course Code	Course Title	Credit	L	T	P
AE14007	Modern Indian Language in Santali	2	2	0	0

Refer to Santali Department

Semester - I

Course Code	Course Title	Credit	L	T	P
AE14009	Alternative English	2	2	0	0

Course Objectives:

- Develop critical reading and analytical skills through the study of prose, poetry, and short fiction.

- Understand myriad literary forms, themes, and stylistic features of English literature of different cultural and historical contexts.
- Enhance appreciation of literary texts by examining human core values, ethics, social issues, and aesthetic expression.
- Sharpen English language proficiency through the study and practice of grammar, vocabulary, comprehension, and writing skills.
- Refine communication skills, enabling students to express ideas effectively in both written and spoken English.

Course Outcomes:

Analyze and interpret prose, poetry, and short fiction by identifying their themes, literary techniques and cultural significance.

- Evaluate the ideas and perspectives presented in literary texts and relate them to contemporary social, ethical, and human concerns.
- Demonstrate an understanding of major literary forms, including essays, short stories, sonnets, and modern poetry.
- Apply the rules of English grammar, including tenses, articles, prepositions, subject–verb agreement, and sentence transformations, in effective communication.
- Develop proficiency in reading comprehension, précis writing, and coherent written expression for academic and professional contexts.

Course

Content:

Unit I: Prose

- Francis Bacon- *Of Studies, Of Truth*
- A. P. J. Abdul Kalam – *My Vision for India*

Unit II: Short Fiction

- O. Henry – *The Gift of the Magi*

- *Mahasweta Devi* – ***Draupadi*** (translated by Gayatri Chakravorty Spivak)

Unit III: Poetry

- William Shakespeare – *Sonnet 116, 138*
- Jayanta Mahapatra – *Hunger*

Unit IV: Language and Communication Skills

- Tenses, Articles, Prepositions, Subject–Verb Agreement Transformation of Sentences (Active–Passive, Direct–Indirect) Comprehension and Precis Writing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	2	3	3	2	2	2	3	2	3	3
CO5	2	3	3	3	2	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Bacon, Francis. *Essays of Francis Bacon* (Oxford World's Classics or Penguin Classics), 1625.
- Kalam, A. P. J. Abdul. *Wings of Fire* and *My Vision for India: Ideas for the New Millennium.* (Universities Press / Penguin India),1999.
- O. Henry. *The Gift of the Magi and Other Stories.* (Signet Classics / Dover Publications), 1906.
- Devi, Mahasweta. *Breast Stories.* Translated by Gayatri Chakravorty Spivak. (Seagull Books, Kolkata), 2002.
- Mahapatra, Jayanta. *A Rain of Rites: Poems.* (Oxford University Press / Harper Collins India),1976**.**
- Shakespeare, William. *Sonnets.* (Edited by Katherine Duncan-Jones, Arden Shakespeare Series / Oxford University Press),1997.
- Ram, M. & Singh, K. *English Language and Communication Skills: A Practical Approach.* (PHI Learning / Cambridge India), 2012.
- Iyengar, K. R. Srinivasa. *Indian Writing in English.* (Sterling Publishers / Asia Publishing House),1962.
- Parija, Ratnaprava. Communicative English (REST Publisher, Tamil Nadu), 2018.
- Murphy, Raymond. *English Grammar in Use.* (Cambridge University Press),1985.

SDG Mapping for this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Enhances literary competence, grammar, communication, and critical thinking skills
SDG 5	Gender Equality	Encourages critical engagement with gender representation and women's experiences
SDG 8	Decent Work & Economic	Strengthens language proficiency and professional communication skills

SDG No.	SDG Title	Nature of Contribution
	Growth	
SDG 10	Reduced Inequalities	Promotes empathy, inclusion, and understanding of marginalized communities
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical values, cultural awareness, and responsible communication

Semester – I

Course Code	Course Title	Credit	L	T	P
CS15001	**Information Technology and Communication**	**3**	**2**	**0**	**1**

Course Objectives:

1. To make them aware about the basics of computers and its evolution.
2. Provide knowledge of different units of computer like processing unit, I/O units, and storage unit.
3. Learn about number systems and software.
4. Gain knowledge of networking concepts, data communication, internet etc.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the fundamental concepts of Information Technology, including computer hardware, software, operating systems, databases, computer networks, and information systems.
- **CO2 (Understanding):** Explain and interpret the principles of number systems, data representation, binary arithmetic, logic gates, and digital data processing.

- **CO3 (Application):** Apply the concepts of computer networks, Internet technologies, intranets, extranets, communication systems, and productivity software to solve basic computing and communication problems.
- **CO4 (Analysis):** Analyze and compare different communication technologies, network architectures, information systems, and IT infrastructure to identify appropriate solutions for organizational and personal computing needs.
- **CO5 (Synthesis/Evaluation):** Design, evaluate, and demonstrate the effective use of Information Technology tools, communication systems, and digital resources to enhance information management, collaboration, productivity, and decision-making in diverse application domains.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	3	-	-	-	-	-	-	-	-	-	2	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO5	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	2

Course Duration: 34 hours

Course Syllabus:

Unit I: Introduction to Information Technology [9 Classroom Contact Hours]

What is Computer, Evolution and Types of Computer, Basic Applications of Computer, Components of Computer System, Functional Unit of Computer, Input/output Devices, Computer Memory: Types of memory, RAM, ROM, Registers, Concepts of Hardware and Software, Computer Languages?

Unit II: Computer Number Systems [8 Classroom Contact Hours]

Introduction to number system: Binary, Octal, Decimal, Hexadecimal (characteristics of each number system), Conversion from one number system to other Complements of number systems and arithmetic operations, Computer codes (BCD, EBCDIC, ASCII, Code, Gray code, Excess-3 code and Unicode)

Unit III: Software Concept [7 Classroom Contact Hours]

Software, Types of software: System software, Application Software, Utility Software, System software: Operating System, Needs for OS, Functions of OS, Language processors (Assembler, Interpreter, Compiler), Application Software: General purpose application (word processor, spreadsheet package, presentation software). Specific purpose application software (Payroll systems, HRMS-Human Resource Management System), Utility Software: Compression tools, Disk Defragmenter, Antivirus

Unit IV: Introduction to Computer Network [10 Classroom Contact Hours]

Data Communication: Definition, Types of data and communication modes- simplex, half duplex, full duplex, Topology, Network: LAN, MAN, WAN, PAN, Internet Architecture: Introduction, History, Internet Architecture Components, Internet Application, Internet open issues, Intranets, Extranets, Websites,

Total Practical / Lab Experiments: [22 Contact Hours]

1. Perform basic computer operations, file and folder management, and operating system configuration.
2. Create professional documents using a word processing tool with formatting, tables, images, references, and mail merge.
3. Design spreadsheets using formulas, functions, charts, conditional formatting, and PivotTables for data analysis.

4. Develop effective multimedia presentations using presentation software with animations, transitions, hyperlinks, and multimedia elements.
5. Create online forms and conduct surveys using cloud-based collaboration tools such as Google Forms or Microsoft Forms.
6. Configure and use cloud storage and collaboration platforms for file sharing, document editing, and team collaboration.
7. Perform internet-based information retrieval using advanced search techniques and evaluate the credibility of online resources.
8. Configure and use email services, video conferencing, instant messaging, and collaborative communication tools for professional communication.
9. Demonstrate cyber security practices by implementing password management, encryption, antivirus tools, phishing awareness, and safe internet usage.
10. Develop a mini project integrating office productivity tools, cloud services, digital communication platforms, and internet resources to solve a real-world problem.

- **Textbooks:**
  1. Sinha, P. K. , Computer Fundamentals, BPB Publications
  2. Curtin P. G., Foley K., Sen. Morin G, Information Technology

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Foundational digital and communication literacy
SDG 5	Gender Equality	Safer, empowering online participation
SDG 8	Decent Work and Economic Growth	ICT skills for employability
SDG 10	Reduced Inequalities	Bridging digital divides (rural/tribal learners)
SDG 16	Peace, Justice & Institutions	Responsible online citizenship, e-governance use

Semester-I

Course Code	Course Title	Credit	L	T	P
VA16201	**Environment Education and Disaster Management**	**4**	**3**	**1**	**0**

Course Objectives:

1: Understand the basic concepts of environmental education and sustainability.

2: Identify major environmental problems and their impacts.

3: Understand the concepts and phases of disaster management.

4: Recognize the roles of individuals, communities, and institutions in environmental protection and disaster management.

5: Develop awareness and practical skills for environmental conservation and disaster preparedness.

Course Outcomes:

CO1-Students will develop a comprehensive understanding of the complex interactions between humans and the environment, tracing historical developments, analyzing contemporary challenges, and exploring sustainable solutions.

CO2- Students will be able to critically analyze the impact of human activities on natural resources, biodiversity, ecosystems, and the climate, evaluating the effectiveness of conservation efforts and mitigation strategies.

CO3- Students will gain an interdisciplinary perspective by integrating knowledge from fields such as ecology, geography, sociology, economics, and policy studies to address environmental issues holistically.

CO4- Students will cultivate problem-solving skills by applying scientific principles, analytical tools, and ethical considerations to devise innovative solutions for environmental challenges at local, regional, and global scales.

CO5-Students will develop the capacity for active engagement and advocacy in environmental stewardship, recognizing their role as responsible global citizens and agents of positive change in promoting sustainability and resilience.

Course Outcomes - Programme Outcomes Mapping of Paper WS 16201

Course Outcomes ↓ / Programme Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2	2	2	3	2	2	3	3	3	2	2	2	3
CO2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO5	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3
Average	**3.0**	**3.0**	**2.6**	**3.0**	**2.6**	**2.8**	**2.2**	**3.0**	**2.8**	**2.0**	**3.0**	**3.0**	**3.0**	**2.8**	**2.8**	**2.2**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: (15 Classroom Contact Hours)

- Environmental issues at local, regional, and global levels. Air, noise, water, soil, thermal and radioactive pollution. Point sources and non-point sources of pollution.
- Air pollution: Sources of air pollution; Primary and secondary pollutants; particulate matter and sulphur dioxide; Volatile Organic compounds (VOCs), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); acid rain; smog, Ozone hole. National Ambient Air Quality Standards.
- Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality, Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.
- Soil pollution: Soil pollutants and their sources; Solid waste and their recycling. Noise pollution: Definition of noise; Unit of measurement of noise pollution; Mineral exploitation; Environmental problems due to extraction of minerals and use; Degradation of soil quality and impact on agriculture productivity.
- Noise pollution; Noise standards; adverse impact of noise on human health.
- Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit II:(15 Classroom Contact Hours)

- Understanding climate change, Projections of global climate change with reference to temperature, rainfall, climate variability and extreme events; Climate change projections for the Indian sub-continent.
- Impacts of climate change on ocean and land systems; Sea level rise, changes in marine and costal ecosystems; Impacts on forests and natural ecosystem; Impacts on animal species, agriculture, health, urban infrastructure; Climate-resilient development; Indigenous knowledge for adaption to climate change.

Unit III:(15 Classroom Contact Hours)

- Introduction to environmental laws and regulations: Constitutional provisions- Article 48A, Article 51A (g) and other environmental rights, Environmental legislations on the forest, wildlife and pollution control. Environmental audit and impact assessment; Waste Management- Concept of 3R (Reduce, Recycle and Recycle) and sustainability.

Unit-IV:(15 Classroom Contact Hours)

- Concept of Hazards, Disasters, Natural and manmade hazards, Types of hazards, Concept of disaster management, Vulnerability and risk. Nature and characteristics of hazards: Flood, Cyclone, Drought, and Earthquake. Man made hazards – Industrial and Fire.
- Disaster management cycle, Pre disaster management, during disaster management, Post Disaster review and management, Preventing, mitigation, preparedness, Adaptation. Disaster Management Plan at National Level, State Level, District Level and Community Level.

References

1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
2. Das, M.C. Text Book of Ecology, Tata Mc Graw Hills, New Delhi
3. Central Pollution Control Board Web page for various pollution standards. https://cpcb.nic.in/standards/
4. Chiras, D. D and Reganolds, J.P. (2010). Natural Resource Conservation: Management for a Sustainable Future. 10th edition, Upper Saddle River, N.J. Benjamin/Cummins/Person.
5. Fisher, Michael H. (2018) An Environmental History of India-Form Earliest Times to the Twenty-First Century, Cambridge University Press.
6. Harris, France (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.
7. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)
8. Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.
9. Krishnamurthy, K.V. (2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK
10. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions &Programmes.
11. https://moef.govt.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf
12. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.
13. Annual Reports of Ministry of Env., Forests and Climate Change, Govt of India, New Delhi

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Addresses impacts of pollution, disasters, and environmental degradation on human health
SDG 4	Quality Education	Promotes environmental literacy, disaster awareness, and sustainability education
SDG 6	Clean Water and Sanitation	Focuses on water pollution, water quality standards, and conservation
SDG 11	Sustainable Cities and Communities	Emphasizes disaster preparedness, urban resilience, and sustainable community development
SDG 12	Responsible Consumption and Production	Encourages waste management, recycling, and sustainable resource utilization
SDG 13	Climate Action	Develops awareness of climate change, adaptation, mitigation, and disaster resilience
SDG 14	Life Below Water	Examines marine pollution, coastal ecosystems, and environmental conservation
SDG 15	Life on Land	Focuses on biodiversity conservation, forest protection, soil management, and ecosystem sustainability
SDG 16	Peace, Justice and Strong Institutions	Highlights environmental laws, constitutional provisions, environmental governance, and policy frameworks

COURSE STRUCTURE
SEMESTER-II

Codes	Course Title	Credits	L –T- P
WS10002	Women and Society	4	3-1-0
WS12002	Women and Inclusive Development for Future	4	3-1-0
WS13002	Women and Agriculture	3	2-1-0
(AE-2) (Choose any one)			
AE14002	Translation Studies (Odia)	2	2 – 0 – 0
AE14004	Translation Studies (Hindi)	2	2 – 0 – 0
AE14006	Translation Studies (Sanskrit)	2	2 – 0 – 0
AE14008	Translation Studies (Santali)	2	2 – 0 – 0
AE14010	Translation Studies (English)	2	2 – 0 – 0
TS15002	Skills for Social Intervention (SE-2)	3	2 – 1 – 0
VA16118 **VA16122** (Choose any one)	Social Reforms Through Education: Ideas of Gopabandhu Das	2	2 – 0 – 0
	Dr. B. R Ambedkar's Social Philosophy	2	2 – 0 – 0
VA16112 **VA16482** (Choose any one)	Adivasi Freedom Fighter and Cultural Heroes	2	2 – 0 – 0
	Self-help and Happiness	2	2 – 0 – 0
	Total	20	

Semester II

Course Code	Course Title	Credit	L	T	P
WS10002	Women and Society	4	**3**	**1**	**0**

Course Objectives:

By the end of the course, students will be able to:

1- To study women's status and positions in Indian society.
2- To study role performance of women in family.
3- To study status of women in tribal community and different caste & classes.

Course Outcomes:

CO1: Understand women's roles in family across caste, class, and tribal contexts**.**
CO2: Acquire knowledge of family structures and women's position in society.
CO3: Analyze issues such as motherhood, widowhood, and single parenthood.
CO4: Understand gender issues in tribal societies and marriage systems.
CO5: Critically examine patriarchy and its impact on Indian families and society.

Course Outcomes - Programme Outcomes Mapping of Paper WS 10001

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	3	2	2	1	2	2	1	2	2	3	2	2	2	2
CO2	1	3	2	2	2	2	1	2	2	1	2	2	3	2	2	2	2
CO3	2	3	2	3	3	2	1	3	2	2	2	2	3	2	3	2	3
CO4	2	2	2	3	2	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	3	3	3	2	3	2	3	3	2	3	3	3	3	3	3	3
Average	**1.8**	**2.8**	**2.2**	**2.8**	**2.2**	**2.2**	**1.4**	**2.4**	**2.2**	**1.6**	**2.2**	**2.2**	**3.0**	**2.2**	**2.4**	**2.2**	**2.4**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I: Women and Family (15 Classroom Contact Hours)

- Nuclear & Joint Family System in tribal and non-tribal society
- Changing Role & Status of Women in Family (Motherhood, Single parenthood, Widowhood and issues)

Unit-II: Tribal Women (15 Classroom Contact Hours)

- Gender issues in tribal societies

Unit-III: Women & Marriage as a social institution (15 Classroom Contact Hours)

- Concept and type of Marriage in Patriarchal and Matriarchal society with special focus on tribal communities

Unit V: (15 Classroom Contact Hours)

- The role and impact of Patriarchy in Indian Families

Unit-IV: Caste: Issues of Tribes in Indian (15 Classroom Contact Hours)

- Gender issues in tribal culture

References

1. **Oakley, Ann** – *Sex, Gender and Society*
2. **Gerda Lerner** – *The Creation of Patriarchy*
3. **Nivedita Menon** – *Seeing Like a Feminist*
4. **Flavia Agnes** – *Law and Gender Inequality: The Politics of Women's Rights in India*
5. **Sharmila Rege** – *Writing Caste/Writing Gender*
6. **Kimberlé Crenshaw** – *Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color*
7. **Ghadially, Rehana** (Ed.) – *Women in Indian Society*

Chodorow, Nancy – *The Reproduction of Mothering*

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG No	No Poverty	Low– Indirect linkage through understanding socio-economic

1	**Poverty Medium**	**economic challenges faced by women, especially in challenges faced by women, especially in tribal communities**
SDG 3	Good Health and Well-being	Addresses issues like motherhood, widowhood, and social stress affecting women's well-being
SDG 4	Quality Education	Enhances critical thinking, theoretical understanding, and interdisciplinary learning in anthropology; promotes inclusive and equitable quality education
SDG 5	Gender Equality	Encourages analysis of gender relations, feminist perspectives, and power structures in society through anthropological theories
SDG 10	Reduced Inequalities	Develops understanding of social stratification, caste, class, race, and inequality through critical theoretical frameworks
SDG 16	Peace, Justice and Strong Institutions	Supports critical engagement with power, governance, justice, and social institutions through comparative and theoretical analysis

Semester-II

Course Code	Course Title	Credit	L	T	P
WS12002	**Women and Inclusive Development for Future**	**4**	**3**	**1**	**0**

Course Objectives:

1. Understand the role of women in inclusive and sustainable development.
2. Examine gender inequalities and their impact on social and economic progress.
3. Explore policies, programs, and strategies that promote women's empowerment.
4. Analyze the importance of women's participation in decision-making and leadership.
5. Develop awareness of gender-responsive approaches for building an inclusive future.

Course Outcomes-

Upon completion of the course, students will be able to:

CO1: Explain the relationship between women's empowerment and inclusive development.

CO2: Identify major challenges faced by women in different social and economic contexts.

CO3: Evaluate the contribution of women to community and national development.

CO4: Understand the role of education, technology, and policies in improving women's opportunities.

CO5: Apply gender-inclusive perspectives to future development initiatives.

Course Outcomes - Programme Outcomes Mapping of Paper WS12002

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**3.0**	**3.0**	**2.4**	**3.0**	**2.8**	**2.8**	**2.0**	**3.0**	**2.8**	**2.0**	**3.0**	**2.8**	**3.0**	**2.8**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I: Introduction to Women and Inclusive Development **(15 Classroom Contact Hours)**

- Inclusive development on creating equal opportunities for all sections of society, including women, marginalized groups, and disadvantaged communities.

Unit-II: Gender Equality and Social Inclusion **(15 Classroom Contact Hours)**

- Social inclusion to remove barriers based on gender, culture, and social practices. Promoting equality creates a fairer society where everyone can participate in development.

Unit-III: Women and Reservation (15 Classroom Contact Hours)

- Concept of women reservation bill-impact analysis

Unit-IV: Women in Leadership and Decision-Making **(15 Classroom Contact Hours)**

- Participation in governance, community organizations, and institutions enables women to influence decisions affecting their lives and communities.

Unit V: Women's Rights (15 Classroom Contact Hours)

- Issues concerning women's rights in International and National field (Conflict, Disability, Trafficking etc.)

References:

1.Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change, 30*(3), 435–464.

2.Sen, A. (1999). *Development as freedom*. Oxford University Press.

3. United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. United Nations.

4.World Bank. (2012). *World development report 2012: Gender equality and development*. World Bank.

SDGs Mapping of the course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 5	Gender Equality	Promotes women's political participation, leadership, representation, and rights
SDG 10	Reduced Inequalities	Addresses exclusion, discrimination, disability, trafficking, and unequal participation in governance
SDG 16	Peace, Justice and Strong Institutions	Encourages democratic participation, human rights awareness, constitutional values, and inclusive institutions
SDG 17	Partnerships for the Goals	Strengthens collaboration between institutions, communities, and governance systems for women's empowerment

Semester-II

Course Code	Course Title	Credit	L	T	P
WS13002	**Women and Agriculture**	**3**	**2**	**1**	**0**

Course Objectives

By the end of this course, students will be able to:

6. Understand the historical evolution of women's status in ancient Indian society, especially during the Vedic period.
7. Analyze the treatment and roles of women in different religious traditions in India.
8. Explore scriptural and doctrinal views on gender, morality, and rights.
9. Assess the role of culture, tradition, and patriarchy in shaping religious perspectives on women.
10. Foster comparative and critical thinking on women's roles and rights across time and religions.

Course Outcomes (COs)

Upon completion of the course, students will be able to:

CO1: Describe the socio-religious position of women in Vedic and post-Vedic India.

CO2: Compare the role, rights, and restrictions of women across Hinduism, Islam, Christianity, Sikhism, Jainism, and Buddhism.

CO3: Interpret religious texts and practices concerning gender and women.

CO4: Critically assess the impact of religion on women's agency, rights, and social status.

CO5: Engage with feminist critiques of religious traditions and texts.

Course Outcomes - Programme Outcomes Mapping of Paper WS 13001

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	3
CO2	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO3	3	3	2	3	2	3	2	3	3	2	3	3	3	3	2	2	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.8**	**3.0**	**2.6**	**2.8**	**2.4**	**2.8**	**1.8**	**3.0**	**2.8**	**2.0**	**2.8**	**2.8**	**3.0**	**2.8**	**2.6**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Status of Women in the Vedic and Post-Vedic Period (12 Classroom Contact Hours)

- Position of women in Early Vedic society: education, rituals, marriage, property rights
- Decline of status in the Later Vedic period

Unit II: Women in Hinduism and Buddhism (12 Classroom Contact Hours)

- Notions of purity, widowhood, and celibacy

Unit III: Women in Islam, Christianity in India (12 Classroom Contact Hours)

- Quranic and Biblical interpretations on women

Unit IV: Women in Sikhism, Jainism, and Comparative Analysis (12 Classroom Contact Hours)

- Sikhism: egalitarian roots, role of women in Gurudwaras and family
- Jainism: asceticism, role of nuns, dual attitudes toward female body

Unit V: (12 Classroom Contact Hours)

Women saints, scholars and reformers

References

10. Altekar, A.S. – *The Position of Women in Hindu Civilization*
11. Chakravarti, Uma – *Gendering Caste through a Feminist Lens*
12. Engineer, Asghar Ali – *The Rights of Women in Islam*
13. Sharma, R.S. – *Material Culture and Social Formations in Ancient India*

14. Nanda, Meera – *Prophets Facing Backward: Postmodern Critiques of Science and Hindu Nationalism in India*
15. Kaur, Nikky-Guninder – *The Feminine Principle in the Sikh Vision of the Transcendent*
16. Jain, Meenakshi – *Women in Jainism: The Discourse of Self-control*
17. Ruether, Rosemary Radford – *Women and Redemption*
18. Chitgopekar, N. – *Encountering Sivaism: The Deity, the Milieu, and the Cultural Landscape*

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes critical understanding of religion, culture, gender, and historical perspectives
SDG 5	Gender Equality	Examines women's rights, restrictions, agency, and feminist critiques across religions
SDG 10	Reduced Inequalities	Highlights social inequalities rooted in religion, patriarchy, caste, and gender
SDG 16	Peace, Justice and Strong Institutions	Encourages interfaith understanding, human rights awareness, equality, and social justice
SDG 17	Partnerships for the Goals	Supports intercultural dialogue and collaborative learning on gender and religion

Semester – II

Course Code	Course Title	Credit	L	T	P
AE14002	**Translation Studies in Odia**	**2**	**2**	**0**	**0**

Refer to Odia Department

Semester – II

Course Code	Course Title	Credit	L	T	P
AE14004	**Translation Studies in Hindi**	**2**	**2**	**0**	**0**

Refer to Hindi Department

Semester – II

Course Code	Course Title	Credit	L	T	P
AE14006	Translation Studies in Sanskrit	2	2	0	0

Refer to Sanskrit Department

Semester – II

Course Code	Course Title	Credit	L	T	P
AE14008	Translation Studies in Santali	2	2	0	0

Refer to Santali Department

Semester – II

Course Code	Course Title	Credit	L	T	P
EN4010	Translation Studies in English	2	2	0	0

Course Objectives:

- To expose the students to the art of translation
- To introduce them to the theories and techniques of translation
- To discriminate the knowledge of interlingual transformation and communication
- To boost international recognition
- To foster cultural diversity

Course Outcomes:

- Demonstrates foundational knowledge of translation theories, techniques, and principles, recognizing their role in interlingual communication and cultural exchange.
- Analyze source texts to identify linguistic, cultural, and contextual nuances, applying appropriate translation strategies for accurate meaning transfer.
- Evaluate the quality and effectiveness of translations, considering fidelity, readability, and cultural sensitivity.
- Produce translations across genres and contexts that meet professional and intercultural communication standards.

- Appreciate the role of translation in fostering cultural diversity and enhancing international recognition of languages and literatures.

Course Contents:

I. Fakir Mohan Senapati, *Six Acres and a Third*, trans. Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak, and Paul St-Pierre (Penguin, 2006).

II. Novel O. V. Vijayan, *The Legends of Khasak*, translated by the author (Penguin, 2008).

III. Drama Girish Karnad, *The Fire and the Rain* translated by the author (OUP 2004).

IV. Short Stories, a) Premchand, 'Kafan', (The Shroud) trans. M. Asaduddin. b) Perumal Murugan, 'The Well,' trans. N. Kalyan Raman.

V. Rabindranath Tagore, 'Nationalism in India', in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83. b) U. R. Anantha Murthy, 'Being a Writer in India,' in Tender Ironies, ed. Dilip Chitre et al. pp 127-46

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	1	2	2	1	2	3
CO2	3	3	3	3	3	3	2	3	3	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	2	3	2	2	3	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	2	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Fakir Mohan Senapati, *Six Acres and a Third*, trans. Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak, and Paul St-Pierre (Penguin, 2006).
- O. V. Vijayan, *The Legends of Khasak*, translated by the author (Penguin, 2008). Unit 3 Drama Girish Karnad, *The Fire and the Rain* translated by the author (OUP 2004).
- Premchand, 'Kafan', (The Shroud) trans. M. Asaduddin. b) Perumal Murugan, 'The Well', trans. N. Kalyan Raman. c) Arupa Patangia Kalita, 'Doiboki's Day', trans. Bonita Baruah. Poems a) Rabindranath Tagore, (i) 'Where the mind is without fear', trans. William Radice; (ii) 'It hasn't rained in my heart', trans. FakrulAlam. b) G. M. Muktibodh, 'Brahmaraks has', trans. Nikhil Govind. c) ThangjamI bopishak, (i) 'The Land of the Half-Humans'; (ii) 'I want to be killed by an Indian Bullet', trans. Robin S. Ngangom.
- Rabindranath Tagore, 'Nationalism in India', in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83. b) U. R. Anantha Murthy, 'Being a Writer in India', in Tender Ironies, ed. Dilip Chitre et al. pp 127-46 c) Namvar Singh, 'Decolonizing the Indian Mind', Indian Literature Vol. 35 No. 5 (151) (Sept.-Oct. 1992) pp. 145-56. d)
- *Six Acres and a Third: The Classic Nineteenth-Century Novel about Colonial India: Translated from Oriya by Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak and Paul St-Pierre* (University of California Press edition)
- "Literary Realism and Narrative Techniques in Fakir Mohan Senapati's *Six Acres and a Third*"
- "A Postcolonial Study of *Six Acres and a Third*"
- *The Fire and the Rain* by Girish Karnad (OUP, 2004)
- "A Critical Analysis of Girish Karnad's *Fire and the Rain*" (Priti Padsumbiya, My Vedant)
- "Trope of Sacrifice: A Study of Girish Karnad's *Fire and the Rain*" (Arif Ansari)
- Collections of essays: *Indian Short Story in English: Critical Essays*
- *Critical Paradigms Rabindranath Tagore: Selected Essays* (various editors)
- *Tender Ironies: Essays on Indian Writing in English*, ed. Dilip Chitre et al.

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances translation competence, multilingual literacy, and intercultural communication skills
SDG 5	Gender Equality	Encourages inclusive representation and critical understanding of gendered narratives
SDG 10	Reduced Inequalities	Promotes accessibility of regional literatures and cross-cultural understanding
SDG 11	Sustainable Cities & Communities	Preserves linguistic and literary heritage through translation and dissemination
SDG 16	Peace, Justice & Strong Institutions	Encourages intercultural dialogue, ethical communication, and cultural sensitivity
SDG 17	Partnerships for the Goals	Supports global cultural exchange and collaborative knowledge sharing

SEMESTER – II

Course Code	Course Title	Credit	L	T	P
TS15002	**Skill for Social Intervention**	**3**	**2**	**1**	**0**

Course Objectives**:**

By the end of the course, students will be able to:

1. Develop effective communication and leadership skills essential for establishing rapport, fostering trust, and facilitating successful social interventions in diverse communities.

2. Enhance active listening, empathy, and cultural competence in communication, enabling students to address language barriers, local terminologies, and ethical considerations in social interventions.
3. Provide strategies for establishing and maintaining trust with community members through adaptive and responsive communication, focusing on non-verbal cues and the perception of social workers.
4. Strengthen cross-cultural communication and collaboration skills, allowing students to analyze real-life social intervention cases and apply techniques for creating safe spaces that promote openness and community engagement for social change

Course Outcomes

CO1: Students will demonstrate effective communication and leadership skills for establishing rapport and facilitating social interventions in diverse communities.

CO2: Students will apply active listening, empathy, and appropriate non-verbal communication techniques to build trust and strengthen relationships with community members.

CO3: Students will identify and address barriers to communication, including language differences, local terminologies, cultural diversity, and ethical concerns in social intervention settings.

CO4: Students will apply cross-cultural communication, strategic planning, and collaborative approaches to encourage community participation and create safe spaces for social engagement.

CO5: Students will critically analyze real-life social intervention cases and develop adaptive communication strategies to enhance trust, collaboration, and sustainable social change within communities.

Course Outcomes - Programme Outcomes Mapping of Paper TS 15002

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	3	3	3	2	3	2	2	3	2	3	3	2	2	2
CO2	3	3	2	2	3	3	2	2	2	2	3	2	3	2	2	2	2
CO3	2	3	2	3	2	3	2	3	3	2	2	2	3	3	2	2	2
CO4	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3
Average	**2.8**	**3.0**	**2.4**	**2.8**	**2.6**	**3.0**	**2.2**	**2.8**	**2.6**	**2.0**	**2.8**	**2.4**	**3.0**	**2.8**	**2.4**	**2.2**	**2.4**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I:(12 Classroom Contact Hours)

- Skills of communication and leadership, Establishing Rapport, active listening and empathy, Language barrier and Interpretation, local terminology (worldview) and concepts. Ethical Considerations in Communication.

Unit-II:(12 Classroom Contact Hours)

- Understanding how communication influences the success of interventions and community engagement; dynamic nature of communication in field settings: Adaptation, responsiveness, and flexibility; techniques for establishing trust with community members through active listening, empathy, and non-verbal cues; he perception of the social worker and the relationship with community members.

Unit-III:(12 Classroom Contact Hours)

- Cross-cultural Communication; strategic planning skills; empathetic communication and collaboration in social interventions; creating a safe environment for individuals to open up.
- Analyse a real-life social intervention case; identify and develop the techniques for community's trust and willingness to engage for social change

Reference

1. Bennet, M. J. (2022). *Developing Intercultural Competence: A Framework for Cross-Cultural Communication in Social Work Practice*. Journal of Social Work Education, 58(1), 24-37. **DOI**: 10.1080/10437797.2021.1891958
2. Brown, B. (2023). *The Power of Empathy: Understanding and Applying Empathetic Communication in Social Work*. Journal of Social Intervention, 35(3), 145-159. **DOI**: 10.1002/jsi.1895
3. Heath, R. L., & Johansen, W. (2022). *Leadership in Social Work: Navigating Ethical Communication and Practice*. Routledge. **ISBN**: 9780367355821
4. Hughes, L., & Proctor, G. (2023). *Active Listening for Social Workers: Building Trust through Effective Communication*. Social Work Education, 42(1), 76-89. **DOI**: 10.1080/02615479.2022.2098963
5. Johnson, K. (2021). *Cultural Competence and Communication in Social Work: The Role of Language and Interpretation*. Social Work Perspectives, 34(2), 98-112. **DOI**: 10.1080/01585514.2021.1867692
6. *Lewis, S., & Martin, J. (2022). Social Work in Global Contexts: Cross-Cultural Communication and Interventions. Palgrave Macmillan. ISBN: 9783030889703*

7. *McGregor, L., & Green, R. (2023). Community Engagement in Social Change: A Communication Approach. Springer. ISBN: 9783030655589*
8. *Perez, L., & Thompson, N. (2021). Empathy in Action: Communication Skills for Social Change. The Journal of Human Behavior in the Social Environment, 31(4), 509-523. DOI: 10.1080/10911359.2020.1763412*
9. *Robinson, R. M., & Webb, T. (2023). Non-verbal Communication in Social Work Practice: Creating Safe Spaces for Clients. Social Work & Society, 21(2), 55-70. DOI: 10.1695/SWS2021.5Vega, D., & Barba, J. (2022). Leadership and Communication: Guiding Social Workers in Complex Interventions. Journal of Social Services Research, 48(5), 670-684.DOI: 10.1080/01488376.2021.1895134*

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Promotes psychosocial support, empathetic communication, and community well-being through effective social interventions
SDG 4	Quality Education	Enhances communication, leadership, and social engagement skills necessary for inclusive and lifelong learning
SDG 5	Gender Equality	Encourages gender-sensitive communication and inclusive participation in community interventions
SDG 10	Reduced Inequalities	Addresses cultural, linguistic, and social barriers in communication and promotes inclusive engagement
SDG 16	Peace, Justice and Strong Institutions	Strengthens trust-building, ethical engagement, conflict-sensitive communication, and participatory social processes
SDG 17	Partnerships for the Goals	Promotes collaboration, community participation, and stakeholder engagement for sustainable social interventions

Semester – II

Course Code	Course Title	Credit	L	T	P
VA16118	**Social Reforms through Education: Ideas of Gopabandhu Das**	**2**	**2**	**0**	**0**

Introduction

Gopabandhu Das popularly known as Utkal Amani was the architect of modern Odisha, a true nationalist, the savior of the downtrodden, and eminent patriotic poet and great social activist. He was a significant educational thinker of modern India like Gandhi, Tagore and Sri Aurobindo. Gopabandhu Das had given many new dimensions of education in his writings and founded Satyabadi School in the ancient Gurukul pattern for implementation of his ideas.

Course Objectives:

1. To focus on Gopabandhu's educational thoughts, which is the reflection of his general philosophical ideas.
2. To know the educational system of Gopabandhu, which were based upon the pillar of the ancient Indian system fostering universal humanity, self-patriotism and fearlessness, building of character, righteousness and devotion.

Course Outcomes:

CO1: Describe the life, literary works, and journalistic contributions of Gopabandhu Das in the socio-cultural development of Odisha.
CO2: Explain the humanist philosophy and social reform ideas of Gopabandhu Das, particularly his concern for the downtrodden and marginalized communities.
CO3: Analyze the educational thoughts of Gopabandhu Das and their relation to ancient Indian educational traditions and value-based learning.
CO4: Evaluate the role of Gopabandhu Das in the Indian freedom movement, nationalism, and political activities in Odisha.
CO5: Examine the relevance of Gopabandhu Das's ideals of patriotism, character-building, spiritual humanism, and social service in contemporary society.

Course Outcomes - Programme Outcomes Mapping of Paper VA 16118

Course Outcomes ↓ / Progra	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

mme Outcomes →																	
CO1	2	3	2	3	2	2	1	2	2	1	2	2	3	2	2	2	2
CO2	1	3	2	2	2	2	1	2	2	1	2	2	3	2	2	2	2
CO3	2	3	2	3	3	2	1	3	2	2	2	2	3	2	3	2	3
CO4	2	2	2	3	2	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	3	3	3	2	3	2	3	3	2	3	3	3	3	3	3	3
Average	**1.8**	**2.8**	**2.2**	**2.8**	**2.2**	**2.2**	**1.4**	**2.4**	**2.2**	**1.6**	**2.2**	**2.2**	**3.0**	**2.2**	**2.4**	**2.2**	**2.4**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I (15 Classroom Contact Hours)

- Life and literary works, journalism of Gopabandhu Das, his views for downtrodden class and spiritual humanism.

Unit-II (15 Classroom Contact Hours)

- Educational thoughts of Gopabandhu Das, role in freedom movement in India and political activities.

References

1. Panda, D.G.: Political Philosophy of Gopabandhu Das, Santosh Publication, Cuttack,1976
2. Das, Sriram Chandra; Gopabandhu Das, National Book Trust, India, New Delhi.
3. Panda, Basant Kumar: Gopabandhu Das thoughts on education, (Ed) Siksha Sandhan, Bhubaneswar, 2021
4. Gopabandhu Rachanabali Vol-1, 1976, Gopabandhu janmasatabarshika Samiti, Cuttack.
5. Acharya Pritis: Gopabandhu Chayanika, National Book Trust, India, New Delhi.
6. Mohanty Gopinath: Utkal Amani, Frends publishers, Cuttack, 2018
7. Mishra Subhas Chandra: Utkal Amani Gopabandhu, Gopabandhu Sahitya Mandira, Cuttack,2019
8. Satapathy Nityananda; Hey Sathi Hey Sarathi, Granth Mandir, Cuttack, 2014

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes value-based and holistic education inspired by Gopabandhu Das's educational philosophy
SDG 5	Gender Equality	Encourages inclusive social reform and educational opportunities for all sections of society
SDG 10	Reduced Inequalities	Focuses on upliftment of downtrodden communities and social justice through education and reform
SDG 16	Peace, Justice and Strong Institutions	Emphasizes environmental laws, protection policies, and rights-based approaches for Indigenous communities
SDG 17	Partnerships for the Goals	Encourages collective social action, cooperation, and nation-building through education and reform initiatives

Semester – II

Course Code	Course Title	Credit	L	T	P
VA16122	**Dr. B. R Ambedkar's Social Philosophy**	**2**	**2**	**0**	**0**

Introduction

The course has been designed to provide a conceptual clarity and understanding of the nature of our constitution and the ideologies behind framing of it. The course tries to highlight and sensitize the students about the issues, concerns and struggles of the tribal community and the evil of untouchability in the backdrop of constitutional remedies and affirmative actions. The students will be conversant with issues like social justice, reservation of ST/SC and Other Backward Classes under Indian constitution and a perspective on the great leader's endeavor and the initiation of social movements that brought about a social change of magnums proportions that carved the dimensions of the constitution of India.

Course Objectives:

Assess and disseminate ideas and thoughts Dr. Babasaheb Ambedkar, particularly Philosophy and social thought, Constitutional framework, Human rights, and the National Goal of Social Justice.

Course Outcomes:

After learning the course, the students should be able to:

CO1: Dr. Babasaheb Ambedkar Thoughts are based on principles of equality, liberty and fraternity.

CO2: Aware about Ambedkar's social and cultural movements as a great reformer.

CO3: To know the Life and Mission of Dr Ambedkar

CO4: To take the youth fearless and confident in the development of a new India

CO5: Dr. Ambedkar's Constitutional Frame work of Democracy and Theories of Caste system in India

Pedagogy: Reflective and inquiry-based learning, Interactive and participatory Lectures, Visual Presentation, Assignments, Presentations, Projects, Group discussions, students' seminar, inspirational lectures.

Course Outcomes - Programme Outcomes Mapping of Paper VA 16122

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	3	3	2	2	3	2	2	3	3	3	2	3	2	3
CO2	3	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO3	2	3	2	2	2	2	1	2	2	1	2	2	3	2	2	2	2
CO4	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.8**	**3.0**	**2.4**	**2.8**	**2.4**	**2.4**	**1.8**	**2.8**	**2.4**	**1.8**	**2.8**	**2.6**	**3.0**	**2.4**	**2.6**	**2.2**	**2.8**

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3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I: Dr. Ambedkar on the Safeguard for Minorities and Weaker Sections in India. (15 Classroom Contact Hours)

- Theory of Preferential Treatment (Affirmative action)
- Reservation to SCs/STs and Other Backward Classes under Indian constitution.
- Eradication of Caste System

UNIT II: Ambedkar and Social Movement: (15 Classroom Contact Hours)

- Perspective of Ambedkar Movement
- Concept of Social Justice.
- Social Revolution

REFERENCEBOOKS:

1) Dr. Babasaheb Ambedkar Writing and Speeches Vol. 1,2,3,4,5,7,9,17-1&2,18-1,2,3 Education Dept. Govt. of Maharashtra.
2) Dr. Jatav, D.R.–Social Philosophy of Ambedkar
3) Michael Mahar (Ed.)-Untouchables in Contemporary India
4) Bharill, Chandra–Social and Political Ideas of B.R. Ambedkar
5) Krishna, K.B.–The Problem of Minorities of Communal Representation in India.
6) Saksena, H.C.–Safeguards for Scheduled Castes and Tribes

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes constitutional awareness, social philosophy, and democratic values through education
SDG 5	Gender Equality	Highlights Ambedkar's contributions toward women's rights and gender justice
SDG 10	Reduced Inequalities	Focuses on affirmative action, reservation policies, and eradication of caste-based discrimination
SDG 16	Peace, Justice and Strong Institutions	Emphasizes constitutional democracy, human rights, social justice, and rule of law

SDG 17	Partnerships for the Goals	Encourages collective social movements and inclusive participation for nation-building and equality

Semester – II

Course Code	Course Title	Credit	L	T	P
VA16112	**Adivasi Freedom Fighters and Cultural Heroes**	**2**	**2**	**0**	**0**

Course Objectives:

The course is designed with following Objectives

1. To give due recognition to Sacrifices and Contribution of Country's Freedom Struggle by Adivasi People
2. Trace the Adivasi history and battle for their right to live and will
3. Have strong perspective that demonstrate the way Tribal struggles for protecting their custodial concerns for the biological and cultural diversity of the country, have helped in Nation building
4. To have strong perspective and in depth understanding of Tribal War of Freedom Struggle

Course Outcome:

CO1: Students are expose to the Tribal resistance against British authority and other outside exploiters

CO2: Students will learn the Tribal movements/uprising in their respective regions

CO3: Students will ought to learn the Tribal revolts against the exploitation in the form of encroachment on their land, eviction from their land, annulment of the traditional legal social rights, customary rights

CO4: Students will be able to know and assess the heroic role played by many distinguished Tribal leaders

CO5: This course will help learners to understand Tribal way of life including their culture, tradition as well as changes occurs in their life

Course Outcomes - Programme Outcomes Mapping of Paper VA 16112

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	3	2	2	2	3	2	2	3	2	3	2	3	2	3
CO2	3	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO4	2	3	2	3	2	2	2	3	2	2	3	2	3	2	3	2	3
CO5.	3	3	2	2	2	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.8**	**3.0**	**2.2**	**2.8**	**2.2**	**2.4**	**2.0**	**3.0**	**2.4**	**2.0**	**3.0**	**2.4**	**3.0**	**2.4**	**2.8**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Unit – 1: Indian Freedom Movements and Tribal Freedom Movements (15 Classroom Contact Hours)

- Indian Freedom Movement, Historical background of Tribal movements, Tribal Freedom Movement in different region, Classification of Tribal Movements (Reactionary, Conservative & Revolutionary, Ethnic Rebellion, Reform movements, Political Autonomy Movement within the Indian Union, Secessionist Movements, Agrarian Unrest, Insurgent movements and Cultural Rights Movements
- Movements due to exploitation of outsiders (Britishers, dominant communal, religious groups, Zamindar & Feudal King), Movements due to economic deprivation and Movements due to separatist tendencies
- Socio-Cultural reforms, Political revivalism, Cultural Movements and Restoration of ethnic, linguistic and aboriginality

Unit 2: Adivasi Freedom Fighters, Cultural Heroes and Tribal Revolts (15 Classroom Contact Hours)

Freedom Fighters

Tilka Majhi, Dora Besoyee and Chakara Besoyee, Sido, Kanhu, Chand, Bhairo, Laxman Nayak, Birsa Munda, Nabaghan Kanhar, Madri Kalo and Nirmal Munda

Cultural Hero

Pandit Raghunath Murmu, Bhima Bhoi,

Tribal Revolts

Kandha Rebellion, Santal Hul, Munda Revolt (Vishnu Manaki), Bhumij Revolt (Ganga Narain), ULGULAN (Birsa Munda), Bhuimya Revolt (Ratan Naik), Gauntia Meli (Nirmal Munda)

References:

Dynamics of Tribal migration, Sonali Publication New Delhi

Frontiers of Social Anthropology, Amitabha Sankar, Dasgupta Samira -

Gyan Books PVT LTD Delhi 1990.

Mishra R N, Tribal cultural and Economy- Ritu Publication.

Mohanty P K, Encyclopaedia of Scheduled Tribes-2006 Gyan PVT LYD.

Sharma B.D, People of India Series, New Delhi.

Singh k S, Tribal situation in India, Indian Institute of Advanced Study, Simla,1972.

Vidyarthi L P, Tribal culture of India, Concept publishers New Delhi1 976.

Sachindra Narayan, The Dynamics of Tribal Development Issues and Challenges -2002, Gyan Books PVTLTD Delhi

Prof. Griridhari Prasad Guru: West Odisha: Present & Past

Prof: Purna Chandra Das: History of Odisha

Dr. D.B. Mishra: Concise History of Odisha

Sri Bhagirathi Nepak: Mahima Dharma & Bhima Bhoi (Odisha Review, May -2005)

Late Nilamani Senapati: Keonjhar District Gazetteer

Sitakanta Mohapatra: Tribal Life & Culture of Odisha (Odisha Sahitya Akademi)

P. Sahoo: Superintendent, Odisha State Archives: Reflection on the National Movements in Odisha (1997)

Udaya Nath Sadangi: Saheed Adivasi Bira (Odia, 2010)

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes awareness of tribal history, indigenous knowledge systems, and freedom movements
SDG 10	Reduced Inequalities	Highlights struggles against exploitation, land alienation, and socio-economic marginalization of tribal communities
SDG 11	Sustainable Cities and Communities	Encourages preservation of indigenous cultural heritage, traditions, and community identities
SDG 13	Climate Action	Recognizes tribal ecological practices and their role in protecting forests and biodiversity
SDG 15	Life on Land	Emphasizes tribal custodial relationships with forests, land, and biological diversity

SDG 16	Peace, Justice and Strong Institutions	Focuses on tribal resistance movements, justice, rights, and democratic participation in nation-building

Semester – II

Course Code	Course Title	Credit	L	T	P
VA16482	Self-Help and Happiness	**2**	**2**	**0**	**0**

Course Objective:

- Promoting Mental well-being
- Reducing Anxiety and psychological distress
- Enhancing Creativity and positivity

Course Outcome:

CO1: Develop self-resilience and emotional stability to manage personal and social challenges effectively.

CO2: Apply self-monitoring, self-mentoring, and coping strategies for improving mental well-being and psychological adjustment.

CO3: Identify different forms of anxiety, stress, fear, and phobias and analyze their impact on mental and physical health.

CO4: Demonstrate practical skills in stress management, healthy relationship building, and therapeutic activities through experiential learning.

CO5: Enhance positive thinking, happiness, creativity, and interpersonal competence for holistic personality development.

Course Outcome:

CO1: Develop self-resilience and emotional stability to manage personal and social challenges effectively.

CO2: Apply self-monitoring, self-mentoring, and coping strategies for improving mental well-being and psychological adjustment.

CO3: Identify different forms of anxiety, stress, fear, and phobias and analyze their impact on mental and physical health.

CO4: Demonstrate practical skills in stress management, healthy relationship building, and therapeutic activities through experiential learning.

CO5: Enhance positive thinking, happiness, creativity, and interpersonal competence for holistic personality development.

Course Outcomes - Programme Outcomes Mapping of Paper VA 16482

Course Outcomes ↓ / Programme Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3	3	2	2	2	2	3	3	3	2	2	2	2
CO2	3	3	2	2	3	3	2	3	2	2	3	3	3	2	2	2	2
CO3	2	3	2	3	2	3	2	3	2	2	3	3	3	2	2	2	2
CO4	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO5	3	3	3	2	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	**2.8**	**2.8**	**2.4**	**2.4**	**2.8**	**3.0**	**2.0**	**2.8**	**2.4**	**2.0**	**3.0**	**3.0**	**3.0**	**2.4**	**2.4**	**2.2**	**2.4**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: (15 Classroom Contact Hours)

- **Anxiety**, nature, types, fear, phobias (generalized and specific) and different types of phobias
- **Stress**, definition, nature, types and sources of stress. Stress appraisal, effects of stress on psychological functioning and health, PTSD (post-traumatic stress disorder)
- **Relationships**, Dynamics of relationships, evolution, transition, integration and transformation
- **Happiness-** definition, positive wellbeing, dynamics an integrative look at happiness

-

Unit II: Activity Based Practical Learning (15 Classroom Contact Hours)

- **Measurement** of anxiety and strategies to deal with anxiety attacks and fear, administration and scoring of SCATS (Sinha's comprehensive anxiety test). Activity Catharsis (emotional unburdening)
- **Overcoming** Stress and strategies to handle stress, developing psychosocial support, Therapy (Art, music and color therapy) activity-based learning
- **Measurement** of relationships, developing healthy relationships activity- role playing (psychodrama and socio drama)
- **Happiness** - the body and mind in a coordination cognitive behavioral intervention, overcoming fear (activity) increase your own happiness and enjoying solitude- activity based learning

References:

1. Psychology – IB – John Crane and Jette Hannibal
2. Psychology – NCERT Class-XII
3. Color Therapy: An Anti-Stress Coloring Book by Cindy Cindy Wilde Wilde, Laura-Kate Laura-Kate Chapman Chapman, Richard Richard Merritt Merritt, Sophie Schrey

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Promotes mental health awareness, emotional resilience, stress management, and psychological well-being
SDG 4	Quality Education	Encourages experiential learning, emotional intelligence, and life skills development
SDG 5	Gender Equality	Supports inclusive mental health awareness and understanding of emotional well-being across genders
SDG 10	Reduced Inequalities	Encourages psychosocial support and emotional inclusiveness for individuals facing stress and anxiety

SDG 16	Peace, Justice and Strong Institutions	Promotes emotional stability, healthy relationships, conflict management, and peaceful social interaction

COURSE STRUCTURE
SEMESTER-III

Code	Course Title	Credit	L-T-P
WS20001	Perspectives in Feminism	4	3-1-0
WS20003	Feminist Enquiry	4	3-1-0
WS22001	Women in Odisha	4	3-1-0
WS23001	Women and Entrepreneurship	3	2-1-0
AEC24001	Communicative English	2	2-0-0
TS25001	Effective Communication for Social Impact	3	2-1-0
Total		20	

Semester-III

Course Code	Course Title	Credit	L	T	P
WS20001	Perspectives in Feminism	**4**	**3**	**1**	**0**

Course Objectives:

By the end of the course, students will be able to:

1. To understand the progression of feminism from early theories to contemporary global perspectives.
2. To examine how feminism intersects with race, caste, class, sexuality, and environment.
3. To explore the emergence and role of ecofeminism and indigenous feminist voices.
4. To analyze the impact of digital platforms and online activism on feminist discourse.
5. To reflect on the changing nature of feminist struggles in a globalized world.

Course Outcomes (COs):

Upon completion of the course, students will be able to:

CO1: Students will be able to trace the global evolution of feminist movements and ideologies.
CO2: Students will develop a critical understanding of intersectionality in feminist theory and practice.

CO3: Students will articulate the significance of ecofeminism and the voices of indigenous women in feminist debates.

CO4: Students will evaluate the influence of digital technology and social media on contemporary feminist activism.

CO5: Students will compare traditional feminist frameworks with current movements to identify emerging trends and challenges.

Course Outcomes - Programme Outcomes Mapping of Paper WS 20001

Course Outcomes ↓ / Programme Outcomes →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO2	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO3	3	3	2	3	2	2	2	3	3	2	3	3	3	3	2	2	3
CO4	2	3	2	3	2	3	2	3	3	3	3	2	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.6**	**3.0**	**2.4**	**3.0**	**2.2**	**2.6**	**2.0**	**3.0**	**2.8**	**2.2**	**3.0**	**2.6**	**3.0**	**2.8**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I: Feminism (15 Classroom Contact Hours)

- Meaning and nature: Features and evolution

Unit-II: Liberal Feminism & Marxist Feminism (15 Classroom Contact Hours)

- Features, Its variants and Critique

Unit-III: Radical Feminism & Socialist Feminism (15 Classroom Contact Hours)

- Features, Critique

Unit-IV: Post-modern Feminism (15 Classroom Contact Hours)

- Post-modernism: Features and critiques

Unit V: (15 Classroom Contact Hours)

- Women Standpoint Theory: Features and critique

References:

1. **Tong, Rosemarie** – *Feminist Thought: A More Comprehensive Introduction* (Westview Press, 2009, 3rd Edition)
2. **Hooks, bell** – *Feminism is for Everybody: Passionate Politics* (South End Press, 2000)
3. **Heidi Hartmann** – *The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union* (1981)
4. **Shulamith Firestone** – *The Dialectic of Sex: The Case for Feminist Revolution* (1970)
5. **Nivedita Menon** – *Seeing Like a Feminist* (Zubaan, 2012)
6. **Uma Chakravarti** – *Gendering Caste: Through a Feminist Lens* (Stree, 2003)
7. **Kumkum Sangari and Sudesh Vaid (Eds.)** – *Recasting Women: Essays in Colonial History* (Kali for Women, 1989)
8. **Mary E. John** – *Discrepant Dislocations: Feminism, Theory and Postcolonial Histories* (University of California Press, 1996)
9. Mohanty, Chandra Talpade. Feminism Without Borders: Decolonizing Theory, Practicing Solidarity. Duke University Press, 2003.
10. bell hooks. Feminism is for Everybody: Passionate Politics. South End Press, 2000.
11. Agarwal, Bina. A Field of One's Own: Gender and Land Rights in South Asia. Cambridge University Press, 1994.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Encourages critical thinking, feminist scholarship, and awareness of gender-sensitive knowledge systems
SDG 5	Gender Equality	Examines feminist movements, women's rights, patriarchy, and empowerment across social contexts
SDG 10	Reduced Inequalities	Addresses intersectionality involving caste, class, race, ethnicity, sexuality, and marginalization
SDG 13	Climate Action	Highlights ecofeminism and women's roles in environmental justice and sustainability movements
SDG 16	Peace, Justice and Strong Institutions	Promotes democratic participation, human rights, social justice, and inclusive feminist activism
SDG 17	Partnerships for the Goals	Encourages collective feminist action, global solidarity, and digital activism for social transformation

Semester-III

Course Code	Course Title	Credit	L	T	P

WS20003	Feminist Enquiry	**4**	**3**	**1**	**0**

Course Objectives:

By the end of the course, students will be able to:

1. To understand issues involving Feminist Enquiry.
2. To learn about advocacy policy research. .
3. To acquire skills in report and academic writing.
4. To familiarize with issues such as body politics.
5. To develop an understanding of the importance of research on gender.

Course Outcomes (COs):

Upon completion of the course, students will be able to:

CO1: Students will be able to identify and address feminist perspective in research.

CO2: Students will understand the concept of feminist advocacy and policy research.

CO3: Students will be proficient in writing structured research reports and academic papers.

CO4: Students will be conversant about the academic and activist divide.

CO5: Students will appreciate the significance of ethical considerations in the dissemination of research findings.

Course Outcomes - Programme Outcomes Mapping of Paper WS 20003

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	3	3	2	2	3	2	2	3	3	3	2	2	2	3
CO2	3	3	2	2	3	2	2	3	2	2	3	3	3	2	2	2	2
CO3	2	3	3	3	2	3	2	3	3	2	3	3	3	3	2	2	3
CO4	2	3	2	3	2	2	2	3	2	3	3	3	3	2	2	2	2

CO5	3	3	2	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.6**	**3.0**	**2.2**	**2.8**	**2.6**	**2.4**	**2.0**	**3.0**	**2.4**	**2.2**	**3.0**	**3.0**	**3.0**	**2.4**	**2.2**	**2.0**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I Foundations of Feminist Enquiry **(15 Classroom Contact Hours)**

- Concept, meaning, and evolution of feminist enquiry.
- Feminist perspectives in social science research.

Unit-II: Feminist enquiry in Practice **(15 Classroom Contact Hours)**

- Feminist advocacy, policy research, and social transformation.

Unit- III Contemporary issues and challenges in feminist enquiry. **(15 Classroom Contact Hours)**

- Body politics and reproductive justice, Academic vs activist divide

Unit-IV: Feminist Research in Practice **(15 Classroom Contact Hours)**

- Research on gender, development, health, education, work, law, media, and violence.

Unit V: Ethical Considerations and Report Writing in Research **(15 Classroom Contact Hours)**

- Ethical Issues in Research, Plagiarism and its Prevention, Writing Research Reports and Papers

References

1. **Kothari, C.R.** – *Research Methodology: Methods and Techniques* (New Age International Publishers, 2004)
2. **Creswell, John W.** – *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage Publications, 2014, 4th Edition)
3. **Miles, Matthew B., & Huberman, A. Michael** – *Qualitative Data Analysis: An*
4. **Neuman, W. Lawrence** – *Social Research Methods: Qualitative and Quantitative Approaches* (Pearson, 2013)

5. **Reason, Peter & Bradbury, Hilary (Eds.)** – *The SAGE Handbook of Action Research* (Sage Publications, 2008)
6. **Stringer, Ernest T.** – *Action Research* (Sage Publications, 4th Edition)

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances research skills, academic writing, critical thinking, and ethical scholarly practices
SDG 5	Gender Equality	Encourages inclusive and gender-sensitive research methodologies and ethical representation
SDG 9	Industry, Innovation and Infrastructure	Promotes scientific inquiry, innovation, and evidence-based research methodologies
SDG 10	Reduced Inequalities	Supports participatory and action research approaches involving marginalized communities
SDG 16	Peace, Justice and Strong Institutions	Emphasizes ethical research conduct, transparency, accountability, and integrity in knowledge production
SDG 17	Partnerships for the Goals	Encourages collaborative, participatory, and interdisciplinary research practices

Semester-III

Course Code	Course Title	Credit	L	T	P
WS22001	**Women in Odisha**	**3**	**2**	**1**	**0**

Course Objectives:

By the end of the course, students will be able to:

1. Understand the historical status and socio-economic position of women in Odisha during pre- and post-Independence periods.
2. Analyze demographic, health, literacy, and employment trends related to women in Odisha.
3. Examine the effectiveness of state and central government policies and institutional mechanisms for women's empowerment.
4. Identify major issues such as displacement, trafficking, violence, and socio-cultural challenges facing women, including tribal women.
5. Critically engage with the role of grassroots and state-level programs such as *Mission Shakti* in empowering women.

Course Outcomes (COs)

After successful completion of this course, students will be able to:

CO1: Describe the historical and current status of women in Odisha using key socio-economic indicators.

CO2: Analyze gender-based disparities in education, health, and employment at state and district levels.

CO3: Evaluate the role and impact of state-led initiatives like *Mission Shakti*, women's cooperatives, and welfare schemes.

CO4: Identify and explain the socio-political challenges faced by tribal women and those affected by trafficking, displacement, or migration.

CO5: Discuss institutional mechanisms and legal frameworks aimed at improving women's status and rights in Odisha.

Course Outcomes - Programme Outcomes Mapping of Paper WS 22001

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	2	2	1	2	2	1	2	2	3	2	2	2	2
CO2	3	3	2	3	2	3	2	3	3	2	3	2	3	3	2	2	3
CO3	2	3	2	3	3	2	2	3	2	2	3	2	3	3	2	2	3
CO4	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO5	3	2	2	3	3	3	2	3	2	2	3	3	3	3	3	2	3

Average	**2.6**	**2.8**	**2.2**	**2.8**	**2.4**	**2.6**	**1.8**	**2.8**	**2.4**	**1.8**	**2.8**	**2.4**	**3.0**	**2.8**	**2.4**	**2.0**	**2.8**

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3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I: Historical perspective (15 Classroom Contact Hours)

- Status of Women and Girl child in Odisha: (pre- and post-independent period)

Unit-II: Situational Analysis (15 Classroom Contact Hours)

- Girl child and Education (enrollment, dropouts)]

Unit-III: Programmes and Policies of government for women's empowerment (15 Classroom Contact Hours)

- Poverty alleviation schemes, Rehabilitation of; distressed women (SSH, FCCs).

Unit-IV: Issues affecting women (15 Classroom Contact Hours)

- Climate change, Displacement, Migration.

Unit V: Historical Figures from Odisha (15 Classroom Contact Hours)

- Sarala Devi, Malati Devi, Rama Devi, ArnapurnaMoharana

References

1. **Mohanty, Chittaranjan** – *Status of Women in Odisha: A Historical Perspective* (Odisha Review, Govt. of Odisha)
2. **Tripathy, S.N.** – *Women in Rural Development: A Study of Odisha* (Discovery Publishing House, 1996)
3. **Census of India – Odisha Data (various years)** – Sex ratio, literacy, workforce participation
4. **National Family Health Survey (NFHS-5), Odisha Factsheet** – Data on health, literacy, fertility, workforce participation
5. **OSACS (Odisha State AIDS Control Society) & NRHM Reports** – Health issues among rural and tribal women

6. **Dash, Bishnu Charan** – *Gender-based Violence in Odisha: A Human Rights Perspective* (Indian Journal of Social Work)
7. **Ministry of Tribal Affairs** – *Report on the Status of Tribal Women in India (with specific references to Odisha)*

8. **Government of Odisha – Women & Child Development Department**
    - *Mission Shakti Portal*: https://missionshakti.odisha.gov.in
    - Schemes like Self Help Groups (SHGs), FCCs, SwadharGreh
9. **Planning Commission & NITI Aayog Reports on Women Component Planning**
10. **State Commission for Women, Odisha (SCW)** – Annual reports and case studies
11. **Mohanty Bedabati, Violence against Women in Odisha, Kanishka Publishers, 2005**

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Discusses poverty alleviation schemes, self-help groups, and livelihood support mechanisms for women
SDG 3	Good Health and Well-being	Addresses women's welfare, rehabilitation services, and the socio-health impacts of migration and displacement
SDG 4	Quality Education	Examines girl child education, enrollment, dropout patterns, and educational inequalities
SDG 5	Gender Equality	Core focus on women's empowerment, gender justice, leadership, and reduction of discrimination against women
SDG 8	Decent Work and Economic Growth	Highlights women's employment, self-help initiatives, cooperatives, and economic empowerment programmes
SDG 10	Reduced Inequalities	Focuses on tribal women, distressed women, migration, trafficking, and marginalized communities
SDG 13	Climate Action	Explores the gendered dimensions of climate change, displacement, and environmental vulnerability
SDG 16	Peace, Justice and Strong Institutions	Discusses institutional support systems, legal frameworks, welfare policies, and protection mechanisms for women

Semester-III

Course Code	Course Title	Credit	L	T	P
WS23001	**Women and Entrepreneurship**	**3**	**2**	**1**	**0**

Course Objectives:

This course has been developed to enhance the understanding of the students regarding women's role in entrepreneurship with a focus Indian women. The course will introduce core skills such as project formulation, finding as well as policies and programmed for entrepreneurship development. The critically investigate the motivations as well as the barriers encountered by women aspiring to be successful entrepreneurs.

Course Outcome:

After successful completion of this course, students will be able to:

CO1: Explain the concept, characteristics, and factors influencing the growth of entrepreneurship with special reference to women entrepreneurs in India.

CO2: Analyze the socio-economic status, motivating factors, and barriers faced by women entrepreneurs, including role conflict and work perception.

CO3: Evaluate the contributions and success strategies of prominent women entrepreneurs through case studies and entrepreneurial experiences.

CO4: Understand Entrepreneurship Development Programmes (EDPs), micro-credit, and micro-finance initiatives for women's empowerment and enterprise development.

CO5: Identify the role of funding agencies, nationalized banks, rural banks, and institutions such as NIESBUD in promoting women entrepreneurship and micro-enterprises.

Course Outcomes - Programme Outcomes Mapping of Paper WS 23001

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	3

CO2	3	3	2	3	2	3	2	3	3	2	3	2	3	3	2	2	3
CO3	3	3	2	3	3	2	2	3	3	2	3	2	3	3	2	2	3
CO4	3	3	2	3	3	3	2	3	2	2	3	3	3	3	3	2	3
CO5	2	3	2	2	3	2	2	3	2	2	3	2	3	2	2	2	3
Average	**2.6**	**3.0**	**2.0**	**2.6**	**2.6**	**2.4**	**1.8**	**3.0**	**2.4**	**2.0**	**2.8**	**2.2**	**3.0**	**2.6**	**2.2**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I (12 Classroom Contact Hours)

- Entrepreneur: Concept, Characteristics of Entrepreneurship; Factors influencing growth of Entrepreneurship.

UNIT II:(12 Classroom Contact Hours)

- Status of Women Entrepreneurs in India, Motivating Factors, internal and external barriers, Role conflict and work perception,

UNIT III:(12 Classroom Contact Hours)

- Case studies of Successful Women Entrepreneurs

UNIT IV:(12 Classroom Contact Hours)

- Entrepreneurship Development Programmes: Concept of EDP, Rationale, Components, Agencies, EDP for Women and its effectiveness, Micro-Credit and Micro-Finance for Women's Empowerment.

UNIT V:(12 Classroom Contact Hours)

- Concept of Micro-enterprises, Funding Agencies and Women, Entrepreneurship: National Banks and Rural Banks, National Institute of Entrepreneurship and Small Business Development (NIESBD)

References

1. **Guendouzi, Jackie**. "The Guilt Thing: Balancing Domestic and Professional Roles" Journal
2. of Marriage and the Family 68: 44 (2006): 901-909.
    a. "The Glass Ceiling: Smashed or Still Holding Strong?" Human Resource Management

3. International Digest, 14.3 (2006): 19-21.
    a. Boserup, Ester Women's Role in Economic Development. St. Martin's, 1970
    b. Tinker, Irene (Ed) Persistent Inequalities: Women and World Development, Oxford University Press, 1990.
    c. Website: - http/www Jstore, http/www.googleweckipedia, http/www/women & management.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Encourages women's economic empowerment and income generation through entrepreneurship and micro-enterprises
SDG 5	Gender Equality	Promotes women entrepreneurship, financial inclusion, and reduction of gender barriers in business
SDG 8	Decent Work and Economic Growth	Enhances entrepreneurial skills, employment generation, and sustainable economic participation of women
SDG 9	Industry, Innovation and Infrastructure	Encourages innovation, enterprise development, and institutional support for women-led businesses
SDG 10	Reduced Inequalities	Addresses socio-economic inequalities and promotes inclusive access to financial resources and entrepreneurship opportunities
SDG 17	Partnerships for the Goals	Highlights the role of banks, financial institutions, EDPs, and development agencies in promoting women entrepreneurship

Semester-III

Course Code	Course Title	Credit	L	T	P
AEC24001	**Communicative English**	**2**	**2**	**0**	**0**

Course Objectives:

- Understand the concepts, principles, types, and importance of communication in academic, social, and professional contexts.
- Develop effective verbal and non-verbal communication skills by understanding communication processes, barriers, and strategies for successful interaction.
- Improve reading, listening, speaking, and writing skills through comprehension exercises, group discussions, presentations, and language practice.

- Acquire professional writing skills by preparing CVs, résumés, summaries, notes, compositions, and other functional documents.
- Build confidence, interpersonal skills, critical thinking, and employability through effective communication and collaborative learning activities.

Course Outcomes:

- Explain the concepts, types, functions, and barriers of communication and apply appropriate communication strategies in different contexts.
- Demonstrate effective listening, speaking, pronunciation, presentation, and interpersonal communication skills with confidence and clarity.
- Apply appropriate reading strategies and produce coherent, well-organized academic, professional, and creative written texts.
- Prepare professional documents such as business letters, emails, resumes/CVs, cover letters, and statements of purpose using appropriate formats and language.
- Exhibit job readiness skills through effective participation in interviews, group discussions, presentations, and professional digital communication practices.

Course Contents:

Unit I: Foundations of Communicative English	(i) Nature, Scope and Importance of Communicative English (ii) Process and Elements of Communication (iii) Types of Communication: Verbal, Non-verbal, Written and Digital (iv) Barriers to Communication and Strategies for Effective Communication
Unit II: Listening and Speaking Skills	(i) Active Listening: Principles, Techniques and Listening Comprehension (ii) Pronunciation, Stress, Intonation and Fluency (iii) Speaking Skills: Conversation, Public Speaking and Presentation Skills (iv) Group Discussion, Debate, Interview and Interpersonal Communication
Unit III: Reading and Writing Skills	(i) Reading Skills: Skimming, Scanning, Intensive and Extens Reading (ii) Reading Comprehension and Critical Interpretation (iii) Writing Skills: Paragraph, Essay, Report and Email Writir

	(iv) Creative and Academic Writing: Summarising, Note-mak Paragraph Writing
Unit V: Professional Communication and Employability Skills	(i) Professional and Business Communication: Letters, Emails and Official Correspondence (ii) Resume/CV Writing, Cover Letter and Statement of Purpose (iii) Interview Skills, Group Discussion and Presentation Techniques (iv) Digital Etiquette and Career Readiness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
C04	3	3	3	3	2	2	2	1	2	3	2	3
CO5	2	2	2	3	3	3	3	3	2	2	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- A. Ganeshan & P. Lovely Viniliya Pual: *Communicative English*, Charulata Publications, 2020.
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.
- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.
- Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.
- Locker, Kitty O., and Donna Kaczmarek. *Business Communication: Building Critical Skills*. McGraw-Hill, 2016.

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication competence, language proficiency, and employability skills
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive communication
SDG 8	Decent Work & Economic Growth	Enhances professional communication for workplace readiness
SDG 9	Industry, Innovation & Infrastructure	Encourages digital communication and modern workplace tools
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, transparency, and responsible discourse

Semester-III

Course Code	Course Title	Credit	L	T	P
TS25001	**Effective Communication for Social Impact**	**3**	**2**	**1**	**0**

Course Objectives

1. This unit prepares students to engage effectively with communities during fieldwork by developing culturally sensitive communication skills.
2. It emphasizes building rapport and trust, navigating cross-cultural communication challenges, and understanding local languages, terminologies, and non-verbal cues.
3. The unit integrates anthropological, sociological and social work principles to help students interpret cultural context during interactions. Ethical considerations, including informed consent and respect for local communication norms, are central to the training.
4. Through practical exercises like role-plays, mock interviews, and language practice, students learn to apply these skills in real-world fieldwork settings, ensuring accurate data collection and respectful community engagement.

Course Outcomes (COs)

After successful completion of this course, students will be able to:

CO1: Explain the nature, forms, and socio-cultural dimensions of communication, including verbal and non-verbal communication in diverse social contexts.

CO2: Apply communication tools and techniques such as interviews, questionnaires, recording, transcription, reflection, and evaluation in fieldwork and social research.

CO3: Demonstrate active listening, empathy, and culturally sensitive communication skills while engaging with individuals and marginalized communities.

CO4: Analyze the role of communication in shaping social attitudes, behaviors, public opinion, and social policy through participatory methods such as debates and role plays.

CO5: Develop strategies to address language barriers, confidentiality issues, and cross-cultural communication challenges for effective and ethical community engagement.

Course Outcomes - Programme Outcomes Mapping of Paper TS 25001

Course Outco	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5

mes ↓ / Programme Outcomes →	1	2	3	4	5	6	7	8	9								
CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	2
CO2	3	3	2	3	2	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	2	3	2	3	2	3	3	2	3	2	3	3	2	2	3
CO5	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3
Average	**2.8**	**3.0**	**2.4**	**2.8**	**2.4**	**2.8**	**2.0**	**3.0**	**2.8**	**2.0**	**2.8**	**2.6**	**3.0**	**2.8**	**2.4**	**2.2**	**2.8**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT-I (12 Classroom Contact Hours)

- Culture, Language and Communication: Nature, origin, and characteristics of language; verbal and non-verbal communication; social context of language use.
- Research communication Tool and Techniques: Interview, Questionnaire, Recording and Transcribing Communication, Reflection and Evaluation.

UNIT-II (12 Classroom Contact Hours)

- Role of Communication in Society: role plays, and debates on social issues—influence on attitudes, behaviour, and social policy.
- Active Listening and Empathy in Communication; Engaging with Marginalised Communities and Understanding Cultural Dimensions

UNIT-III (12 Classroom Contact Hours)

- Addressing language differences through interpreters or bilingual community members; the risks of misinterpretation and how to mitigate these challenges; the role of confidentiality in building trust and effective communication; Creating feedback loops to improve communication strategies for future interactions and intervention.

Reference

1. Hymes, Dell (1964). The Ethnography of Communication.
2. Agar, Michael (1996). The Professional Stranger: An Informal Introduction to Ethnography.
3. Bernard, H. Russell (2017). Research Methods in Anthropology: Qualitative and Quantitative Approaches.
4. Spradley, James P. (1979). The Ethnographic Interview.
5. Heath, S., & McKinnon, D. (2022). The ethnography of communication: A practical guide for social workers. Sage Publications.
6. This text introduces social workers to the ethnographic study of communication, providing a framework for interpreting verbal and non-verbal communication in diverse communities.
7. Ting-Toomey, S., & Dorjee, T. (2019). Communicating across cultures. Guilford Press.
8. Focuses on the challenges and techniques for navigating intercultural communication, with a particular emphasis on cultural dimensions that affect everyday communication.
9. Hess, D. (2020). The ethics of community-based social work practice. Routledge.
10. This book provides a thorough overview of the ethical principles that guide social work in community-based settings, including informed consent and respect for cultural norms.
11. Sue, S., Cheng, J. K. Y., & Saathoff, S. (2021). Cultural competence in social work practice: Bridging the gap in diverse communities. Pearson.
12. A practical guide to developing cultural competence in social work, with a focus on communication strategies for engaging with diverse populations.
13. Schroeder, R. (2023). Language and identity in social work practice. Oxford University Press.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication, interpersonal, and field-based learning skills for inclusive education
SDG 5	Gender Equality	Encourages inclusive and gender-sensitive communication practices in social engagement

SDG 10	Reduced Inequalities	Promotes culturally inclusive communication and engagement with marginalized communities
SDG 16	Peace, Justice and Strong Institutions	Strengthens ethical communication, trust-building, conflict sensitivity, and participatory social interaction
SDG 17	Partnerships for the Goals	Encourages collaboration, community engagement, participatory dialogue, and collective action for social impact

COURSE STRUCTURE
SEMESTER-IV

Code	Course Title	Credit	L-T-P
WS20002	Women and Law	4	3-1-0
WS20004	Social Work Initiatives for Women's Development	4	3-1-0
WS20098	Practicum on Community Studies	2	0-0-2
WS20006	Women and Local Self Government	4	3-1-0
WS22002	Women Science and Technology	4	3-1-0
AE24001	Professional Communication	2	2-0-0
Total		20	

Semester-IV

Course Code	Course Title	Credit	L	T	P
WS20002	**Women and Law**	**4**	**3**	**1**	**0**

Course Objectives:

By the end of the course, students will be able to:

1. To know law related provisions for women in India contexts.
2. To know law relating to Hindu, Muslim and Christian community in respect of marriage, divorce, maintenance and custody etc.
3. Toknowinstitutionalsupportmechanismforsafeguardingrightsofwomenand children.

Course Outcomes-

After successful completion of this course, students will be able to:

CO1- Students gather knowledge on constitutional law, legal and civil law relating to women and children.

CO2-Theygather information on personal laws.

CO3-Theybecomeaware on Dowry prohibition Act, Child Marriage Prohibition Act etc.

CO4- They become aware on support mechanisms available for them.

CO5- They become aware and informed citizens.

Course Outcomes - Programme Outcomes Mapping of Paper WS 20002

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	3	3	2	2	3	2	2	3	3	3	2	2	2	3
CO2	3	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	2	3	3	3	2	3	2	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**3.0**	**3.0**	**2.4**	**3.0**	**2.8**	**2.6**	**2.0**	**3.0**	**2.4**	**2.0**	**3.0**	**2.8**	**3.0**	**2.6**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I: Women and Constitutional Law:(15 Classroom Contact Hours)

- Lawas an instrument of social change, constitution of India and gender equality.

Unit-II: Women and Personal Law:(15 Classroom Contact Hours)

- Marriage, Child Marriage, Widow Remarriage, Divorce, Maintenance, Inheritance and Succession, Dowry Prohibition under Different Religions: Hindu, Muslim and Christianity.

Unit-III: Women and Criminal Law:(15 Classroom Contact Hours)

- Indian Penal Code 1860, Criminal Law Code (Cr. P. C.) Amendment Act- Nirbhaya

Act 2013, Rape Case- 375, 376, PCPNDT, MTP, A.P. DISHA Bill

Unit IV: Women and Labour Laws:(15 Classroom Contact Hours)

- Minimum Wages Act 1948, Factories Act 1948, Maternity Benefit Act-1976 Amendment, Equal Remuneration Act 1976.

Unit V: Agencies and Mechanisms for Women's Protection:(15 Classroom Contact Hours)

- State Response: NHRC, NCW, SCW; Law Enforcing Agencies: All Women's Police Station, Vigilance Cells, Legal aid Cells, Judiciary, Family Courts, Mahila Court.

References

1. Paranjape, N.V., *Law Relating to Women and Children*, Central Law Publications.
2. Rao, Mamta, *Law Relating to Women and Children*, Eastern Book Company.
3. Basu, D.D., *Introduction to the Constitution of India*, LexisNexis.
4. Kusum, *Family Law Lectures – Family Law I & II*, LexisNexis.
5. Gaur, K.D., *Criminal Law – Cases and Materials*, LexisNexis.
6. Sarkar, Lotika (Ed.), *Gender and Law*, Women Unlimited.
7. *The Constitution of India*, Government of India – Bare Act.
8. *The Protection of Women from Domestic Violence Act, 2005*, Universal Law Publishing.
9. *The Dowry Prohibition Act, 1961*, Bare Act.
10. *The Prohibition of Child Marriage Act, 2006*, Bare Act.
11. *The Hindu Marriage Act, 1955*, Bare Act.
12. *The Muslim Women (Protection of Rights on Divorce) Act, 1986*, Bare Act.
13. *The Indian Christian Marriage Act, 1872*, Bare Act.
14. *The Indian Penal Code, 1860*, Bare Act.
15. *National Commission for Women (NCW)* – https://ncw.nic.in
16. *National Human Rights Commission (NHRC)* – https://nhrc.nic.in
17. *Ministry of Women and Child Development* – https://wcd.nic.in
18. *National Legal Services Authority (NALSA)* – https://nalsa.gov.in

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes legal literacy, awareness of constitutional rights, and informed citizenship
SDG 5	Gender Equality	Focuses on legal safeguards, women's rights, gender justice, and elimination of discriminatory practices
SDG 10	Reduced Inequalities	Addresses inequalities through constitutional provisions, personal laws, and legal protection mechanisms
SDG 16	Peace, Justice and Strong Institutions	Highlights rule of law, legal institutions, justice delivery systems, and protection agencies for women
SDG	Partnerships for the	Encourages coordination between legal institutions,

17	Goals	judiciary, police, commissions, and welfare agencies for women's empowerment

Semester-IV

Course Code	Course Title	Credit	L	T	P
WS20004	**Social Work Initiatives for Women's Development**	**4**	**3**	**1**	**0**

Course Objectives:

1. Inculcate the knowledge on the socio-economic and cultural realities of the present society;
2. To analyze the impact of current situation on marginalized women in agencies or in community.
3. Apply the knowledge gained in the classroom to real world situation through
4. Casework - Group work - Community Development projects.

Course Outcomes-

After successful completion of this course, students will be able to:

CO1- Students gather knowledge on the importance social work in the society.

CO2-Theygather information on the various methods used in social work.

CO3-Theybecomeawareoncommunity development.

CO4- They become aware on support mechanisms available for them through social work practice.

CO5- They become aware and informed citizens and can help the society.

Course Outcomes - Programme Outcomes Mapping of Paper WS 20004

Course Outcomes ↓ /	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5

Programme Outcomes →																	
CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	3
CO2	2	3	2	3	2	3	2	3	2	2	3	2	3	2	2	2	3
CO3	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.6**	**3.0**	**2.2**	**2.8**	**2.6**	**2.8**	**1.8**	**3.0**	**2.6**	**2.0**	**2.8**	**2.6**	**3.0**	**2.6**	**2.2**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit– I: Social Work: (15 Classroom Contact Hours)

- Definition, objectives and functions - Values and Principles of
- Social Work-Social Work Practice in India.

Unit– II: Social Work Methods:**(15 Classroom Contact Hours)**

- Social Case work, Definition, Scope, Purpose, Components-
- Principles, Process and Approaches to Case work.

Unit– III Community Organization: (15 Classroom Contact Hours)

- Definition, Process and Principles of Community organization–
- Social Action, Definition, Scope, Principles.

Unit– IV Fields of Social Work: (15 Classroom Contact Hours)

- Family welfare, child welfare, school social work, Community development.

Unit– V Social work initiatives for Women (15 Classroom Contact Hours)

- Methods and strategies-Social work interventions to women in various situations and settings in cluding Indigenous, migrant, displaced and poor women.

References:

1. SinghD.K. &Bhartiya, A.K., Social Work-
Concepts& Methods, New Royal Book Company, Lucknow.

2. Encyclopedia of Social Work in India, Ministry of welfare, Govt. of India, New Delhi, 1987.

3. FriedlanderW.A., Introduction to Social Welfare, Popular Prakashan, New Delhi.
4. R.k. Upadhyay, Social Casework. Rawat publications, New Delhi
5. Sanjay Bhattacharya Social work: An Integrated Approach, Deep and Deep publications New Delhi.
6. Siddiqui H.Y. Groupwork, Theories and Practices, Rawat publications, Jaipur

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Addresses welfare, empowerment, and support mechanisms for poor and marginalized women
SDG 3	Good Health and Well-being	Promotes psychosocial support, family welfare, and community well-being through social work interventions
SDG 4	Quality Education	Encourages awareness, community learning, and skill development through social work practice
SDG 5	Gender Equality	Focuses on women's empowerment, rights, welfare, and inclusive development
SDG 10	Reduced Inequalities	Supports marginalized communities including indigenous, migrant, and displaced women
SDG 16	Peace, Justice and Strong Institutions	Encourages social justice, participatory development, and ethical community engagement
SDG 17	Partnerships for the Goals	Promotes collaboration among communities, welfare agencies, and social institutions for development initiatives

Semester -IV

Course Code	Course Title	Credit	L	T	P
WS20081	**Practicum on Community Studies**	**2**	**0**	**0**	**2**

Course Objectives (CO)

After completing this course, the student will be able to:

1. Understand the concept and importance of community studies.
2. Identify the health, social, and environmental needs of the community.
3. Develop skills in conducting community surveys and data collection.
4. Plan and participate in community-based health promotion activities.
5. Prepare simple community reports and recommend appropriate interventions.

Course Outcomes (COs)

After completing this course, students will be able to:

CO1: Conduct community visits and collect field-based information.
CO2: Prepare a systematic community report based on field observations.
CO3: Present community findings effectively using appropriate presentation methods.
CO4: Develop communication, teamwork, and problem-solving skills through community engagement.

CO5: Prepare students to face real life challenges and ways to deal with them.

Course outcomes- programme outcomes mapping of paper

Course Outcomes ↓ / Programme Outcomes →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	3	2	2	1	2	2	1	2	2	3	2	2	2	2
CO2	1	3	2	2	2	2	1	2	2	1	2	2	3	2	2	2	2
CO3	2	3	2	3	3	2	1	3	2	2	2	2	3	2	3	2	3
CO4	2	2	2	3	2	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	3	3	3	2	3	2	3	3	2	3	3	3	3	3	3	3
Average	1.8	2.8	2.2	2.8	2.2	2.2	1.4	2.4	2.2	1.6	2.2	2.2	3.0	2.2	2.4	2.2	2.4

Mapping Scale

- **1 = Weakly Mapped (Low)2 = Moderately Mapped (Medium)**
- **3 = Strongly Mapped (High)** 4 = **"–" = No Correlation**

Unit I: Community Visit and Report Writing

Community Visit

A community visit is an important part of community-based practicum. It provides students with an opportunity to observe and understand the social, economic, educational, and health conditions of a community. During the visit, students interact with community members, collect information through observation, interviews, and surveys, and identify the needs and problems of the community. The visit also helps students understand the available community resources and services.

Report Writing

The information collected during the community visit is organized into a report. The report should include the community profile, methods used for data collection, observations, findings, and suggestions. It should be written in a clear, simple, and systematic manner. Report writing helps students document their field experiences and present their observations accurately.

Unit II: Field-Based Presentation

A field-based presentation is the presentation of the findings and experiences gained during the community visit. Students present their work before teachers and classmates using PowerPoint slides, charts, posters, photographs, or other visual aids. The presentation includes the community profile, methods of data collection, major findings, problems identified, and suggestions for improvement. Field-based presentations help students improve their communication, presentation, and teamwork skills while sharing practical learning experiences.

References

1. Park, K. *Park's Textbook of Preventive and Social Medicine*.
2. World Health Organization (WHO). *Community Health*.
3. National Health Mission (NHM), Government of India.
4. Class Notes and Field Practicum Manual.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Indirect linkage through identification of socio-economic conditions and livelihood challenges during community visits
SDG 3	Good Health and Well-being	Addresses health, sanitation, and nutrition issues through field observation and awareness activities
SDG 4	Quality Education	Promotes experiential learning, field-based education, and skill

		development
SDG 6	Clean Water and Sanitation	Identifies sanitation and hygiene issues and promotes community awareness
SDG 10	Reduced Inequalities	Focuses on marginalized communities and highlights social inequalities
SDG 11	Sustainable Cities and Communities	Encourages understanding of sustainable community practices
SDG 13	Climate Action	Observes environmental challenges and promotes ecological awareness
SDG 16	Peace, Justice and Strong Institutions	Enhances understanding of governance, participation, and institutions
SDG 17	Partnerships for the Goals	Promotes collaboration with stakeholders and community participation

Semester-IV

Course Code	Course Title	Credit	L	T	P
WS20006	**Women and Local Governance**	**4**	**3**	**1**	**0**

Course Objectives: Primary objectives of this course are to present the political participation of women in Local Governance and enable to understand the issues related to women's participation and leadership in local governance. The course will also sensitize students on Gender Equality in local governance.

Course Outcomes

CO1: Explain the significance of women's political participation in local governance and the impact of the 73rd and 74th Constitutional Amendments on women's empowerment.

CO2: Analyze the representation and participation of elected women leaders, including Dalit women, in local governance institutions.

CO3: Evaluate the importance of gender mainstreaming, gender auditing, and gender budgeting in strengthening inclusive local governance.

CO4: Examine the role of women in promoting good governance practices and gender-responsive local governance at the grassroots level.

CO5: Critically assess women's political empowerment and the challenges of gender stereotypes in the political sphere.

Course Outcomes - Programme Outcomes Mapping of Paper WS 20006

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO2	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO3	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**3.0**	**3.0**	**2.4**	**3.0**	**2.6**	**2.8**	**2.0**	**3.0**	**2.8**	**2.0**	**3.0**	**2.8**	**3.0**	**2.8**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Introduction: Political Participation of Women in Local Governance - Significance of 73rd and 74th Amendment for women empowerment.

Unit II:(15 Classroom Contact Hours)

- Representation of Elected Women leaders in Local Governance: Dalit women's representation in Local Governance.

Unit III:(15 Classroom Contact Hours)

- Mainstreaming Women in Local Governance: Gender auditing, and budgeting in local governance

Unit IV :(15 Classroom Contact Hours)

- Women and Good Governance: Gender Responsive Local Governance - Good governance practices by women leaders.

Unit V :(15 Classroom Contact Hours)

- Women and Political Empowerment: Challenging gender stereotypes in political sphere

References

1. Antrobus, Peggy, (2004). 'Global Women's Movement Origin, Issues and Strategies, Bangalore: Books for change.
2. Baviskar, B. & Mathew, G. (2009). 'Inclusion and exclusion in local governance: Field studies from rural India. New Delhi: Sage publications.
3. Buch, N. (2010). 'Oppression to Assertion: Women and panchayats in India', New Delhi: Center for Women's Development Studies.
4. Chaudhary. S.N (2004). 'Dalit and Tribal Leadership in Panchayats,' New Delhi: Concept Publishers.
5. Moser Carolin O. N., (1993) 'Gender Planning and Development – Theory, Practice and Training', London: Routledge.
6. Palanithurai., G. Uma, J. Vanishree (2008), 'Networking of Elected Women
7. Representatives at Grassroots, New Delhi: Concept publishers.

SDGs Mapping of this course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 5	Gender Equality	Promotes women's political participation, leadership, representation, and empowerment in governance
SDG 10	Reduced Inequalities	Addresses representation of marginalized women, including Dalit women, in local governance
SDG 11	Sustainable Cities and Communities	Encourages participatory and gender-responsive governance for sustainable community development
SDG 16	Peace, Justice and Strong Institutions	Strengthens democratic governance, accountability, transparency, and inclusive institutions
SDG 17	Partnerships for the Goals	Encourages collaboration between local institutions, women leaders, and communities for participatory governance

Semester-IV

Course Code	Course Title	Credit	L	T	P
WS22002	**Women, Science and Technology**	**4**	**3**	**1**	**0**

Course Objectives

The course provides basic knowledge about the intersection of gender, science and technology. The course will focus upon how gender theories can provide analyses of women, science and technology. Further technology transfer can be facilitated to bridge the gender divide.

Course Outcomes-

CO1: Explain the concepts of gender and science and critically examine myths and stereotypes related to women in science.

CO2: Analyze the importance of gender-just science and the integration of gender perspectives in science education and research.

CO3: Evaluate the historical relationship between women and technology and assess the impact of technological changes on women's lives.

CO4: Examine issues related to women and information technology, particularly the digital divide and unequal access to technological resources.

CO5: Understand the process of technology transfer and assess socio-cultural factors such as family primacy, fatalism, and risk aversion affecting women's technological participation.

Course Outcomes - Programme Outcomes Mapping of Paper WS 20006

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO2	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3

CO3	2	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
Average	**2.6**	**3.0**	**2.2**	**3.0**	**2.4**	**2.6**	**2.0**	**3.0**	**2.6**	**2.0**	**3.0**	**2.6**	**3.0**	**2.6**	**2.2**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Women in Science: Concepts of Gender and Science - Myths about women in science

Unit II:(15 Classroom Contact Hours)

- Gender-Just Science: Integrating Gender Perspective in Science Education and Research

Unit III:(15 Classroom Contact Hours)

- Women and Technology: A historical perspective – Impact of Technological Change on Women.

Unit IV: (15 Classroom Contact Hours)

- Women and Information Technology: The Digital Divide: Unequal Access

Unit V:(15 Classroom Contact Hours)

- Technology Transfer: Women and value orientation - Family primacy, Fatalism, aversion to risk taking.

References

1. Anil Kumar, (2007). Women Entrepreneurship in India, Regal Publications, New Delhi.
2. Chetana Kal (ed), (1991). Women and Development Discovery Publishing Home, New Delhi.
3. Deepak. M. Walolar, (2001). Women Entrepreneurs, Himalaya publishing House, New Delhi.
4. Gehlawant, S.K. and Kant, K., (1987). Strategies for Rural Development, Arnold Publishers, New Delhi.
5. Jain S.C., (1985). Women and Technology, Rawat Publication, Jaipur Begh.
6. Saif Sidiqui, (2008). Women Entrepreneurs in Export Trade, Regal Publications,

New Delhi.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Encourages gender-inclusive science education and research awareness
SDG 5	Gender Equality	Addresses gender discrimination, stereotypes, and unequal participation in science and technology
SDG 8	Decent Work and Economic Growth	Promotes women's participation in science, innovation, and technology-driven employment
SDG 9	Industry, Innovation and Infrastructure	Encourages inclusive innovation, technology transfer, and participation of women in scientific advancement
SDG 10	Reduced Inequalities	Highlights digital divide and unequal access to information technology and scientific opportunities
SDG 17	Partnerships for the Goals	Supports collaboration in science education, research, and technology transfer for inclusive development

SEMESTER – IV

Course Code	Course Title	Credit	L	T	P
AE24002	**Professional Communication**	**2**	**2**	**0**	**0**

Course Objectives:

- Understand the fundamental principles of the writing process and the conventions of academic and professional writing.

- Develop the ability to summarize and paraphrase texts accurately using their own words while maintaining the original meaning.
- Enhance critical thinking skills through the synthesis, analysis, interpretation, and evaluation of ideas and information.
- Learn to structure coherent and logical arguments with effective introductions, supporting points, and conclusions.
- Apply professional communication skills to produce clear, organized, ethical, and audience-appropriate written communication.

Course Outcomes:

- Explain and apply the fundamental principles of the writing process and conventions of academic writing.
- Summarize and paraphrase academic and professional texts accurately, clearly, and ethically in their own words.
- Demonstrate critical thinking through the synthesis, analysis, interpretation, and evaluation of information and arguments.
- Construct well-organized arguments with effective introductions, logical development of ideas, appropriate transitions, and meaningful conclusions.
- Produce coherent, concise, grammatically appropriate, and audience-oriented written communication for academic and professional purposes.

Course Contents:

Unit I: Fundamentals of Professional Communication

- Nature, Scope, and Importance of Professional Communication.
- Principles and Barriers of Effective Communication.
- Verbal and Non-verbal Communication Skills.
- Listening Skills and Professional Etiquette.

Unit II: Written Professional Communication

- Business Letters and Official Correspondence.
- Email Writing and Digital Communication Etiquette.
- Report Writing, Memos, and Notices.
- Résumé/CV, Cover Letter, and Job Application Writing.

Unit III: Oral Communication and Presentation Skills

- Public Speaking and Presentation Techniques.
- Group Discussion and Team Communication.
- Interview Skills and Professional Interaction.
- Meeting Management and Minute Writing.

Unit IV: Workplace Communication and Employability Skills

- Workplace Ethics and Cross-cultural Communication.
- Leadership, Teamwork, and Conflict Resolution.
- Negotiation and Interpersonal Communication Skills.
- Professional Networking and Career Development Skills.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	2	1	1	1	2	3	1	3
CO5	3	2	2	2	2	1	1	1	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	2

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO5	3	3	3	3	3

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	Develops advanced writing, analytical, and communication skills
SDG 5	**Gender Equality**	Encourages inclusive and equitable communication practices
SDG 8	**Decent Work & Economic Growth**	Enhances employability through professional communication skills
SDG 9	**Industry, Innovation & Infrastructure**	Promotes digital and organizational communication competence
SDG 16	**Peace, Justice & Strong Institutions**	Supports ethical communication, accountability, and transparency

Recommended Learning Resources

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,
- 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. 4th Edition, W.W. Norton, 2018.
- Cottrell, Stella. *The Study Skills Handbook*. 5th Edition, Macmillan, 2019.
- Purdue Online Writing Lab (OWL). *Paraphrasing and Summarizing*. Purdue University, 2020.

- Paul, Richard, and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. 2nd Edition, Pearson, 2012.
- Kirkman, Thomas W. *Academic Argument: Writing, Reading, and Thinking Critically*. Longman, 2013.

COURSE STRUCTURE
SEMESTER-V (Single Major)

Code	Course Title	Credit	L-T-P
WS30001	Women and Health	4	3-1-0
WS30003	Nutritional Perspectives of Women	4	3-1-0
WS30005	Women and Financial Empowerment	4	3-1-0
WS30007	Guidance and Counseling with Gender Focus	4	3-1-0
WS32001	Violence against Women	4	3-1-0
IP37081	Internship	2	0-0-2
Total		22	

SEMESTER – V (Single Major)

Course Code	Course Title	Credit	L	T	P
WS30001	**Women and Health**	**4**	**3**	**1**	**0**

Course Objectives:

1. To know health, related issues of women.
2. To know health policies for women in India.
3. To know health condition of women relating to different diseases.

Course Outcomes-

After successful completion of this course, students will be able to:

CO1: Explain the concepts and definitions of health and assess the health status of women in India.

CO2: Analyze the environmental, socio-economic, and cultural factors affecting women's health and well-being.

CO3: Evaluate major health policies and programmes in India, including the National Health Policy, National Nutrition Policy, and National Health Mission (NHM).

CO4: Understand integrated reproductive health programmes, maternal and child health issues, and strategies for improving women's reproductive healthcare.

CO5: Assess healthcare strategies and practices at the central and state levels and develop awareness regarding women's health rights and services.

Course Outcomes - Programme Outcomes Mapping of Paper WS 30001

Course Outcomes ↓ / Programme Outcomes →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO5	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
Average	**2.8**	**3.0**	**2.2**	**3.0**	**2.8**	**2.8**	**2.0**	**3.0**	**2.8**	**2.0**	**3.0**	**2.8**	**3.0**	**2.8**	**2.2**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I: (15 Classroom Contact Hours)

- Concepts: Concept & Definition of Health. Health status of women in India,

Unit-II:(15 Classroom Contact Hours)

- Factors affecting Health.: Environmental factors, Socio–economic factors.

Unit-III:(15 Classroom Contact Hours)

- Policies and Programmes: National Health Policy, National Nutrition Policy, NHM.

Unit-IV:(15 Classroom Contact Hours)

- Integrated Reproductive Health Programmes in India, Maternal and Child Survival.

Unit -V:(15 Classroom Contact Hours)

- Strategies for healthcare-practices at center and state level.

References

1. **K. Park** – *Textbook of Preventive and Social Medicine,* Publisher: Banarsidas Bhanot Publishers, Publication Year: 2025 (28th Edition)
2. **Leela Visaria& Ravi Duggal** – *Women's Reproductive Health in India,* Publisher: Sage Publications,1995
3. **P.M. Kulkarni** – *Population and Reproductive Health in India, Rawat Publishers, 2004*
4. **Nirmala Banerjee & Devaki Jain** – *Indian Women: Health and Productivity, Sage Publications, 1991*
5. **T.V. Sekher** – *Health and Nutrition of Women and Children in India, Rawat Publications, 2008*

8. **Neeru Tandon** – *Feminism: A Paradigm Shift – Women's Health in India, Gyan Publishing House, 2008.***Helen Sweet & Rona Dougall** – *Women and Health, Routledge Publications, 2002*
9. **Nancy Krieger** – *Epidemiology and the People's Health, Oxford Publishers, 2011.*
10. **Barbara Ehrenreich & Deirdre English** – *Witches, Midwives, and Nurses: A History of Women Healers, The Feminist Press, 1973.*

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 2	Zero Hunger	Addresses women's nutrition, maternal nutrition, and health-related food security concerns
SDG 3	Good Health and Well-being	Focuses on women's health, reproductive healthcare, maternal and child survival, and healthcare policies
SDG 5	Gender Equality	Promotes awareness of gender-sensitive healthcare and women's reproductive rights
SDG 10	Reduced Inequalities	Examines unequal access to healthcare and socio-economic determinants affecting women's health
SDG 16	Peace, Justice and Strong Institutions	Encourages effective public health policies, institutional healthcare mechanisms, and equitable healthcare delivery
SDG 17	Partnerships for the Goals	Highlights collaboration between government programmes, healthcare institutions, and public health initiatives

SEMESTER – V (Single Major)

Course Code	Course Title	Credit	L	T	P
WS30003	**Nutritional Perspectives of Women**	**4**	**3**	**1**	**0**

Course Objectives: The objective of this paper is to create awareness about the importance of health and nutrition for women, emphasizing how proper care directly influences their well-being and societal contributions. It also aims to enlighten students on the need to improve the quality of life for women by addressing key issues such as education, healthcare access, and economic empowerment. Furthermore, the initiative seeks to promote an understanding of the vital role women play in population control, highlighting the significance of reproductive health education, family planning, and informed decision-making in fostering sustainable development.

Course Outcomes

CO1- Understand the interrelationship between the nutrition and health and the health status of women and children in India;

CO2-Analyse the impact of various nutritional programmes being implemented in India to improve the health status of women

CO3- Get awareness on the Gender bias in nutrition intake and health care services available in India;

CO4- Plan balanced diet needed at different stages of the life cycle of women;

CO5- Illustrate the ill effects of food poison and the food safety measures to be taken in different seasons for preserving food.

Course Outcomes - Programme Outcomes Mapping of Paper WS 30003

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3

CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**3.0**	**3.0**	**2.6**	**3.0**	**2.6**	**3.0**	**2.2**	**3.0**	**3.0**	**2.0**	**3.0**	**3.0**	**3.0**	**3.0**	**2.6**	**2.2**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Concept – Definition – Nutrition and Health – Interrelationship between Health And Nutrition. Nutrition and health status of women and children in India.

Unit II :(15 Classroom Contact Hours)

- National Nutritional programs– Applied Nutrition Programme, Supplementary Feeding Programme – National Health Programs – Anemia Censure Programme, immunization Program.

Unit III:(15 Classroom Contact Hours)

- Nutrition Education–Definition–Concept–Channels–Gender Bias in Nutrition intake.

Unit IV :(15 Classroom Contact Hours)

- Nutrition and Diet during infancy, child hood, Adulthood, Young women, Middle age and Elderly. Food groups and balanced diets.

Unit V:(15 Classroom Contact Hours)

- Introduction to concepts of food security, food protection and food safety, food quality management.

References

1.Swaminathan.M.- "Principles of Nutrition and Dietetics" (Bangalore: The Bangalore & Printing Publishing Co., Ltd., 1986).

2. Shukla, P.K.– "Nutritional Problems of India" (New Delhi: Prentice Hall of India,1982).

3.PARK, K– "Park's Text book of Preventive and Social Medicine", (Jabalpur: Banarasi das Publishers,1988).

4.Reddy, P.R. and Sumangala P. (Eds.)– "Women in Development, Vol.II" (New Delhi B.R. PublishingCorporation,1999).

5. Mahadevan (Ed.)– "Health Education for Better Quality of Life" (New Delhi: B.R. Publications,1990).

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Examines feminization of poverty and economic inequalities affecting women
SDG 3	Good Health and Well-being	Focuses on reproductive health, maternal care, nutrition, and health-related challenges faced by women
SDG 5	Gender Equality	Addresses gender discrimination, reproductive rights, gender-sensitive policies, and empowerment of women and sexual minorities
SDG 10	Reduced Inequalities	Highlights social exclusion, discrimination against third gender and marginalized women, and inclusive development
SDG 16	Peace, Justice and Strong Institutions	Explores women in conflict situations, peace movements, legal rights, and gender-responsive governance
SDG 17	Partnerships for the Goals	Encourages collaborative approaches for gender budgeting, auditing, and inclusive policy-making

SEMESTER – V (Single Major)

Course Code	Course Title	Credit	L	T	P
WS30005	**Women and Financial Empowerment**	**4**	**3**	**1**	**0**

Course Objectives: -

1. To Introduce the Concept of Financial Empowerment
2. To introduce various means of financial empowerment of women
3. To discuss the role of Government and Non- Government in Financial Empowerment of Women.

Course Outcome:

After completion of This course students will -

CO1: Explain the concept and significance of financial empowerment in the context of women's development and gender equality.

CO2: Analyze the role of banking schemes, financial institutions, and entrepreneurship in promoting women's financial inclusion and economic independence.

CO3: Evaluate the concept, scope, features, and socio-economic impact of Self-Help Groups (SHGs) in empowering women.

CO4: Assess the effectiveness of government policies, plans, provisions, and implementation strategies related to women's financial empowerment.

CO5: Examine the role of NGOs and community-based initiatives in promoting financial literacy, entrepreneurship, and economic empowerment among women.

Course Outcomes - Programme Outcomes Mapping of Paper WS 30005

Course Outcomes ↓ / Programme Outcomes →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.8**	**3.0**	**2.2**	**2.8**	**2.8**	**2.8**	**1.8**	**3.0**	**2.8**	**2.0**	**2.8**	**2.8**	**3.0**	**2.8**	**2.2**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I:(15 Classroom Contact Hours)

- Role of Banking schemes in financial for women empowerment.

Unit II:(15 Classroom Contact Hours)

- Women Empowerment through Entrepreneurship: A Case Study

Unit III:(15 Classroom Contact Hours)

- Self Help Group: Concept, Nature, Scope, Features and impact

Unit IV:(15 Classroom Contact Hours)

- Government Policies: Plans, Provisions, Policy Implementations.

Unit V:(15 Classroom Contact Hours)

- Role of NGOs: Initiatives on Financial Empowerment and Women

Reference: -

1. Rosemeyer, S. S., Women's Rights & Empowerment, Wisdom Press, New Delhi-
2. Nachane D. M., India Development Report – 2011, Oxford University Press, New Delhi-2011
3. Ridge, Tess Wright, Sharon, Understanding Inequality Poverty and Wealth-policies and Prospects, Book well, New Delhi-2010
4. Singharoy D., Social Development and the Empowerment of marginalized groups, Sage Publication, New Delhi-2001
5. Lowis, Devid Wallace, Tina, Development NGO and the Challenge of Change, Rawat Publication's-2003
6. Jain, Devaki, Forwarded by Sen A., Women, Development and the U.N., Indiana University, Press Bloomington, 2005
7. Websites: -
8. http//Wikipedia on policy of Financial Empowerment
9. http//Wikipedia on economic empowerment of women
10. http//Wikipedia//Maharashtra govt. policy
11. http//Wikipedia//rbigovtpolicy

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Promotes women's financial inclusion, self-employment, and poverty reduction through SHGs and entrepreneurship
SDG 5	Gender Equality	Strengthens women's economic participation, financial independence, and empowerment
SDG 8	Decent Work and Economic Growth	Encourages entrepreneurship, employment opportunities, and sustainable economic development for women
SDG 9	Industry, Innovation and Infrastructure	Supports women-led enterprises, financial infrastructure, and innovative economic initiatives
SDG 10	Reduced Inequalities	Addresses financial exclusion and promotes equal access to economic resources and opportunities
SDG 17	Partnerships for the Goals	Highlights collaboration among government agencies, banks, NGOs, and community organizations for women's empowerment

SEMESTER – V (Single Major)

Course Code	Course Title	Credit	L	T	P
WS30007	**Guidance and Counseling with Gender Focus**	**4**	**3**	**1**	**0**

Course Objectives:

1**.** To provide the students with sound technical knowledge on guidance;

2. To develop the capacity of the students to tackle the problems that they may encounter

during the course of their professional career.

3.To incorporate gender perspectives in guidance and counseling.

Course Outcomes:

After completion of This course students will -

CO1: Explain the meaning, scope, purpose, principles, and historical development of guidance and counselling.

CO2: Apply various guidance services such as appraisal, informational, career planning, and placement services in educational and social settings.

CO3: Analyze major counselling theories and approaches, including trait-factor, client-centred, behavioral, rational emotive, eclectic, and existential counselling.

CO4: Evaluate the significance, advantages, and limitations of group guidance and counselling techniques in comparison to individual counselling.

CO5: Develop gender-sensitive counselling skills and strategies to address the needs and challenges of women and adolescent girls.

Course Outcomes - Programme Outcomes Mapping of Paper WS 30007

Course Outcomes ↓ / Programme	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

Outcomes →																	
CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.8**	**3.0**	**2.4**	**2.8**	**2.6**	**2.8**	**1.8**	**3.0**	**2.8**	**2.0**	**2.8**	**2.8**	**3.0**	**2.8**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit–I :(15 Classroom Contact Hours)

Guidance- Meaning, Scope, Purpose, functions and role of guidance, principles underlying guidance, Historical Development of Guidance

ii) Types of services in a guidance programme:

a) Appraisal Service–Observation, interview, autobiography. Cumulative record, test data, socio-Metric techniques.

b) Informational Service-purpose, types, principles and material involved, Career Planning and Placement Service.

Unit– II:(15 Classroom Contact Hours)

Counseling- Meaning, Scope, Purpose, functions and role of counseling. Types of Counseling, Historical Development of Counseling.

ii) Expectations and goals of Counseling, roles and functions of Counselor

Unit III :(15 Classroom Contact Hours)

Counselling Theories-Trait-factor, Client- centered, Eclectic counseling, Behavioral Counselling, Rational emotive, Reciprocal inhibition, existentialism.

Unit– IV:(15 Classroom Contact Hours)

Group Guidance and counselling- Concept, Characteristics, individual Vs Group Techniques; Similarities and Differences; Advantages and limitations.

Unit–V:(15 Classroom Contact Hours)

Guidance and counseling to women & adolescent girls.

REFERENCES:

1. Narayana Rao, "Counselling and Guidance"–2nd Edition, Tata Mc Graw-

Hill Publishing Ltd., New Delhi, 2000.

2. Masch. "Principles of Guidance and counseling"–Sarup and Sons, New Delhi,2000.

3.SitaramJayaswal. "Guidance and Counselling–An eclectic approach"–Rakas Kendra, Lucknow,1990.

4.Kukhopadhya, "Guidance and Counselling" (A Manual), Himalaya Publishing HouseLtd., New Delhi, 1989.

5. Swadesh Mohan, "Career Development in India"-Vikas Publishing House Pvt. Ltd., NewDelhi,1998.

6. Adams, James, F. "Problems in Counselling"–The Macmillan Co., New York,1970.

7. Hansen, James, C. "Counselling Process and Procedure"–Macmillan Co. NewYork,1978.

8. Johnson, Dorothy, E. and Mary Vestermark, J. "Barriers and Hazards in Counselling"–

Houghton Mifflin Co., Boston, 1970.

9. Kaur, Surajit, "Fundamentals of Counselling"–Sterling Publishers, New Delhi,1971.

10.kochhar, K. "Educational and Vocational Guidance in Secondary Schools", Sterling Publishers, New

Delhi, 1976.

11. Krumbeltz, John D. and Carl E. Thoresen, "Counselling Methods," Holt, Rinehart, Winston, NewYork,19.

12. Pepinsky, Harold B. and Pauline Nichols Pepinsky, "Counselling, Theory and Practices"–The Ronald Press Co., New York, 1954.

13. Shertzer, B. and Stones, C. "Fundamentals of Guidance "–Houghton Mifflin Co., Boston,1976.

14. Shertzer, B. and Stones, C. "Fundamentals of Counselling" –Houghton Mifflin Co., Boston,1976.

15. Waters, Jane, "Technique of Counselling"– McGraw-Hill Book Co., New York,1965.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Promotes mental health, emotional well-being, counselling support, and psychosocial development
SDG 4	Quality Education	Strengthens guidance, counselling, career planning, and student support systems
SDG 5	Gender Equality	Encourages gender-sensitive counselling and empowerment of women and adolescent girls
SDG 10	Reduced Inequalities	Supports inclusive counselling approaches for vulnerable and marginalized groups
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical practices, trust-building, and supportive institutional mechanisms
SDG 17	Partnerships for the Goals	Encourages collaboration among educational institutions, counsellors, families, and communities

SEMESTER – V (Single Major)

Course Code	Course Title	Credit	L	T	P
WS32001	**Violence against Women**	**4**	**3**	**1**	**0**

Course Objectives

This course will discuss the forms of violence and how it gets legalized by social custom and tradition. The aim of the course is to explore the connection between gender, sexuality, culture and violence. The evolution of society's response to violence and the laws, programmes and services to address violence will be discussed.

Course Outcomes-

CO1: Explain the concepts, causes, and socio-cultural dimensions of violence against women, including the role of masculinity, customs, and traditions.

CO2: Identify and analyze different forms of violence against women, including physical, psychological, sexual, domestic, and honor-related violence.

CO3: Examine violence against women in contexts such as war, trafficking, child abuse, molestation, and self-inflicted violence, and evaluate their social implications.

CO4: Assess legal interventions, policies, media responses, and institutional mechanisms addressing violence against women, especially after the Nirbhaya case and Criminal Law Amendment Act 2013.

CO5: Critically evaluate media reporting, representation of women, cyber harassment, trolling, and contemporary challenges related to violence and gender justice.

Course Outcomes - Programme Outcomes Mapping of Paper WS 32001

Course Outcomes ↓ / Programme Outcomes →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
Average	**3.0**	**3.0**	**2.4**	**3.0**	**2.6**	**2.8**	**2.0**	**3.0**	**2.8**	**2.0**	**3.0**	**2.8**	**3.0**	**2.8**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Women and Violence: Masculinity and male identity – role of social customs and tradition- subtle forms of gendered violence and cultural sanction.

Unit II :(15 Classroom Contact Hours)

- Different forms of Violence: Physical and Non-Physical violence -dowry, domestic violence, rape, including custodial rape (Mathura Rape Case), Honor related violence.

Unit III :(15 Classroom Contact Hours)

- Violence against women: weapon in war - child abuse – self-inflicted violence and suicide, molestation and teasing, trafficking.

Unit IV:(15 Classroom Contact Hours)

- Nirbhaya and after: Legal Interventions, Criminal Amendment Act 2013, society's response, role of media, services and programmes

Unit V :(15 Classroom Contact Hours)

- Violence and media reporting: Case studies (National and Local) -Indecent Representation of Women and trolling.

References

1. Agnes Flavia. 2008. My Story… Our story of rebuilding broken lives. Forum Against Oppression of Women (F.A.O.W)
2. Butalia, Urvashi. 1998. Other side of Silence: Voices from Partition. New Delhi: Penguin.
3. Chandiramani Radhika, Geetanjali Misra. 2008. Sexuality, Gender and Rights. New Delhi: Sage.
4. Chatterjee Partha. 2002. Community, Gender and Violence. Delhi: Permanent Black.
5. Connell R. 1995. Gender and Power: Society, the Person and Sexual Politics. Cambridge.

SEMESTER – V (Single Major)

Course Code	Course Title	Credit	L	T	P

IP37081	**Internship**	**2**	**0**	**0**	**2**

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.
- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

CO	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO3	2	3	3	2	–	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	–	–	3	2	2	2	3	3	2	3	2	2	2
CO5	2	3	3	–	3	3	3	3	3	3	3	3	3	3	3	3

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

1. **Internship Orientation and Workplace Induction**
   - Introduction to the organization
   - Workplace policies, ethics, and safety guidelines
   - Understanding organizational structure and work culture
2. **Technical Skill Development**
   - Training on organization-specific software, tools, or technologies
   - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
3. **Assignment and Task Execution**
   - Participation in project-related activities
   - Requirement analysis and task planning
   - Problem identification and solution implementation
   - Testing and validation of assigned work
4. **Documentation and Reporting**
   - Maintenance of daily work diary/logbook
   - Weekly progress reports
   - Preparation of technical documentation
5. **Professional Skills Development**
   - Team collaboration
   - Technical communication

- Time management
- Professional ethics and workplace responsibility

6. **Project Demonstration**
   - Presentation of completed work
   - Demonstration of developed solution or assigned tasks
   - Interaction with industry/faculty mentor
7. **Internship Report and Viva Voce**
   - Submission of internship report
   - Seminar presentation
   - Viva voce examination

Suggested Assessment Scheme

Component	**Weightage (%)**
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

COURSE STRUCTURE
SEMESTER – V (Double Major)

Code	Course Title	Credit	L-T-P
WS30001	Women and Health	4	3-1-0
WS30003	Nutritional Perspectives of Women	4	3-1-0
WS30005	Women and Financial Empowerment	4	3-1-0
WS30007	Guidance and Counseling with Gender Focus	4	3-1-0
WS32001	Violence against Women	4	3-1-0
WS32003	Understanding Patriarchy	4	3-1-0
WS32005	Women and Literature in India	4	3-1-0
WS32007	Women and Environment	4	3-1-0
WS37081	Internship	2	0-0-2
Total		34	

SEMESTER – V (Double Major)

Course Code	Course Title	Credit	L	T	P
WS30001	**Women and Health**	**4**	**3**	**1**	**0**

Course Objectives:

1. To know health related issues of women.
2. To know health policies for women in India.
3. To know health condition of women relating to different diseases.

Course Outcomes-

CO1: Explain the concepts and definitions of health and assess the health status of women in India.

CO2: Analyze the environmental, socio-economic, and cultural factors affecting women's health and well-being.

CO3: Evaluate major health policies and programmes in India, including the National Health Policy, National Nutrition Policy, and National Health Mission (NHM).

CO4: Understand integrated reproductive health programmes, maternal and child health issues, and strategies for improving women's reproductive healthcare.

CO5: Assess healthcare strategies and practices at the central and state levels and develop awareness regarding women's health rights and services.

Course Outcomes - Programme Outcomes Mapping of Paper WS 30001

Course Outcomes ↓ / Programme Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO5	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
Average	**2.8**	**3.0**	**2.2**	**3.0**	**2.8**	**2.8**	**2.0**	**3.0**	**2.8**	**2.0**	**3.0**	**2.8**	**3.0**	**2.8**	**2.2**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I:(15 Classroom Contact Hours)

- Concepts: Concept & Definition of Health. Health status of women in India, Strategies for healthcare-practices.

Unit-II:(15 Classroom Contact Hours)

- Factors affecting Health.: Environmental factors, Socio–economic factors. Individual/ Biological factors; Psychosocial factors.

Unit-III:(15 Classroom Contact Hours)

- Policies and Programmes: National Health Policy, National Nutrition Policy, NHM. Integrated Reproductive Health Programmes in India, Maternal and Child Survival.

Unit-IV:(15 Classroom Contact Hours)

- Health issues of Women: Gender perspectives of HIV/AIDS, Nutritional Deficiency diseases, Malnutrition.

References

1. **K. Park** – *Textbook of Preventive and Social Medicine,* Publisher: Banarsidas Bhanot Publishers, Publication Year: 2025 (28th Edition)
2. **Leela Visaria& Ravi Duggal** – *Women's Reproductive Health in India,* Publisher: Sage Publications,1995
3. **P.M. Kulkarni** – *Population and Reproductive Health in India, Rawat Publishers, 2004*
4. **Nirmala Banerjee & Devaki Jain** – *Indian Women: Health and Productivity, Sage Publications, 1991*
5. **T.V. Sekher** – *Health and Nutrition of Women and Children in India, Rawat Publications, 2008*
6. **Neeru Tandon** – *Feminism: A Paradigm Shift – Women's Health in India, Gyan Publishing House, 2008.***Helen Sweet & Rona Dougall** – *Women and Health, Routledge Publications, 2002*
7. **Nancy Krieger** – *Epidemiology and the People's Health, Oxford Publishers, 2011.*
8. **Barbara Ehrenreich & Deirdre English** – *Witches, Midwives, and Nurses: A History of Women Healers, The Feminist Press, 1973.*

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 2	Zero Hunger	Addresses women's nutrition, maternal nutrition, and health-related food security concerns
SDG 3	Good Health and Well-being	Focuses on women's health, reproductive healthcare, maternal and child survival, and healthcare policies
SDG 5	Gender Equality	Promotes awareness of gender-sensitive healthcare and women's reproductive rights
SDG 10	Reduced Inequalities	Examines unequal access to healthcare and socio-economic determinants affecting women's health
SDG 16	Peace, Justice and Strong Institutions	Encourages effective public health policies, institutional healthcare mechanisms, and equitable healthcare delivery
SDG 17	Partnerships for the Goals	Highlights collaboration between government programmes, healthcare institutions, and public health initiatives

SEMESTER – V (Double Major)

Course Code	Course Title	Credit	L	T	P
WS30003	**Nutritional Perspectives of Women**	**4**	**3**	**1**	**0**

Course Objectives:

The objective of this paper is to create awareness about the importance of health and nutrition for women, emphasizing how proper care directly influences their well-being and societal contributions. It also aims to enlighten students on the need to improve the quality of life for women by addressing key issues such as education, healthcare access, and economic empowerment. Furthermore, the initiative seeks to promote an understanding of the vital role women play in population control, highlighting the significance of reproductive health education, family planning, and informed decision-making in fostering sustainable development.

Course Outcomes

CO1- Understand the interrelationship between the nutrition and health and the health status of women and children in India;

CO2-Analyse the impact of various nutritional programmes being implemented in India to improve the health status of women

CO3- Get awareness on the Gender bias in nutrition intake and health care services available in India;

CO4- Plan balanced diet needed at different stages of the life cycle of women;

CO5- Illustrate the ill effects of food poison and the food safety measures to be taken in different seasons for preserving food.

Course Outcomes - Programme Outcomes Mapping of Paper WS 30003

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**3.0**	**3.0**	**2.6**	**3.0**	**2.6**	**3.0**	**2.2**	**3.0**	**3.0**	**2.0**	**3.0**	**3.0**	**3.0**	**3.0**	**2.6**	**2.2**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Concept – Definition – Nutrition and Health – Interrelationship between Health And Nutrition. Nutrition and health status of women and children in India.

Unit II :(15 Classroom Contact Hours)

- National Nutritional programs– Applied Nutrition Programme, Supplementary Feeding Programme – National Health Programs – Anemia Censure Programme, immunization Program.

Unit III:(15 Classroom Contact Hours)

- Nutrition Education–Definition–Concept–Channels–Gender Bias in Nutrition intake.

Unit IV :(15 Classroom Contact Hours)

- Nutrition and Diet during infancy, child hood, Adulthood, Young women, Middle age and Elderly. Food groups and balanced diets.

Unit V:(15 Classroom Contact Hours)

- Introduction to concepts of food security, food protection and food safety, food quality management.

References

1.Swaminathan.M.– "Principles of Nutrition and Dietetics" (Bangalore: The Bangalore & Printing Publishing Co., Ltd., 1986).

2. Shukla, P.K.– "Nutritional Problems of India" (New Delhi: PrenticeHallofIndia,1982).

3.PARK, K- "Park's Text book of Preventive and Social Medicine", (Jabalpur: BanarasidasPublishers,1988).

4.Reddy, P.R. and Sumangala P. (Eds.)- "Women in Development, Vol.II" (New Delhi B.R. PublishingCorporation,1999).

5. Mahadevan (Ed.)– "Health Education for Better Quality of Life" (New Delhi: B.R. Publications,1990).

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Examines feminization of poverty and economic inequalities

		affecting women
SDG 3	Good Health and Well-being	Focuses on reproductive health, maternal care, nutrition, and health-related challenges faced by women
SDG 5	Gender Equality	Addresses gender discrimination, reproductive rights, gender-sensitive policies, and empowerment of women and sexual minorities
SDG 10	Reduced Inequalities	Highlights social exclusion, discrimination against third gender and marginalized women, and inclusive development
SDG 16	Peace, Justice and Strong Institutions	Explores women in conflict situations, peace movements, legal rights, and gender-responsive governance
SDG 17	Partnerships for the Goals	Encourages collaborative approaches for gender budgeting, auditing, and inclusive policy-making

SEMESTER – V (Double Major)

Course Code	Course Title	Credit	L	T	P
WS30005	**Women and Financial Empowerment**	**4**	**3**	**1**	**0**

Course Objectives: -

1. To Introduce the Concept of Financial Empowerment
2. To introduce various means of financial empowerment of women
3. To discuss the role of Government and Non- Government in Financial Empowerment of Women.

Course Outcome:

After completion of This course students will -

CO1: Explain the concept and significance of financial empowerment in the context of women's development and gender equality.

CO2: Analyze the role of banking schemes, financial institutions, and entrepreneurship in promoting women's financial inclusion and economic independence.

CO3: Evaluate the concept, scope, features, and socio-economic impact of Self-Help Groups (SHGs) in empowering women.

CO4: Assess the effectiveness of government policies, plans, provisions, and implementation strategies related to women's financial empowerment.

CO5: Examine the role of NGOs and community-based initiatives in promoting financial literacy, entrepreneurship, and economic empowerment among women.

Course Outcomes - Programme Outcomes Mapping of Paper WS 30005

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.8**	**3.0**	**2.2**	**2.8**	**2.8**	**2.8**	**1.8**	**3.0**	**2.8**	**2.0**	**2.8**	**2.8**	**3.0**	**2.8**	**2.2**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I:(15 Classroom Contact Hours)

- Role of Banking schemes in financial for women empowerment.

Unit II:(15 Classroom Contact Hours)

- Women Empowerment through Entrepreneurship: A Case Study

Unit III:(15 Classroom Contact Hours)

- Self Help Group: Concept, Nature, Scope, Features and impact

Unit IV:(15 Classroom Contact Hours)

- Government Policies: Plans, Provisions, Policy Implementations.

Unit V:(15 Classroom Contact Hours)

- Role of NGOs: Initiatives on Financial Empowerment and Women

Reference: -

1. Rosemeyer, S. S., Women's Rights & Empowerment, Wisdom Press, New Delhi-
2. Nachane D. M., India Development Report – 2011, Oxford University Press, New Delhi-2011
3. Ridge, Tess Wright, Sharon, Understanding Inequality Poverty and Wealth-policies and Prospects, Book well, New Delhi-2010
4. Singharoy D., Social Development and the Empowerment of marginalized groups, Sage Publication, New Delhi-2001
5. Lowis, Devid Wallace, Tina, Development NGO and the Challenge of Change, Rawat Publication's-2003
6. Jain, Devaki, Forwarded by Sen A., Women, Development and the U.N., Indiana University, Press Bloomington, 2005
7. Websites: -
8. http//Wikipedia on policy of Financial Empowerment
9. http//Wikipedia on economic empowerment of women
10. http//Wikipedia//Maharashtra govt policy
11. http//Wikipedia//rbigovtpolicy

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Promotes women's financial inclusion, self-employment, and poverty reduction through SHGs and entrepreneurship
SDG 5	Gender Equality	Strengthens women's economic participation, financial independence, and empowerment
SDG 8	Decent Work and Economic Growth	Encourages entrepreneurship, employment opportunities, and sustainable economic development for women
SDG 9	Industry, Innovation and Infrastructure	Supports women-led enterprises, financial infrastructure, and innovative economic initiatives
SDG 10	Reduced Inequalities	Addresses financial exclusion and promotes equal access to economic resources and opportunities
SDG 17	Partnerships for the Goals	Highlights collaboration among government agencies, banks, NGOs, and community organizations for women's empowerment

SEMESTER – V (Double Major)

Course Code	Course Title	Credit	L	T	P
WS30007	**Guidance and Counseling with Gender Focus**	**4**	**3**	**1**	**0**

Course Objectives:

1**.** To provide the students with sound technical knowledge on guidance;

2. To develop the capacity of the students to tackle the problems that they may encounter

during the course of their professional career.

3.To incorporate gender perspectives in guidance and counselling.

Course Outcomes:

After completion of This course students will -

CO1: Explain the meaning, scope, purpose, principles, and historical development of guidance and counselling.

CO2: Apply various guidance services such as appraisal, informational, career planning, and placement services in educational and social settings.

CO3: Analyze major counselling theories and approaches, including trait-factor, client-cantered, behavioural, rational emotive, eclectic, and existential counselling.

CO4: Evaluate the significance, advantages, and limitations of group guidance and counselling techniques in comparison to individual counselling.

CO5: Develop gender-sensitive counselling skills and strategies to address the needs and challenges of women and adolescent girls.

Course Outcomes - Programme Outcomes Mapping of Paper WS 30007

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3

Average	**2.8**	**3.0**	**2.4**	**2.8**	**2.6**	**2.8**	**1.8**	**3.0**	**2.8**	**2.0**	**2.8**	**2.8**	**3.0**	**2.8**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit–I:(15 Classroom Contact Hours)

- Guidance- Meaning, Scope, Purpose, function sand role of guidance, principles underlying guidance, Historical Development of Guidance

ii) Types of services in a guidance programme:

a) Appraisal Service–Observation, interview, autobiography. Cumulative record, test data, socio-metric techniques.

b) Informational Service-purpose, types, principles and material involved, Career Planning and Placement Service.

Unit– II:(15 Classroom Contact Hours)

- Counselling- Meaning, Scope, Purpose, functions and role of counselling. Types of Counselling, Historical Development of Counselling.

ii) Expectations and goals of Counselling, roles and functions of Counselor

Unit III:(15 Classroom Contact Hours)

Counselling Theories-Trait-factor, Client-centered, Eclectic counseling, Behavioral Counselling, Rationale motive, Reciprocal inhibition, existentialism.

Unit– IV:(15 Classroom Contact Hours)

- Group Guidance and counselling- Concept, Characteristics, individual Vs Group Techniques; Similarities and Differences; Advantages and limitations.

Unit–V:(15 Classroom Contact Hours)

Guidance and counseling to women & adolescent girls.

REFERENCES:

1.NarayanaRao, "CounsellingandGuidance"–2nd Edition, Tata Mc. Graw-Hill Publishing Ltd., New Delhi, 2000.
2. Masch. "Principles of Guidance and counseling"–Sarup and Sons, New Delhi,2000.
3.Sitaram Jayaswal. "Guidance and Counselling–An eclectic approach "–Prakash Kendra, Lucknow,1990.
4.Kukhopadhya, "Guidance and Counselling" (A Manual), Himalaya Publishing House Ltd., New Delhi, 1989.
5. Swadesh Mohan, "Career Development in India"-Vikas Publishing House Pvt. Ltd., New Delhi,1998.
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7. Hansen, James, C. "Counselling Process and Procedure"–Macmillan Co., New York,1978.
8. Johnson Dorothy, E. and Mary Vestermark, J. "Barriers and Hazard sin Counselling"–
Houghton Mifflin Co., Boston, 1970.
9. Kaur, Surajit, "Fundamentals of Counselling"–Sterling Publishers, New Delhi,1971.
10. Kochhar, K. " Educational and Vocational Guidance in Secondary Schools", Sterling Publishers, New Delhi, 1976.
11.krumbeltz, John Dand Carl E. Thoresen, "Counselling Methods"–Holt, Rinehart, Winston, New York, 1976.
12. Pepinsky, Harold B. and Pauline Nichols Pepinsky, "Counselling, Theory and Practices"–
The Ronald Press Co., New York, 1954.
13. Shertzer, B. and Stones, C. "Fundamentals of Guidance "–Houghton Mifflin Co., Boston,1976.
14. Shertzer, B. and Stones, C. "Fundamentals of Counselling" –Houghton Mifflin Co., Boston,1976.
15. Waters, Jane, "Techniques of Counselling"– McGraw-Hill Book Co., New York, 1965.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Promotes mental health, emotional well-being, counselling support, and psychosocial development
SDG 4	Quality Education	Strengthens guidance, counselling, career planning, and student support systems
SDG 5	Gender Equality	Encourages gender-sensitive counselling and empowerment of women and adolescent girls
SDG 10	Reduced Inequalities	Supports inclusive counselling approaches for vulnerable and marginalized groups
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical practices, trust-building, and supportive institutional mechanisms
SDG 17	Partnerships for the Goals	Encourages collaboration among educational institutions, counsellors, families, and communities

SEMESTER – V (Double Major)

Course Code	Course Title	Credit	L	T	P
WS32001	**Violence against Women**	**4**	**3**	**1**	**0**

Course Objectives

This course will discuss the forms of violence and how it gets legalized by social custom and tradition. The aim of the course is to explore the connection between gender, sexuality, culture and violence. The evolution of society's response to violence and the laws, programmes and services to address violence will be discussed.

Course Outcomes:

After completion of this course students will -

CO1: Explain the concepts, causes, and socio-cultural dimensions of violence against women, including the role of masculinity, customs, and traditions.

CO2: Identify and analyze different forms of violence against women, including physical, psychological, sexual, domestic, and honor-related violence.

CO3: Examine violence against women in contexts such as war, trafficking, child abuse, molestation, and self-inflicted violence, and evaluate their social implications.

CO4: Assess legal interventions, policies, media responses, and institutional mechanisms addressing violence against women, especially after the Nirbhaya case and Criminal Law Amendment Act 2013.

CO5: Critically evaluate media reporting, representation of women, cyber harassment, trolling, and contemporary challenges related to violence and gender justice.

Course Outcomes - Programme Outcomes Mapping of Paper WS 32001

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

CO1	3	3	2	3	2	2	2	3	2	2	3	2	3	2	2	2	3
CO2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
Average	**3.0**	**3.0**	**2.4**	**3.0**	**2.6**	**2.8**	**2.0**	**3.0**	**2.8**	**2.0**	**3.0**	**2.8**	**3.0**	**2.8**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Women and Violence: Masculinity and male identity – role of social customs and tradition-subtle forms of gendered violence and cultural sanction.

Unit II:(15 Classroom Contact Hours)

- Different forms of Violence: Physical and Non-Physical violence -dowry, domestic violence, rape, including custodial rape (Mathura Rape Case), Honor related violence.

Unit III :(15 Classroom Contact Hours)

- Violence against women: weapon in war - child abuse – self-inflicted violence and suicide, molestation and teasing, trafficking.

Unit IV:(15 Classroom Contact Hours)

- Nirbhaya and after: Legal Interventions, Criminal Amendment Act 2013, society's response, role of media, services and programmes.

Unit V:(15 Classroom Contact Hours)

- Violence and media reporting: Case studies (National and Local) -Indecent Representation of Women and trolling.

References

1. Agnes Flavia. 2008. My Story… Our story of rebuilding broken lives. Forum Against Oppression of Women (F.A.O.W)
2. Butalia, Urvashi. 1998. Other side of Silence: Voices from Partition. New Delhi: Penguin.

3. Chandiramani Radhika, Geetanjali Misra. 2008. Sexuality, Gender and Rights. New Delhi: Sage.
4. Chatterjee Partha. 2002. Community, Gender and Violence. Delhi: Permanent Black.
5. Connell R. 1995. Gender and Power: Society, the Person and Sexual Politics. Cambridge.

SDGs Mapping of this course

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Human rights, ethical media reporting, legal accountability, victim protection, and gender-sensitive justice systems
Gender	High	Gender-based violence, patriarchy, masculinity, domestic violence, sexual harassment, trafficking, and cyber violence
Human Values	High	Dignity, equality, empathy, justice, non-violence, and respect for women's rights
Environment & Sustainability	Medium	Safe social environments, inclusive institutions, and sustainable gender-sensitive community development

SEMESTER – V (Double Major)

Course Code	Course Title	Credit	L	T	P
WS32003	**Understanding Patriarchy**	**4**	**3**	**1**	**0**

Course Objective

The objective of this course is to help students understand the concept of patriarchy, its historical background, and its influence on everyday life. The course encourages critical thinking about gender roles, discrimination, and inequality caused by patriarchal systems. It also highlights social movements and legal measures taken to challenge patriarchy. Finally, it emphasizes the importance of youth and education in promoting gender equality and building a more inclusive society.

Course Outcomes (COs)

After completion of This course students will -

1. **CO-** Understand the meaning and origins of patriarchy.
2. **CO2 -** Identify how patriarchy influences family and social structures.
3. **CO3 -** Analyze how patriarchy creates gender-based inequality.
4. **CO4 -** Recognize efforts made to resist and reform patriarchal systems.
5. **CO5-** Reflect on how youth and education can promote gender equality.

Course Outcomes - Programme Outcomes Mapping of Paper WS 32003

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	3
CO2	3	3	2	3	2	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO5	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
Average	**2.8**	**3.0**	**2.4**	**2.8**	**2.6**	**2.8**	**1.8**	**3.0**	**2.8**	**2.0**	**2.8**	**2.8**	**3.0**	**2.8**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

Introduction to Patriarchy

- Definition and basic concept of patriarchy
- Historical roots and evolution of patriarchal systems

Unit II:(15 Classroom Contact Hours)

Patriarchy in Family and Society

- Influence of patriarchy on traditional family roles
- Cultural norms that support patriarchal structures

Unit III:(15 Classroom Contact Hours)

Patriarchy and Gender Inequality

- Gender discrimination in education and employment
- Stereotypes and social expectations based on gender

Unit IV:(15 Classroom Contact Hours)

Resistance to Patriarchy

- Role of feminist movements in challenging patriarchy
- Legal reforms and government policies promoting gender equality

Unit V:(15 Classroom Contact Hours)

The Role of Youth and Education

- Importance of educating young people about gender equality
- Role of schools and colleges in promoting inclusive values

Reference:

1. Lerner, G. (1986). *The Creation of Patriarchy*. Oxford University Press.

2. Hooks, B. (2000). *Feminism is for Everybody: Passionate Politics*. South End Press.

3. Walby, S. (1990). *Theorizing Patriarchy*. Basil Blackwell.

4. Beauvoir, S. de. (1949). *The Second Sex*. Vintage Books.

5. United Nations. (2015). *Gender Equality and Women's Empowerment*. UN Women.

6. Sharma, K. (2018). *Patriarchy and Its Impact on Society*. Sociological Review, 12(2), 45–53.

7.Government of India. (2020). *National Policy for Women 2020*. Ministry of Women and Child Development.

SDGs Mapping of this course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Promotes awareness of social diversity, inclusion, and critical understanding of inequalities
SDG 5	Gender Equality	Examines gender discrimination and intersectional inequalities affecting women and marginalized genders
SDG 10	Reduced Inequalities	Focuses on caste, class, gender, and social inequalities and promotes inclusive approaches
SDG 16	Peace, Justice and Strong Institutions	Encourages fairness, justice, inclusion, and equal treatment within social and institutional structures
SDG 17	Partnerships for the Goals	Supports collaborative and inclusive approaches to address discrimination and social inequality

SEMESTER – V (Double Major)

Course Code	Course Title	Credit	L	T	P
WS32005	**Women and Literature in India**	**4**	**3**	**1**	**0**

Course Objectives

1. Understand the evolution of women's roles in Indian literature across different historical periods.
2. Analyze how women writers portray gender, identity, and social issues.
3. Examine the intersection of literature and feminism in India.
4. Explore regional and linguistic diversity in Indian women's writing.
5. Critically evaluate the representation of women by both male and female authors.
6. portrayal of women characters by male writers.

Course Outcomes:

After completing this course, students will:

CO1- Gain insights into the literary contributions of Indian women writers.

CO2-Be able to identify and discuss key themes in women-centric Indian literature.

CO3-Develop critical reading skills through feminist and cultural lenses.

CO4-Demonstrate an understanding of socio-political influences on women's writing.

CO5-Present informed perspectives on gender narratives in Indian text

Course Outcomes - Programme Outcomes Mapping of Paper WS 32005

Course Outcomes ↓ / Progra	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

mme Outcomes →																	
CO1	2	3	2	2	2	2	1	3	2	2	2	2	3	2	2	2	3
CO2	3	3	2	3	2	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**2.8**	**3.0**	**2.4**	**2.8**	**2.6**	**2.8**	**1.8**	**3.0**	**2.8**	**2.0**	**2.8**	**2.8**	**3.0**	**2.8**	**2.4**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- **Historical Overview of Women in Indian Literature:** Status of women in ancient, medieval, and colonial India. Early women poets and saints: Andal, Mirabai, Akka Mahadevi.

Unit II:(15 Classroom Contact Hours)

- **Colonial and Nationalist Period Writings:** Emergence of women's voices during the 19th and early 20th centuries. The impact of social reform and education on women's writing.

Unit III:(15 Classroom Contact Hours)

- **Post-Independence Women Writers:** The rise of women novelists and short story writers. Themes of domesticity, marriage, freedom, and resistance.

Unit IV:(15 Classroom Contact Hours)

- **Contemporary Women's Writing:** Exploration of modern feminist themes: identity, sexuality, body politics.

Unit V:(15 Classroom Contact Hours)

- **Representation of Women in Indian Literature by Male Authors:** Gendered

Reference

1. **Tharu, Susie, and K. Lalita.** *Women Writing in India: 600 B.C. to the Present*, Volumes I & II. Oxford University Press, 1991.
2. **Kamala Das.** *My Story*. HarperCollins, 2009.
3. **Bama.** *Karukku*. Translated by Lakshmi Holmström, Oxford University Press, 2000.
4. **Mahasweta Devi.** *Draupadi*. In *Breast Stories*, translated by Gayatri Chakravorty Spivak. Seagull Books, 1997.
5. **Amrita Pritam.** *Pinjar: The Skeleton and Other Stories*. Translated by Khushwant Singh. Tara Press, 2001.
6. **Arundhati Roy.** *The God of Small Things*. India Ink, 1997.
7. **Meena Kandasamy.** *When I Hit You: Or, A Portrait of the Writer as a Young Wife*. Juggernaut Books, 2017.
8. **Rokeya Sakhawat Hossain.** *Sultana's Dream*. Penguin Classics, 2005.
9. **Sarojini Naidu.** *The Golden Threshold*. Dodo Press, 2007 (reprint).
10. **M.K. Naik.** *A History of Indian English Literature*. Sahitya Akademi, 1982

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes critical thinking, literary analysis, feminist scholarship, and inclusive education
SDG 5	Gender Equality	Explores women's voices, feminist themes, patriarchy, and representation of women in literature
SDG 10	Reduced Inequalities	Examines caste, class, gender, and socio-cultural inequalities reflected in literary works
SDG 16	Peace, Justice and Strong Institutions	Encourages inclusive cultural dialogue, freedom of expression, and gender-sensitive interpretation
SDG 17	Partnerships for the Goals	Encourages interdisciplinary and cultural engagement through literary and feminist studies

SEMESTER – V (Double Major)

Course Code	Course Title	Credit	L	T	P
WS32007	**Women and the Environment**	**4**	**3**	**1**	**0**

Course Objectives:

1. Together information of environment issues in general perspective.
2. To gather information on global level development initiatives towards protection of environment.
3. Together information on women inclusion in environment development.

Course Outcomes-

CO1: Explain the relationship between women and the environment, including Women and Environment Development (WED) and feminist environmentalism.

CO2: Analyze the principles, concepts, and Indian perspectives of ecofeminism and its relevance to environmental justice.

CO3: Evaluate the concept, objectives, and significance of sustainable development and the role of women in achieving sustainable development goals.

CO4: Assess the importance of natural resource management and examine women's role in the care, conservation, and sustainable use of natural resources.

CO5: Critically examine the impact of environmental policies, urbanization, and industrialization on women and gender relations in society.

Course Outcomes - Programme Outcomes Mapping of Paper WS 32007

Course Outcomes ↓ / Programme Outcomes →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	2	2	2	3	2	2	3	2	3	2	2	2	3
CO2	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO3	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
Average	**2.8**	**3.0**	**2.2**	**2.8**	**2.6**	**2.8**	**2.0**	**3.0**	**2.8**	**2.0**	**3.0**	**2.8**	**3.0**	**2.8**	**2.2**	**2.0**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I:**(15 Classroom Contact Hours)**

- Women and the green initiative: Environment and women (WED), Feminist Environmentalism

Unit-II:(15 Classroom Contact Hours)

- Eco Feminism: Eco-feminism principles, concepts - (Indian context)

Unit-III:(15 Classroom Contact Hours)

- Sustainable Development: Concept, Meaning, objectives of Sustainable

  Development. Role of women in sustainable development,

Unit-IV:(15 Classroom Contact Hours)

- Care & Management of Natural Resources: Natural Resources Management &

  role of women.

Unit-V:(15 Classroom Contact Hours)

- Impact of environmental Policies on women (urbanization and Industrialization)

Reference:

1. A**garwal, Bina.** *Gender and Green Governance*. Oxford University Press, 2010.
2. **Shiva, Vandana.** *Staying Alive: Women, Ecology, and Development*. Zed Books, 1989.
3. **Dankelman, Irene (Ed.).** *Gender and Climate Change: An Introduction*. Earthscan, 2010.
4. **Shiva, Vandana.** *Ecofeminism*. Zed Books, 1993.
5. **Rao, Nitya.** *Good Women Do Not Inherit Land: Politics of Land and Gender in India*. Social Science Press, 2008.
6. **Leach, Melissa.** *Gender and the Environment: A Reader*. Routledge, 2015.
7. **Sachs, Carolyn.** *Gendered Fields: Rural Women, Agriculture, and Environment*. Westview Press, 1996.
8. **Sontheimer, Sally J.** *Women and the Environment: A Reader*. Monthly Review Press, 1991.
9. **Boserup, Ester.** *Woman's Role in Economic Development*. Earthscan, 1970.
10. **Kelkar, Govind, and Dev Nathan.** *Gender Relations in Forest Societies in Asia*. Sage Publications, 2003.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution

SDG 5	Gender Equality	Highlights women's participation in environmental protection and gender dimensions of environmental issues
SDG 6	Clean Water and Sanitation	Encourages sustainable management of natural resources and community participation
SDG 11	Sustainable Cities and Communities	Examines the impact of urbanization and industrialization on women and communities
SDG 12	Responsible Consumption and Production	Promotes sustainable resource use and environmental responsibility
SDG 13	Climate Action	Focuses on environmental awareness, sustainability, and women's role in ecological conservation
SDG 15	Life on Land	Addresses conservation of natural resources, biodiversity, and ecological balance through women's participation

SEMESTER – V (Double Major)

Course Code	Course Title	Credit	L	T	P
IP37081	**Internship**	**2**	**0**	**0**	**2**

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.

- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

CO	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO3	2	3	3	2	–	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	–	–	3	2	2	2	3	3	2	3	2	2	2
CO5	2	3	3	–	3	3	3	3	3	3	3	3	3	3	3	3

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

7. **Internship Orientation and Workplace Induction**
   - Introduction to the organization
   - Workplace policies, ethics, and safety guidelines
   - Understanding organizational structure and work culture
8. **Technical Skill Development**

- Training on organization-specific software, tools, or technologies
- Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)

9. **Assignment and Task Execution**
    - Participation in project-related activities
    - Requirement analysis and task planning
    - Problem identification and solution implementation
    - Testing and validation of assigned work
10. **Documentation and Reporting**
    - Maintenance of daily work diary/logbook
    - Weekly progress reports
    - Preparation of technical documentation
11. **Professional Skills Development**
    - Team collaboration
    - Technical communication
    - Time management
    - Professional ethics and workplace responsibility
12. **Project Demonstration**
    - Presentation of completed work
    - Demonstration of developed solution or assigned tasks
    - Interaction with industry/faculty mentor

7. **Internship Report and Viva Voce**

- Submission of internship report
- Seminar presentation
- Viva voce examination

Suggested Assessment Scheme

Component	**Weightage (%)**
Industry/Supervisor Evaluation	30

Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

COURSE STRUCTURE
SEMESTER-VI (Single Major)

Code	Course Title	Credit	L-T-P
WS30002	Women and Education in India	4	3-1-0
WS30004	Child Development and Women's Roles	4	3-1-0
WS30006	Women and Work	4	3-1-0
WS30008	Women and Media	4	3-1-0
WS32002	Issues and Problems of Women in India	4	3-1-0
Total		20	

SEMESTER – VI (Single Major)

Course Code	Course Title	Credit	L	T	P
WS30002	**Women and Education in India**	**4**	**3**	**1**	**0**

Course Objectives

The course provides scope to understand the present status of women with regard to education. It also traces the causes for gender gap in education and its key interlink with various other gender inequalities.

Course Outcomes:

After completing this course, students will:

CO1 - Understand the perspectives of women's education, status of women in education, and the relationship between education, health, and gender inequalities.

CO2 -Analyze the role of education in women's empowerment, including equality of opportunities, quality of life, and recent trends in women's education.

CO3 -Examine the role of women in development, including their participation in national development and decision-making processes.

CO4 - Evaluate issues such as gender bias in enrolment, dropout rates, and the impact of values and vocational education on women's education**.**

CO5 -Assess contemporary challenges and policy approaches in women's education, including strategies to reduce gender gaps and promote inclusive education.

Course Outcomes – Programme Outcomes Mapping of Paper WS-30002(CC-6)

Course Outcomes ↓ / Program Outcomes	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

→																	
CO1	**3**	**3**	**2**	**2**	**2**	**3**	**1**	**1**	**2**	**2**	**2**	**2**	**3**	**2**	**1**	**2**	**2**
CO2	**3**	**3**	**3**	**2**	**2**	**3**	**2**	**1**	**2**	**2**	**3**	**2**	**3**	**3**	**2**	**2**	**2**
CO3	**3**	**3**	**2**	**2**	**2**	**3**	**2**	**1**	**2**	**3**	**2**	**2**	**2**	**3**	**2**	**2**	**3**
CO4	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**2**	**3**	**2**	**2**	**2**	**3**	**2**	**2**	**2**	**3**
CO5	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**3**
Average	**3.0**	**3.0**	**2.6**	**2.0**	**2.4**	**3.0**	**1.8**	**1.4**	**2.4**	**2.4**	**2.4**	**2.2**	**2.8**	**2.6**	**1.8**	**2.0**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Women's education: Objectives, Significance and Scope of education for girls and women. Literacy & Gender Bias – Existing Prejudices, Sex Related Violence,

Unit II:(15 Classroom Contact Hours)

- Status of Women: Education and Health conditions, Sex Ratio, Gender Discrimination. Political participation: Lack of women's representation

Unit III:(15 Classroom Contact Hours)

- Education for Women's Empowerment: Approaches to Women's Education - Education for achieving quality of life, equality of opportunities, and equity; Women's education - gender bias in enrolment.

Unit IV:(15 Classroom Contact Hours)

- Role of Women in Development: Women in developing countries with special reference to India - Women in National Development - Women in Decision Making; Present Status of Women's Education

Unit V:(15 Classroom Contact Hours)

- Dropouts' negative capability in education - Values in education-Vocational education - Recent trends in Women's education.

References

1. Agrawal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.
2. Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.
3. Arya Sadhna (1999), Women, Gender Equality and the State, New Delhi, Deep & Deep Publications.
4. Bakshi, S.R. (2002), Empowerment of Women and Politics of Reservation, Guwahati, DVS Publishers.
5. Dakshi, S.R. (1999), Welfare and Development of Women, New Delhi, Deep & Deep

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Education as a tool for empowerment
SDG 4	Quality Education	Inclusive and equitable education for women
SDG 5	Gender Equality	Reducing gender gaps in education
SDG 8	Decent Work and Economic Growth	Link between education and employment
SDG 10	Reduced Inequalities	Addressing educational disparities

Semester VI (Single Major)

Course Code	Course Title	Credit	L	T	P
WS30004	**Child Development and Women's Roles**	**4**	**3**	**1**	**0**

Course Objectives:

By the end of this course, students will be able to:

1. To understand the stages and principles of child development.
2. To explore the critical role of women in child growth, development, and education.
3. To analyze the interdependence between women's empowerment and child welfare.
4. To examine policies, programs, and rights concerning women and children.
5. To promote gender-sensitive and child-centric development models.

Course Outcomes (COs)

Upon completion of the course, students will be able to:

CO1-Explain the key concepts and theories of child development.

CO2- Assess the biological, psychological, and social roles women play in early childhood development.

CO3- Critically analyzes how women's socio-economic status affects child health and education.

CO4-Interpret and evaluate laws and policies related to women and children.

CO5-Recommend community or policy-based strategies to enhance child development through women's empowerment.

Course Outcomes - Programme Outcomes Mapping of Paper WS 30004

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**3.0**	**3.0**	**2.6**	**3.0**	**2.6**	**3.0**	**2.2**	**3.0**	**3.0**	**2.0**	**3.0**	**3.0**	**3.0**	**3.0**	**2.6**	**2.2**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- **Foundations of Child Development:** Principles and stages of child development (physical, cognitive, emotional, social), Importance of early childhood years.

Unit II:(15 Classroom Contact Hours)

- **Women's Roles in Child Development:** Women as caregivers, educators, and role models, Impact of maternal health and nutrition on child development

Unit III:(15 Classroom Contact Hours)

- **Socio-Economic Factors and Developmental Outcomes: Women's education and employment and its impact on child outcomes, Child poverty, Impact of women's empowerment on child health and education**

Unit IV:(15 Classroom Contact Hours)

- **Laws, Rights, and Development Policies: Rights of the child (UNCRC, Indian Constitution), Government programs: ICDS, Mid-Day Meal, Beti Bachao Beti Padhao**

Unit V:(15 Classroom Contact Hours)

- **Challenges and Innovations in Women and Child Development: Child abuse, trafficking, malnutrition, child labor, Women and children in crisis situations: displacement, war, climate disasters.**

References

1. **Laura Berk** (2018). *Child Development*. Pearson Education.
2. **Carolyn Meggitt** (2012). *Child Development: An Illustrated Guide*. Heinemann.
3. **Kamla Bhasin** (1993). *What is Patriarchy?* Kali for Women.
4. **S. Bhatt** (2013). *Women and Human Rights*. Kalpaz Publications.
5. **UNICEF** (Annual Reports). *State of the World's Children*.
6. **Ministry of Women and Child Development (MWCD)** – Government of India Reports and Schemes.
7. **National Policy for Early Childhood Care and Education (2013)** – Government of India.
8. **Naila Kabeer** (1999). *Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment*. Development and Change.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Examines feminization of poverty and economic inequalities affecting women
SDG 3	Good Health and Well-being	Focuses on reproductive health, maternal care, nutrition, and health-related challenges faced by women
SDG 5	Gender Equality	Addresses gender discrimination, reproductive rights, gender-sensitive policies, and empowerment of women and sexual minorities
SDG 10	Reduced Inequalities	Highlights social exclusion, discrimination against third gender and marginalized women, and inclusive development
SDG	Peace, Justice and	Explores women in conflict situations, peace movements, legal

16	Strong Institutions	rights, and gender-responsive governance
SDG 17	Partnerships for the Goals	Encourages collaborative approaches for gender budgeting, auditing, and inclusive policy-making

SEMESTER – VI (Single Major)

Course Code	Course Title	Credit	L	T	P
WS 30006	**Women and Work**	**4**	**3**	**1**	**0**

Course Objectives

The course focuses on the gendered division of work and inequalities arising out of it. It also examines the vulnerability of women and women's work in the context of globalization. It also draws upon the need for gender segregated data and appropriate policies to address it.

Course Outcomes:

Upon completion of the course, students will be able to:

CO1 - Understand the concept of work, gendered division of labour, and the nature and forms of women's work including unpaid domestic and care work.

CO2 -Analyze women's participation in private and public spheres and evaluate their contribution to the workforce, including invisible and unpaid labour.

CO3 - Examine the distribution of women across organized and unorganized sectors, including their roles in corporate settings and entrepreneurship.

CO4 - Assess the impact of globalization on women's work, including issues of exploitation, tourism-related gender implications, and changing labour dynamics.

CO5 - Evaluate the impact of economic policies on women's employment, including skill development, training, and income generation opportunities.

Course Outcomes – Programme Outcomes Mapping of Paper WS-30006(CC-6)

Course Outcomes ↓ / Program Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	3	1	1	2	2	2	2	3	2	1	2	2
CO2	3	3	3	2	2	3	2	1	2	2	3	2	3	3	2	2	2
CO3	3	3	2	2	3	3	2	1	2	3	2	2	2	3	2	2	3
CO4	3	3	3	2	3	3	2	2	3	3	2	2	3	3	2	2	3
CO5	3	3	2	2	3	3	2	1	3	2	2	3	3	2	2	3	3
Average	3.0	3.0	2.4	2.0	2.6	3.0	1.8	1.2	2.4	2.4	2.2	2.2	2.8	2.6	1.8	2.2	2.6

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Concept of Work: Understanding the concept of work – Unpaid domestic work and care giving - Gender role expectations and work – Gendered division of domestic labour

Unit II:(15 Classroom Contact Hours)

- Nature of Women's Work: Work in the private sphere and in the public sphere - Women's representation in the workforce - Women's contribution through unpaid work.

Unit III :(15 Classroom Contact Hours)

- Mapping Women in Various Sectors: Organized sector and unorganized sector - Women in the corporate world - Women entrepreneurs.

Unit IV;(15 Classroom Contact Hours)

- Globalization and Women's Work: Impact of globalization on women's work – Gender implications of tourism – Exploitation of Women

Unit V :(15 Classroom Contact Hours)

- Women's Employment: New Economic Policy and its impact on Women's Employment - Training, skills and income generation.

References

1. Gupta, Abha and Sinha, Smita (eds.) Empowerment of Women: Language and Other Facets, Mangal Deep Publications, Jaipur, 2005.
2. Hearn, Jeff, The Gender of Oppression: Men, Masculinity and the Critique of Marxism, Wheat sheaf Books, Sussex, 1987.
3. Judge, P.S., Mapping Social Exclusion in India: Caste, Religion and Borderlands, Cambridge University Press, Delhi, 2014.
4. Khullar, Mala, (ed.), Writings in Women's Studies: A Reader, Zubaan Publications, New Delhi, 2005.
5. Lal, Malashri & Kumar, Sukrita Paul (eds.), Women's Studies in India: Contours of Change, IIAS, Shimla, 2002.
6. Lotika Sarkar, 1995, Women's Movement and the Legal Process, Occasional Paper No. 24, Centre for Women's Development Studies, New Delhi.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Income generation and livelihood opportunities
SDG 4	Quality Education	Skill development and training
SDG 5	Gender Equality	Women's economic empowerment and labour rights
SDG 8	Decent Work and Economic Growth	Employment, skills, and workforce participation
SDG 10	Reduced Inequalities	Addressing gender-based labour disparities

SEMESTER – VI (Single Major)

Course Code	Course Title	Credit	L	T	P
WS30008	**Women in Media**	**4**	**3**	**1**	**0**

Course Objectives:

1. To know importance of median contemporary society in safeguarding rights of women.
2. To know women's role in media sector for empowerment of women.
3. To know alternative median legal protection for women in media.

Course Outcomes-

Upon completion of the course, students will be able to:

CO1 - Understand legal provisions and safeguards related to women in media, and analyze the role of media in protecting and promoting women's rights.

CO2 - Examine various types of media and analyze their relationship with gender issues and social responsibility.

CO3 -Analyze cultural contexts and gender perspectives influencing the representation of women in media.

CO4 -Evaluate the role and significance of alternative media such as folk art, street theatre, and community media in women's empowerment.

CO5 - Critically assess the representation and portrayal of women in print, electronic, and digital media, focusing on stereotypes, objectification, and emerging trends.

Course Outcomes – Programme Outcomes Mapping of Paper WS-30006

Course Outcomes ↓ / Program Outco	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

mes →																	
CO1	3	3	3	2	2	3	2	1	2	3	2	3	2	3	3	1	2
CO2	3	3	2	2	2	3	1	1	2	2	3	2	3	3	2	2	2
CO3	3	2	3	2	2	3	1	1	1	2	3	2	3	2	1	2	2
CO4	3	3	2	2	3	3	2	2	3	2	2	1	2	3	1	3	3
CO5	3	3	3	2	3	3	2	2	2	3	3	2	3	3	2	2	3
Average	**3.0**	**2.8**	**2.6**	**2.0**	**2.4**	**3.0**	**1.6**	**1.4**	**2.0**	**2.4**	**2.6**	**2.0**	**2.6**	**2.8**	**1.8**	**2.0**	**2.4**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I:(15 Classroom Contact Hours)

- Mass Media and Women: Concept, Types and Scope of Mass Media

Unit-II:(15 Classroom Contact Hours)

- Media & Society: Social Responsibility of Media for women, Problems of Women in Media profession.

Unit-III:(15 Classroom Contact Hours)

- Women and Alternative Media: Concept, meaning, nature and type. Role played by women in Folk Art, Street play and Theatre.

Unit-IV:(15 Classroom Contact Hours)

- Legal Provisions for Women in Media: Legal safeguards for women in media sector, Indecent Representation of Women (Prohibition) Act, 1986; its impact on Women.

Unit- V:(15 Classroom Contact Hours)

- Perceptions of Women in Media: Representation of women in Mass Media (Electronic and Print media)

Reference:

1. Sangari, K. and S. Vaid, Woman and Culture, ombay: SNDT, 1981.
2. Manekekar, P., Screening Culture, and Viewing Politics: Television, Womanhood and Nation in Modern India, New Delhi: OUP 2000.
3. Sharma, K. Joseph A. (eds), Whose News? The Media and Women's Issues, New Delhi: Sage, 2006.
4. Virdi, J., The Cinematic Imagination: India Popular Films as Social History, Rutgers University Press, 2004.
5. Dines, Gain and Jean M. Humez. Gender, Race and Class in Media. Sage: 1994.
6. Goffman Erving. Gender and Advertisement. Harpet and Row: New York, 1976.
7. Laura, Mulvey. 'Visual Pleasure and Narrative Cinema'. Screen 16.3 autumn 1975

SDGs Mapping of the Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Media awareness and literacy
SDG 5	Gender Equality	Women's empowerment and representation in media
SDG 10	Reduced Inequalities	Addressing gender discrimination in media
SDG 16	Peace, Justice and Strong Institutions	Legal awareness and ethical media practices
SDG 17	Partnerships for the Goals	Media advocacy and collaboration

SEMESTER – VI (Single Major)

Course Code	Course Title	Credit	L	T	P
WS32002	**Issues and Problems of Women in India**	**4**	**3**	**1**	**0**

Course Objectives

1. **To introduce students to the concept of gendered division of labour**, exploring the differences between productive and reproductive work and examining the socio-economic implications of women's roles in both organized and unorganized sectors.
2. **To develop a comprehensive understanding of women's reproductive health**, including biological processes, health-related issues, and the socio-cultural factors contributing to female infanticide and gender-based health disparities.
3. **To analyze the status of women in conflict and post-conflict scenarios**, focusing on the impact of religious fundamentalism and communalism, and to highlight women's roles in peace movements and resistance efforts in the Indian context.
4. **To sensitize students to the rights and challenges of the third gender and sexual minorities**, exploring legal reforms (such as the evolution of Article 377), societal discrimination, and the need for inclusive rights-based approaches.
5. **To equip students with tools and frameworks for engendering social, economic, cultural, and political discourse**, emphasizing gender budgeting, gender auditing, and the adoption of gender-sensitive strategies for inclusive development and governance.

Course Outcomes (COs)

By the end of this course, students will be able to:

CO1 - Understand the concept of gendered division of labour, distinguishing productive and reproductive work, and analyze women’s participation in organized and unorganized sectors with reference to feminization of poverty.

CO2 - Examine women’s reproductive health, including biological processes, nutritional issues, and socio-cultural causes such as female infanticide.

CO3 -Analyze the impact of conflict, religious fundamentalism, and communalism on women, and assess women’s role in peace-building movements.

CO4 - Evaluate issues related to the third gender and sexual minorities, including legal frameworks (Article 377), identity, discrimination, and inclusion.

CO5 - Apply gender-sensitive tools such as gender budgeting and gender auditing to analyze socio-economic, cultural, and political structures for inclusive development.

Course Outcomes – Programme Outcomes Mapping of Paper WS-30002

Course Outcomes ↓ / Program Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1 –	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	3	2	2	2	2	2	2	2	3	3	2	2	2
CO3	3	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.8**	**3.0**	**2.8**	**2.8**	**2.8**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I: (15 Classroom Contact Hours)

- Gender Division of labour: Concept of work – productive and reproductive - Women in organized and unorganized sector - Feminization of poverty

UNIT II:(15 Classroom Contact Hours)

- Reproductive Health: Menarche - Menstruation and menopause - Ailments related to pregnancy - Anemia and nutritional deficiency - Causes for Female Infanticide.

UNIT III:(15 Classroom Contact Hours)

- Women In Situations of Conflict: Religious fundamentalism - communalism and oppressed women in the Indian context. Women in peace movement.

UNIT IV:(15 Classroom Contact Hours)

- Issues Related to Third Gender: Issues of the rights of sexual minorities and transgender - Article 377 and beyond

UNIT V:(15 Classroom Contact Hours)

- Engendering Social – Economic – Cultural - AND POLITICAL CONTEXTS: Concept of engendering - Gender Budgeting- – Gender Auditing – Gender sensitive approaches to development.

Reference:

1. Bharathi Ray, (Ed)., Women of India: Colonial and post-colonial periods of History of Sciences and Philosophy in India Civilization, Vol, IX part 3, Sage, New Delhi, 2005.
2. Kamal K. Misra, Janet Huber Lowry, (Ed)., recent Studies on Indian Women, Rawat Pub. Jaipur, 2007.
3. Malini Bhattacharya (Ed).m, Women and Globalization, Tulika Books in Association School of Women's Studies, Jadapur University, New Delhi, 2005
4. Thomas Sebastian, Globalization and Uneven Development – Neocolonialism, Multi National Corporations, Space and Society, Rawat Publishers, Jaipur 2007.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Feminization of poverty and economic inequality
SDG 3	Good Health and Well-being	Reproductive health and nutrition
SDG 5	Gender Equality	Addressing discrimination and promoting inclusion
SDG 10	Reduced Inequalities	Focus on marginalized groups including third gender

SDG 16	Peace, Justice and Strong Institutions	Legal rights, conflict resolution, justice

COURSE STRUCTURE
SEMESTER-VI (Double Major)

Code	Course Title	Credit	L-T-P
WS30002	Women and Education in India	4	3-1-0
WS30004	Child Development and Women's Roles	4	3-1-0
WS30006	Women and Work	4	3-1-0
WS30008	Women and Media	4	3-1-0
WS32002	Issues and Problems of Women in India	4	3-1-0
WS32004	Contemporary Situation of Women in India	4	3-1-0
WS32006	Women and Rural Community	4	3-1-0
WS32008	Adolescent Girls Health and Wellbeing	4	3-1-0
Total		32	

SEMESTER – VI (Double Major)

Course Code	Course Title	Credit	L	T	P
WS30002	**Women and Education in India**	**4**	**3**	**1**	**0**

Course Objectives

The course provides scope to understand the present status of women with regard to education. It also traces the causes for gender gap in education and its key interlink with various other gender inequalities.

Course Outcomes:

After completing this course, students will:

CO1 - Understand the perspectives of women's education, status of women in education, and the relationship between education, health, and gender inequalities.

CO2 -Analyze the role of education in women's empowerment, including equality of opportunities, quality of life, and recent trends in women's education.

CO3 -Examine the role of women in development, including their participation in national development and decision-making processes.

CO4 - Evaluate issues such as gender bias in enrolment, dropout rates, and the impact of values and vocational education on women's education**.**

CO5 -Assess contemporary challenges and policy approaches in women's education, including strategies to reduce gender gaps and promote inclusive education.

Course Outcomes – Programme Outcomes Mapping of Paper WS-30002(CC-6)

Course Outcomes ↓ / Program Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	**3**	**3**	**2**	**2**	**2**	**3**	**1**	**1**	**2**	**2**	**2**	**2**	**3**	**2**	**1**	**2**	**2**
CO2	**3**	**3**	**3**	**2**	**2**	**3**	**2**	**1**	**2**	**2**	**3**	**2**	**3**	**3**	**2**	**2**	**2**
CO3	**3**	**3**	**2**	**2**	**2**	**3**	**2**	**1**	**2**	**3**	**2**	**2**	**2**	**3**	**2**	**2**	**3**
CO4	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**2**	**3**	**2**	**2**	**2**	**3**	**2**	**2**	**2**	**3**
CO5	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**3**
Average	**3.0**	**3.0**	**2.6**	**2.0**	**2.4**	**3.0**	**1.8**	**1.4**	**2.4**	**2.4**	**2.4**	**2.2**	**2.8**	**2.6**	**1.8**	**2.0**	**2.6**

Unit I:(15 Classroom Contact Hours)

- Women's education: Objectives, Significance and Scope of education for girls and women. Literacy & Gender Bias – Existing Prejudices, Sex Related Violence,

Unit II:(15 Classroom Contact Hours)

- Status of Women: Education and Health conditions, Sex Ratio, Gender Discrimination. Political participation: Lack of women's representation

Unit III:(15 Classroom Contact Hours)

- Education for Women's Empowerment: Approaches to Women's Education - Education for achieving quality of life, equality of opportunities, and equity; Women's education - gender bias in enrolment.

Unit IV:(15 Classroom Contact Hours)

- Role of Women in Development: Women in developing countries with special reference to India - Women in National Development - Women in Decision Making; Present Status of Women's Education

Unit V:(15 Classroom Contact Hours)

- Dropouts' negative capability in education - Values in education-Vocational education - Recent trends in Women's education.

References

6. Agrawal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.
7. Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.
8. Arya Sadhna (1999), Women, Gender Equality and the State, New Delhi, Deep & Deep Publications.
9. Bakshi, S.R. (2002), Empowerment of Women and Politics of Reservation, Guwahati, DVS Publishers.
10. Dakshi, S.R. (1999), Welfare and Development of Women, New Delhi, Deep & Deep

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution

SDG 1	No Poverty	Education as a tool for empowerment
SDG 4	Quality Education	Inclusive and equitable education for women
SDG 5	Gender Equality	Reducing gender gaps in education
SDG 8	Decent Work and Economic Growth	Link between education and employment
SDG 10	Reduced Inequalities	Addressing educational disparities

Semester VI (Double Major)

Course Code	Course Title	Credit	L	T	P
WS30004	**Child Development and Women's Roles**	**4**	**3**	**1**	**0**

Course Objectives:

By the end of this course, students will be able to:

6. To understand the stages and principles of child development.
7. To explore the critical role of women in child growth, development, and education.
8. To analyze the interdependence between women's empowerment and child welfare.
9. To examine policies, programs, and rights concerning women and children.
10. To promote gender-sensitive and child-centric development models.

Course Outcomes (COs)

Upon completion of the course, students will be able to:

CO1-Explain the key concepts and theories of child development.

CO2- Assess the biological, psychological, and social roles women play in early childhood development.

CO3- Critically analyzes how women's socio-economic status affects child health and education.

CO4-Interpret and evaluate laws and policies related to women and children.

CO5-Recommend community or policy-based strategies to enhance child development through women's empowerment.

Course Outcomes - Programme Outcomes Mapping of Paper WS 30004

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO2	3	3	2	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3
CO4	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3
Average	**3.0**	**3.0**	**2.6**	**3.0**	**2.6**	**3.0**	**2.2**	**3.0**	**3.0**	**2.0**	**3.0**	**3.0**	**3.0**	**3.0**	**2.6**	**2.2**	**3.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- **Foundations of Child Development:** Principles and stages of child development (physical, cognitive, emotional, social), Importance of early childhood years.

Unit II:(15 Classroom Contact Hours)

- **Women's Roles in Child Development:** Women as caregivers, educators, and role models, Impact of maternal health and nutrition on child development

Unit III:(15 Classroom Contact Hours)

- **Socio-Economic Factors and Developmental Outcomes: Women's education and employment and its impact on child outcomes, Child poverty, Impact of women's empowerment on child health and education**

Unit IV:(15 Classroom Contact Hours)

- **Laws, Rights, and Development Policies: Rights of the child (UNCRC, Indian Constitution), Government programs: ICDS, Mid-Day Meal, Beti Bachao Beti Padhao**

Unit V:(15 Classroom Contact Hours)

- **Challenges and Innovations in Women and Child Development: Child abuse, trafficking, malnutrition, child labor, Women and children in crisis situations: displacement, war, climate disasters.**

References

9. **Laura Berk** (2018). *Child Development*. Pearson Education.
10. **Carolyn Meggitt** (2012). *Child Development: An Illustrated Guide*. Heinemann.
11. **Kamla Bhasin** (1993). *What is Patriarchy?* Kali for Women.
12. **S. Bhatt** (2013). *Women and Human Rights*. Kalpaz Publications.
13. **UNICEF** (Annual Reports). *State of the World's Children*.
14. **Ministry of Women and Child Development (MWCD)** – Government of India Reports and Schemes.
15. **National Policy for Early Childhood Care and Education (2013)** – Government of India.
16. **Naila Kabeer** (1999). *Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment*. Development and Change.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Examines feminization of poverty and economic inequalities affecting women
SDG 3	Good Health and Well-being	Focuses on reproductive health, maternal care, nutrition, and health-related challenges faced by women
SDG 5	Gender Equality	Addresses gender discrimination, reproductive rights, gender-sensitive policies, and empowerment of women and sexual minorities
SDG 10	Reduced Inequalities	Highlights social exclusion, discrimination against third gender and marginalized women, and inclusive development
SDG 16	Peace, Justice and Strong Institutions	Explores women in conflict situations, peace movements, legal rights, and gender-responsive governance
SDG 17	Partnerships for the Goals	Encourages collaborative approaches for gender budgeting, auditing, and inclusive policy-making

SEMESTER – VI (Double Major)

Course Code	Course Title	Credit	L	T	P
WS30006	**Women and Work**	**4**	**3**	**1**	**0**

Course Objectives

The course focuses on the gendered division of work and inequalities arising out of it. It also examines the vulnerability of women and women's work in the context of globalization. It also draws upon the need for gender segregated data and appropriate policies to address it.

Course Outcomes:

Upon completion of the course, students will be able to:

CO1 - Understand the concept of work, gendered division of labour, and the nature and forms of women's work including unpaid domestic and care work.

CO2 -Analyze women's participation in private and public spheres and evaluate their contribution to the workforce, including invisible and unpaid labour.

CO3 - Examine the distribution of women across organized and unorganized sectors, including their roles in corporate settings and entrepreneurship.

CO4 - Assess the impact of globalization on women's work, including issues of exploitation, tourism-related gender implications, and changing labour dynamics.

CO5 - Evaluate the impact of economic policies on women's employment, including skill development, training, and income generation opportunities.

Course Outcomes – Programme Outcomes Mapping of Paper WS-30006(CC-6)

Course Outcomes ↓ / Progr	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

am Outcomes →																	
CO1	**3**	**3**	**2**	**2**	**2**	**3**	**1**	**1**	**2**	**2**	**2**	**2**	**3**	**2**	**1**	**2**	**2**
CO2	**3**	**3**	**3**	**2**	**2**	**3**	**2**	**1**	**2**	**2**	**3**	**2**	**3**	**3**	**2**	**2**	**2**
CO3	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**1**	**2**	**3**	**2**	**2**	**2**	**3**	**2**	**2**	**3**
CO4	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**3**
CO5	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**1**	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**3**	**3**
Average	**3.0**	**3.0**	**2.4**	**2.0**	**2.6**	**3.0**	**1.8**	**1.2**	**2.4**	**2.4**	**2.2**	**2.2**	**2.8**	**2.6**	**1.8**	**2.2**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Concept of Work: Understanding the concept of work – Unpaid domestic work and care giving - Gender role expectations and work – Gendered division of domestic labour

Unit II:(15 Classroom Contact Hours)

- Nature of Women's Work: Work in the private sphere and in the public sphere - Women's representation in the workforce - Women's contribution through unpaid work.

Unit III:(15 Classroom Contact Hours)

- Mapping Women in Various Sectors: Organized sector and unorganized sector - Women in the corporate world - Women entrepreneurs.

Unit IV:(15 Classroom Contact Hours)

- Globalization and Women's Work: Impact of globalization on women's work – Gender implications of tourism – Exploitation of Women

Unit V:(15 Classroom Contact Hours)

- Women's Employment: New Economic Policy and its impact on Women's Employment - Training, skills and income generation.

References

7. Gupta, Abha and Sinha, Smita (eds.) Empowerment of Women: Language and Other Facets, Mangal Deep Publications, Jaipur, 2005.
8. Hearn, Jeff, The Gender of Oppression: Men, Masculinity and the Critique of Marxism, Wheat sheaf Books, Sussex, 1987.
9. Judge, P.S., Mapping Social Exclusion in India: Caste, Religion and Borderlands, Cambridge University Press, Delhi, 2014.
10. Khullar, Mala, (ed.), Writings in Women's Studies: A Reader, Zubaan Publications, New Delhi, 2005.
11. Lal, Malashri & Kumar, Sukrita Paul (eds.), Women's Studies in India: Contours of Change, IIAS, Shimla, 2002.
12. Lotika Sarkar, 1995, Women's Movement and the Legal Process, Occasional Paper No. 24, Centre for Women's Development Studies, New Delhi.

SDGs Mapping of the Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	Income generation and livelihood opportunities
SDG 4	Quality Education	Skill development and training
SDG 5	Gender Equality	Women's economic empowerment and labour rights
SDG 8	Decent Work and Economic Growth	Employment, skills, and workforce participation
SDG 10	Reduced Inequalities	Addressing gender-based labour disparities

SEMESTER – VI (Double Major)

Course Code	Course Title	Credit	L	T	P
WS30008	**Women in Media**	**4**	**3**	**1**	**0**

Course Objectives:

4. To know importance of median contemporary society in safeguarding rights of women.
5. To know women's role in media sector for empowerment of women.
6. To know alternative media and legal protection for women in media.

Course Outcomes-

Upon completion of the course, students will be able to:

CO1 - Understand legal provisions and safeguards related to women in media, and analyze the role of media in protecting and promoting women's rights.

CO2 - Examine various types of media and analyze their relationship with gender issues and social responsibility.

CO3 -Analyze cultural contexts and gender perspectives influencing the representation of women in media.

CO4 -Evaluate the role and significance of alternative media such as folk art, street theatre, and community media in women's empowerment.

CO5 - Critically assess the representation and portrayal of women in print, electronic, and digital media, focusing on stereotypes, objectification, and emerging trends.

Course Outcomes – Programme Outcomes Mapping of Paper WS-30006

Course Outco	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5

mes ↓ / Program Outcomes →																	
CO1	3	3	3	2	2	3	2	1	2	3	2	3	2	3	3	1	2
CO2	3	3	2	2	2	3	1	1	2	2	3	2	3	3	2	2	2
CO3	3	2	3	2	2	3	1	1	1	2	3	2	3	2	1	2	2
CO4	3	3	2	2	3	3	2	2	3	2	2	1	2	3	1	3	3
CO5	3	3	3	2	3	3	2	2	2	3	3	2	3	3	2	2	3
Average	**3.0**	**2.8**	**2.6**	**2.0**	**2.4**	**3.0**	**1.6**	**1.4**	**2.0**	**2.4**	**2.6**	**2.0**	**2.6**	**2.8**	**1.8**	**2.0**	**2.4**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I:(15 Classroom Contact Hours)

- Mass Media and Women: Concept, Types and Scope of Mass Media

Unit-II:(15 Classroom Contact Hours)

- Media & Society: Social Responsibility of Media for women, Problems of Women in Media profession.

Unit-III:(15 Classroom Contact Hours)

- Women and Alternative Media: Concept, meaning, nature and type. Role played by women in Folk Art, Street play and Theatre.

Unit-IV:(15 Classroom Contact Hours)

- Legal Provisions for Women in Media: Legal safeguards for women in media sector, IndecentrepresentationofwomenprohibitionAct1986, its; Impact on Women.

Unit- V:(15 Classroom Contact Hours)

- Perceptions of Women in Media: Representation of women in Mass Media (Electronic and Print media)

Reference:

8. Sangari, K. and S. Vaid, Woman and Culture, ombay: SNDT, 1981.
9. Manekekar, P., Screening Culture, and Viewing Politics: Television, Womanhood and Nation in Modern India, New Delhi: OUP 2000.
10. Sharma, K. Joseph A. (eds), Whose News? The Media and Women's Issues, New Delhi: Sage, 2006.
11. Virdi, J., The Cinematic Imagination: India Popular Films as Social History, Rutgers University Press, 2004.
12. Dines, Gain and Jean M. Humez. Gender, Race and Class in Media. Sage: 1994.
13. Goffman Erving. Gender and Advertisement. Harpet and Row: New York, 1976.
14. Laura, Mulvey. 'Visual Pleasure and Narrative Cinema'. Screen 16.3 autumn 1975

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Media awareness and literacy
SDG 5	Gender Equality	Women's empowerment and representation in media
SDG 10	Reduced Inequalities	Addressing gender discrimination in media
SDG 16	Peace, Justice and Strong Institutions	Legal awareness and ethical media practices
SDG 17	Partnerships for the Goals	Media advocacy and collaboration

SEMESTER – VI (Double Major)

Course Code	Course Title	Credit	L	T	P
WS32002	**Issues and Problems of Women in India**	**4**	**3**	**1**	**0**

Course Objectives

6. **To introduce students to the concept of gendered division of labour**, exploring the differences between productive and reproductive work and examining the socio-economic implications of women's roles in both organized and unorganized sectors.
7. **To develop a comprehensive understanding of women's reproductive health**, including biological processes, health-related issues, and the socio-cultural factors contributing to female infanticide and gender-based health disparities.
8. **To analyze the status of women in conflict and post-conflict scenarios**, focusing on the impact of religious fundamentalism and communalism, and to highlight women's roles in peace movements and resistance efforts in the Indian context.
9. **To sensitize students to the rights and challenges of the third gender and sexual minorities**, exploring legal reforms (such as the evolution of Article 377), societal discrimination, and the need for inclusive rights-based approaches.
10. **To equip students with tools and frameworks for engendering social, economic, cultural, and political discourse**, emphasizing gender budgeting, gender auditing, and the adoption of gender-sensitive strategies for inclusive development and governance.

Course Outcomes (COs)

By the end of this course, students will be able to:

CO1 - Understand the concept of gendered division of labour, distinguishing productive and reproductive work, and analyze women’s participation in organized and unorganized sectors with reference to feminization of poverty.

CO2 - Examine women's reproductive health, including biological processes, nutritional issues, and socio-cultural causes such as female infanticide.

CO3 -Analyze the impact of conflict, religious fundamentalism, and communalism on women, and assess women's role in peace-building movements.

CO4 - Evaluate issues related to the third gender and sexual minorities, including legal frameworks (Article 377), identity, discrimination, and inclusion.

CO5 - Apply gender-sensitive tools such as gender budgeting and gender auditing to analyze socio-economic, cultural, and political structures for inclusive development.

Course Outcomes – Programme Outcomes Mapping of Paper WS-30002

Course Outcomes ↓ / Program Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1 –	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	3	2	2	2	2	2	2	2	3	3	2	2	2
CO3	3	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.8**	**3.0**	**2.8**	**2.8**	**2.8**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I: (15 Classroom Contact Hours)

- Gender Division of labour: Concept of work – productive and reproductive - Women in organized and unorganized sector - Feminization of poverty

UNIT II:(15 Classroom Contact Hours)

- Reproductive Health: Menarche - Menstruation and menopause - Ailments related to pregnancy - Anemia and nutritional deficiency - Causes for Female Infanticide.

UNIT III:(15 Classroom Contact Hours)

- Women In Situations of Conflict: Religious fundamentalism - communalism and oppressed women in the Indian context. Women in peace movement.

UNIT IV:(15 Classroom Contact Hours)

- Issues Related to Third Gender: Issues of the rights of sexual minorities and transgender - Article 377 and beyond

UNIT V:(15 Classroom Contact Hours)

- Engendering Social – Economic – Cultural - AND POLITICAL CONTEXTS: Concept of engendering - Gender Budgeting- – Gender Auditing – Gender sensitive approaches to development.

Reference:

1. Bharathi Ray, (Ed)., Women of India: Colonial and post-colonial periods of History of Sciences and Philosophy in India Civilization, Vol, IX part 3, Sage, New Delhi, 2005.
2. Kamal K. Misra, Janet Huber Lowry, (Ed)., recent Studies on Indian Women, Rawat Pub. Jaipur, 2007.
3. Malini Bhattacharya (Ed).m, Women and Globalization, Tulika Books in Association School of Women's Studies, Jadapur University, New Delhi, 2005
4. Thomas Sebastian, Globalization and Uneven Development – Neocolonialism, Multi National Corporations, Space and Society, Rawat Publishers, Jaipur 2007.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Feminization of poverty and economic inequality

SDG 3	Good Health and Well-being	Reproductive health and nutrition
SDG 5	Gender Equality	Addressing discrimination and promoting inclusion
SDG 10	Reduced Inequalities	Focus on marginalized groups including third gender
SDG 16	Peace, Justice and Strong Institutions	Legal rights, conflict resolution, justice

SEMESTER – VI (Double Major)

Course Code	Course Title	Credit	L	T	P
WS32004	**Contemporary Situation of Women in India**	**4**	**3**	**1**	**0**

Course Objectives: - To understand the status of women from Ancient to contemporary period to identify the changes in various situations of women. To study the contemporary situation of women.

Course Outcomes (COs)

CO1: Understand the evolution of women's status in India from ancient to contemporary times, identifying key transitions in their roles and rights across historical contexts.

CO2: Analyze the contributions of feminist scholars to rewriting Indian history by highlighting women's voices, experiences, and perspectives that have traditionally been excluded from mainstream historical narratives.

CO3: Critically examine the position of women in different historical periods such as the Vedic, Buddhist, and Manu smriti eras, using primary and secondary texts to explore religious, social, and legal frameworks.

CO4: Evaluate the role of women during colonialism and nationalism, understanding how women's writings and voices contributed to and were shaped by political and cultural movements.

CO5: Assess the contemporary status of women in India post-independence, focusing on legal developments, security issues, and socio-economic and political challenges women face today.

Course Outcomes – Programme Outcomes Mapping of Paper WS-32004

Course Outcomes ↓ / Program Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1 –	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	3	2	2	2	2	2	2	2	3	3	2	2	2
CO3	3	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.8**	**3.0**	**2.8**	**2.8**	**2.8**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I:(15 Classroom Contact Hours)

- Rewriting History contributions: of feminists to the rediscovery of women's voice in history, Indian feminist contribution to rewriting history

UNIT II:(15 Classroom Contact Hours)

- Historical Situation of Women in different Periods: Vedic Period, Buddha Period (Therigathas), Manu Smruti Period.

UNIT III :(15 Classroom Contact Hours)

- Modern Historical Discourse: Colonialism and Nationalism, Reading from Women's voices and writings.

UNIT IV:(15 Classroom Contact Hours)

- Women in India after Independence Period: From 1970 to current concerns in Law, Rights and Security Concerns.

UNIT V:(15 Classroom Contact Hours)

- Status of Women: Social and Cultural issues, Economic and Political issues

Reference:

1. Ambedkar B. R., Who were the Shudras, 1938, Government of Maharashtra Publication.
2. Ambedkar B. R., Revolution and Counter Revolution, Yug Sakshi Publication.
3. Altekar, A.S., The position of Women in Hindu Civilization, Motilal, Banarsidas, Delhi, 1959
4. Das, R.M., W omen in Manu's Philosophy, ABS Pub, Jalandhar, 1993.
5. Moon, M. & U. Pawar, We Also Made History, Zubaan, New Delhi 2008
6. Chakravarti U., Rewriting History: Life and Times of Pandita Ramabai; Kali for women, New Delhi 1994
7. Frederick Angels, Family private property and Nation's evolution, Rege S., Against the Madness of Manu, 2010.

SDG No.	Sustainable Development Goal	Relevance to the Course
SDG 1	No Poverty	Discusses the relationship between women's economic status, poverty, empowerment, and access to livelihood opportunities.
SDG 4	Quality Education	Promotes critical understanding of women's history, feminist scholarship, and inclusive historical narratives that support equitable and transformative education.
SDG 5	Gender Equality	Core focus of the course. Examines the historical evolution of women's status, gender justice, women's rights, feminist perspectives, and contemporary issues affecting women.
SDG 8	Decent Work and Economic Growth	Addresses women's economic participation, labour issues, and economic empowerment within historical and contemporary contexts.
SDG 10	Reduced Inequalities	Explores social, economic, political, and legal inequalities experienced by women and encourages awareness of inclusive policies and equal opportunities.
SDG 16	Peace, Justice and Strong Institutions	Covers women's legal rights, constitutional protections, security concerns, and access to justice in post-independence India.

SEMESTER – VI (Double Major)

Course Code	Course Title	Credit	L	T	P
WS32006	**Women and Rural Community**	**4**	**3**	**1**	**0**

Course Objectives:

1. To understand the role and status of women in rural communities across India.
2. To study the socio-economic, cultural, and political challenges faced by rural women.
3. To examine the impact of rural development programs on women's empowerment.
4. To analyze gender roles in agriculture and other rural livelihoods.
5. To explore policies and grassroots movements aimed at improving rural women's lives.

Course Outcomes (COs):

By the end of the course, students will be able to:

CO1 – Identify key issues faced by rural women across different regions of India.

CO2 – Analyze the impact of poverty, illiteracy, and traditional norms on the lives of rural women.

CO3 – Evaluate the role of women in agriculture and their contribution to the rural economy.

CO4 – Examine government policies and rural development programmes aimed at women's welfare and empowerment.

CO5 – Explore the role of self-help groups, grassroots movements, and political participation in empowering rural women.

Course Outcomes – Programme Outcomes Mapping of Paper WS-32006(CC-6)

Course Outcomes ↓ / Program Outco	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

mes →																	
CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	3	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.8**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I:(15 Classroom Contact Hours)

- **Status of Rural Women in India**: Demographic profile of rural women, social roles and traditional practices. Gender inequality in rural settings

UNIT II:(15 Classroom Contact Hours)

- **Women and Rural Livelihoods:** Role of women in agriculture and allied sectors. Wage disparities and unpaid labor.

UNIT III:(15 Classroom Contact Hours)

- **Rural Women and Development Programs:** Self Help Groups (SHGs) and microfinance, Role of NGOs and community-based organizations, Government schemes for rural women (e.g., NRLM, MGNREGA)

UNIT IV:(15 Classroom Contact Hours)

- **Social Issues Affecting Rural Women:** Child marriage and dowry. Domestic violence and gender-based discrimination**.** Cultural restrictions and mobility.

UNIT V:(15 Classroom Contact Hours)

- **Empowerment and Political Participation:** Women's participation in Panchayati Raj Institutions. Leadership and decision-making at the grassroots level. Movements and campaigns for women's rights in rural areas.

Reference:

1. B**hasin, Kamla** – *Understanding Gender*, 2000, Kali for Women
2. **Shiva, Vandana** – *Staying Alive: Women, Ecology and Development*, 1988, Zed Books
3. **Desai, Neera &Krishnaraj, Maithreyi** – *Women and Society in India*, 1987, Ajanta Publications
4. **Ghosh, Jayati** – *Never Done and Poorly Paid: Women's Work in Globalizing India*, 2009, Women Unlimited
5. **Krishnaraj, Maithreyi** – *Women and Development: The Indian Experience*, 1988, Rawat Publications
6. **Agarwal, Bina** – *A Field of One's Own: Gender and Land Rights in South Asia*, 1994, Cambridge University Press
7. **Jeyaranjan, J.** – *Women in Rural Economy: Empowerment and Development*, 2017, Routledge India
8. **Sen, Amartya** – *Development as Freedom*, 1999, Oxford University Press
9. **Kapadia, Karin** – *The Violence of Development: The Politics of Identity, Gender & Social Inequalities in India*, 2002, Zubaan
10. **Rao, Nitya** – *Good Women Do Not Inherit Land: Politics of Land and Gender in India*, 2008, Social Science Press
11. **Sharma, Kumud** – *Grassroots Organizations and Women's Empowerment in India*, 1999, Institute of Social Studies Trust
12. **Dube, Leela** – *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia*, 1997, United Nations University Press
13. **Omvedt, Gail** – *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*, 1993, M.E. Sharpe
14. **National Commission for Women** – *Annual Reports*, Various Years, National Commission for Women (NCW), Government of India

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 5	Gender Equality	Empowerment of rural women
SDG 1	No Poverty	Rural poverty reduction and livelihood support
SDG 2	Zero Hunger	Women's role in agriculture and food security

SDG 10	Reduced Inequalities	Addressing rural gender disparities
SDG 16	Peace, Justice and Strong Institutions	Participation in Panchayati Raj and governance

SEMESTER – VI (Double Major)

Course Code	Course Title	Credit	L	T	P
WS32008	**Adolescent Girls Health and Wellbeing**	**4**	**3**	**1**	**0**

Course Objectives:

1. To understand the physical, mental, emotional, and social changes during adolescence in girls.
2. To examine the key health issues and nutritional needs of adolescent girls.
3. To analyze the impact of gender norms, education, and access to healthcare on adolescent girls' wellbeing.
4. To explore psychological and emotional challenges faced by adolescent girls in different contexts.
5. To study government programs and policies aimed at improving the health and wellbeing of adolescent girls.

Course Outcomes (COs):

By the end of the course, students will be able to:

CO1- Identify key developmental changes and major health concerns specific to adolescent girls.

CO2- Assess nutritional, reproductive, and physical health needs of adolescent girls in rural and urban contexts.

CO3- Analyze social, economic, and cultural factors influencing adolescent girls' wellbeing.

CO4- Evaluate mental health challenges, emotional wellbeing, and available psychosocial support systems for adolescent girls.

CO5- Examine national and international policies, programmes, and interventions for adolescent girls' health and empowerment.

Course Outcomes – Programme Outcomes Mapping of Paper WS-32008(CC-6)

Course Outcomes ↓ / Program Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	3	2	2	2	2	2	2	2	3	3	2	2	2
CO3	3	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**3.0**	**3.0**	**2.8**	**2.8**	**2.8**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I:(15 Classroom Contact Hours)

- **Understanding Adolescence:** Definition and stages of adolescence, Physical and psychological development in adolescent girls. Gender roles and expectations

UNIT II:(15 Classroom Contact Hours)

- **Nutrition and Physical Health:** Nutritional requirements during adolescence. Common health issues: anemia, malnutrition, menstrual hygiene

UNIT III :(15 Classroom Contact Hours)

- **Mental and Emotional Well-being:** Emotional changes and self-identity. Peer pressure, body image, and self-esteem, stress, anxiety, and depression. Access to counseling and support services

UNIT IV:(15 Classroom Contact Hours)

- **Social and Cultural Influences:** Early marriage and school dropout, gender discrimination and safety issues. Impact of media and social media

UNIT V:(15 Classroom Contact Hours)

- **Policy, Programs, and Interventions:** Government programs (RKSK, SABLA, ICDS, Beti Bachao Beti Padhao). Role of NGOs and international agencies (UNICEF, WHO).

Reference:

1. Bhasin, Kamla – *Understanding Gender*, 2000, Kali for Women
2. Jeejeebhoy, Shireen J. – *Adolescent Sexual and Reproductive Health in India*, 2013, Routledge India
3. Ministry of Health and Family Welfare – *Rashtriya Kishor SwasthyaKaryakram (RKSK) Operational Framework*, 2014, Government of India
4. UNICEF – *State of the World's Children Report*, Various Years, UNICEF
5. WHO – *Adolescent Health: The Missing Population in Universal Health Coverage*, 2019, World Health Organization
6. Raj, Anita – *Girl Child and Women's Health in India*, 2018, Springer
7. Dasgupta, Purnima – *Adolescent Girls and Reproductive Health*, 2009, Rawat Publications
8. National Family Health Survey (NFHS-5) – *India Fact Sheets*, 2021, IIPS and Ministry of Health
9. Sharma, Arvind – *Mental Health of Adolescents*, 2017, Concept Publishing Company
10. UNFPA – *Status Report: Adolescents and Youth in India*, 2013, UNFPA India

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 2	Zero Hunger	Nutritional issues like anemia and malnutrition
SDG 3	Good Health and Well-being	Adolescent health, mental wellbeing, nutrition
SDG 4	Quality Education	Awareness, education, and life skills
SDG 5	Gender Equality	Empowerment of adolescent girls
SDG 10	Reduced Inequalities	Focus on vulnerable adolescent groups

COURSE STRUCTURE
SEMESTER-VII (Single Major)

Code	Course Title	Credit	L-T-P
WS40001	Government Polices and Development of Rural and Tribal Women	4	3-1-0
WS40003	Feminist Research Methods	4	3-1-0
WS40005	Women and Development	4	3-1-0
WS40007	Gender Politics and Leadership	4	3-1-0

WS42001	Women Development and Global Change	4	3-1-0
Total		20	

SEMESTER – VII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS40001	**Government Polices and Development of Rural and Tribal Women**	**4**	**3**	**1**	**0**

Course Objectives:

1. To introduce government Polices and their implications for the women's rights.
2. To introduce a concept of economic development and empowerment of Women.
3. To understand the situation of Rural and Tribal women in India.

Course Outcomes (COs):

After completing this course, students will:

CO1: Identify and explain key government policies and their implications for the rights and development of rural and tribal women in India.

CO2: Understand and interpret concepts of economic development and women's empowerment in rural and tribal contexts.

CO3: Analyze the social and cultural status of rural and tribal women, including patriarchy, stratification, and traditional roles.

CO4: Evaluate the effectiveness of government schemes and special provisions related to education, health, and empowerment of rural and tribal women.

CO5: Propose informed solutions to contemporary issues such as illiteracy, political underrepresentation, and geographical challenges.

Course Outcomes – Programme Outcomes Mapping of Paper WS-40001(CC-7)

Course	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5

Outcomes ↓ / Program Outcomes →	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**								
CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	3	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.8**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I:(15 Classroom Contact Hours)

- Status of Rural Women: Concept of Rural Women, Social stratification and status of Rural Women, Status of Patriarchy.

UNIT II:(15 Classroom Contact Hours)

- Status of Tribal Women: Concept of Tribal Women, Culture, Condition and Characteristics.

UNIT III:(15 Classroom Contact Hours)

- Government policies and implication for Rural and Tribal Women Government Policies for Women Empowerment, Educational Status and policies, Special Provisions for Tribal Women and implementation issues.

UNIT IV:(15 Classroom Contact Hours)

- Issues related to Empowerment of Rural and Tribal Women Social role of Rural and Tribal Women, Issues of Political representation, Issues of Economical Independency.

UNIT V:(15 Classroom Contact Hours)

- Contemporary issues of Rural and Tribal Women in India. Issue of Illiteracy, Geographical issues.

Reference:

1. Dr. Sudarshan, V.K., NGO Schemes and Guidelines, Ritu Publication's Jaipur, 2014
2. Jose, S., Women, Paid Work and Empowerment in India, Centre for women's Development studies, New Delhi-2007
3. Kazi S., Gender Governance and Women's rights in south Asia, Centre for women's Development studies, New Delhi-2011
4. Saunders K., Feminist Post development Thought, Zubaan Publication, New delhi-2004
6. Choudhury D., Socio – Economic Development of Rural Woman, Manglam Publishers Delhi-2011
7. Pradhan K. C. Mahapatro A. S., Rural women, Atlantic Publishers, New Delhi, 2011
8. Rosemeyer, S. S., Women's Rights & Empowerment, Wisdom Press, New Delhi-
9. Nachane D. M., India Development Report – 2011, Oxford University Press, New Delhi, 2011
10. Jain, Devaki, forwarded by Sen A., Women, Development and the U.N., Indiana University, Press Bloomington, 2005.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 5	Gender Equality	Empowerment of rural and tribal women
SDG 1	No Poverty	Addressing poverty among rural and tribal women
SDG 10	Reduced Inequalities	Focus on marginalized communities
SDG 4	Quality Education	Educational policies and literacy issues
SDG 16	Peace, Justice and Strong Institutions	Governance, policy implementation and inclusion

SEMESTER – VII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS40003	**Feminist Research Methods**	**4**	**3**	**1**	**0**

Course Objectives:

The course attempts to provide a description about the methods to be applied in research focusing on women. It provides a link between feminist theories and research while it also addresses the Quantitative and Qualitative approach.

Course Outcomes:

After completing this course, students will:

CO1 – Understand feminist research strategies, scope and significance of Women's Studies, and the linkage between feminist theory and research.

CO2 – Apply appropriate research methods, techniques, and tools in feminist research, including qualitative and quantitative approaches.

CO3 – Analyze sampling, data collection, data analysis, and reporting processes in women-centered research.

CO4 – Critically evaluate research methodologies and ethical issues in feminist research, ensuring gender-sensitive and inclusive approaches.

CO5 – Design and conduct feminist research studies with proper documentation, interpretation, and report writing skills.

Course Outcomes – Programme Outcomes Mapping of Paper WS-40003 (CC-7)

Course Outcomes ↓ / Program Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	3	2	2	2	2	2	2	2	3	3	2	2	2
CO3	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.8**	**3.0**	**2.8**	**2.8**	**2.8**	**2.6**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Research in Women's Studies: Scope and significance of Women's Studies- Doing social science research as a feminist - Exploring the interconnections of Methodology and Method.

Unit II :(15 Classroom Contact Hours)

- Methods, Techniques and Tools: Historical, Experimental, Case study, Case History, Trend study.

Unit III :(15 Classroom Contact Hours)

- **Follow-up study and Content Analysis:** Techniques - Observation, Interview, Survey; Scaling Techniques; Tools - Questionnaire, Schedules.

Unit IV:(15 Classroom Contact Hours)

- **Sampling and Data Collection**; Sampling methods – Quantitative & Qualitative Data - Collection of Data -Analysis of data; Interpretation; Conclusion.

Unit V :(15 Classroom Contact Hours)

- **Generalization - Research Report**: Reporting- General format; Styles of report writing; bibliography, proof reading; synopsis.

References:

1.Babbie Earl. (1979). “The practice for social Research”. Himalaya publishing house, Bombay.

2.Caroline Ramazanocglu and J. Holland. (2003). “Feminist Methodology, Challenges and choices”. Sage publications, New Delhi.

3.Davis, Martin Brett. (2007). “Doing a Successful Research Project: Using Qualitative or Quantitative Methods”. Palgrave, Hampshire.

4.Eichler M. (1991). “Non-Sexist Research Methods: A Practical Guideline”. Routledge

5. Goode and Hatt. (1952). “Methods in social Research”. McGraw-Hill, Bombay.

6. Helen Roberts (ed). (1984). “Doing Feminist Research”. Rutledge and Kegan Paul, London.

7.Kothari, C.R. (1995). “Research Methodology: Methods and Techniques”. Willey Faster

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 5	Gender Equality	Promotes gender-sensitive research and knowledge production
SDG 4	Quality Education	Enhances research skills and academic competency
SDG 10	Reduced Inequalities	Research on marginalized women and inclusive policies
SDG 16	Peace, Justice and Strong Institutions	Ethical research and evidence-based policymaking
SDG 17	Partnerships for the Goals	Research collaboration and knowledge sharing

SEMESTER – VII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS40005	**Women and Development**	**4**	**3**	**1**	**0**

Course Objectives:

1. To know the development prospects for women in different phases.
2. To know theoretical aspects relating to gender related indicators.
3. To know different women empowerment measures in India.

Course Outcomes:

After completing this course, students will:

CO1-Understand key approaches to women's development including WID, WAD, and GAD and their theoretical perspectives.

CO2 -Analyze development indicators such as HDI, GDI, GEM and examine gender-related needs and empowerment measures in India.

CO3 - Develop an understanding of national and international initiatives, policies, and institutional mechanisms for women's development.

CO4 - Critically evaluate development policies, gender budgeting, and the role of NGOs/CSOs in promoting women's empowerment.

CO5 - Apply gender-sensitive approaches in planning, policy analysis, and development practices at local, national, and global levels.

Course Outcomes – Programme Outcomes Mapping of Paper WS-40005 (CC-7)

Course Outcomes ↓ / Program Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	3	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.8**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I: Approaches to Women's Development (15 Classroom Contact Hours)

- Key features of WID, &WAD& its critiques
- Key features of GAD, Its Critiques

Unit-II: Indicators of Development-Global Perspectives:(15 Classroom Contact Hours)

- Practical gender needs, strategic gender need
- Indicators-HDI, GDI, GEM&MDG

UNIT III: Development from Indian Perspective (15 Classroom Contact Hours)

- Five-year planning (6th FYP onwards) & Women's development; Important schemes of women (SWCRA, RMK, STEP, Swayam Siddha,).
- National policy for Empowerment of Women (2001)

Unit-IV: New Issues:(15 Classroom Contact Hours)

- Gender budgeting, Gender Mainstreaming

- Role of NGO & CSO in women's development.

Unit V:(15 Classroom Contact Hours)

- International Agencies for Women's Development: UNFPA, UNICEF,
- UNIFEM, FORD Foundation, UNDP, OXFAM, UNWOMEN

Reference:

1. **Moser, Caroline.** *Gender Planning and Development.* Routledge, 1993.
2. **Kabeer, Naila.** *Reversed Realities: Gender Hierarchies in Development Thought.* Verso, 1994.
3. **Government of India.** *National Policy for Empowerment of Women (2001).*
4. **UNDP Reports** on HDI, GDI, GEM
5. **Millennium Development Goals Report**, United Nations
6. **Planning Commission Reports** (India) – From the 6th Five-Year Plan onwards
7. **Ministry of Women and Child Development** – Scheme Guidelines (SWCRA, RMK, STEP, etc.)
8. **Reports from UN Women, UNFPA, UNICEF, UNDP, OXFAM**

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 5	Gender Equality	Women's empowerment, gender mainstreaming
SDG 1	No Poverty	Addresses feminization of poverty and development schemes
SDG 10	Reduced Inequalities	Focus on inclusive and equitable development
SDG 4	Quality Education	Enhances knowledge of gender and development
SDG 17	Partnerships for the Goals	Role of international agencies and NGOs

SEMESTER – VII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS40007	**Gender Politics and Leadership**	**4**	**3**	**1**	**0**

Course Objectives:

The objective of this course is to develop an understanding of the issues related to political participation of women and the gendered structures of governance and polity. It also aims to sensitize the students about the practical issues concerning gender and politics.

Course Outcomes:

After completing this course, students will:

CO1 - Understand key concepts of democracy, politics, and gendered notions of citizenship.

CO2 - Analyze women's political participation, historical struggles for suffrage, and representation in governance.

CO3 - Examine critical debates on gender stereotypes, feminism, and biopolitics in political contexts.

CO4 - Critically evaluate gender gaps in political participation, governance structures, and policy frameworks from a gender perspective.

CO5 - Apply gender-sensitive approaches to leadership, political participation, and capacity building for inclusive governance**.**

Course Outcomes – Programme Outcomes Mapping of Paper WS-40007(CC-7)

Course Outcomes ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

/ Program Outcomes →																	
CO1	**3**	**3**	**2**	**2**	**2**	**2**	**2**	**1**	**2**	**2**	**1**	**2**	**3**	**2**	**2**	**2**	**2**
CO2	**3**	**3**	**3**	**3**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**2**	**2**
CO3	**2**	**3**	**3**	**3**	**3**	**2**	**2**	**2**	**3**	**2**	**2**	**2**	**3**	**3**	**3**	**2**	**2**
CO4	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**3**	**2**	**2**	**2**	**3**	**3**	**3**	**2**	**2**
CO5	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
Average	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-Cutting Issues

Cross-Cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical leadership, accountability, transparency, democratic governance
Gender	High	Focus on gender equality, representation, empowerment, and intersectionality
Human Values	High	Promotes justice, equality, rights, and inclusive participation
Environment & Sustainability	Moderate	Role of governance in sustainable and inclusive policy-making

Unit I:(15 Classroom Contact Hours)

- Understanding democracy, politics, gendered notion of citizenship.

Unit II:(15 Classroom Contact Hours)

- Historical exploration of women's struggle for political participation –struggle for suffrage rights.

Unit III :(15 Classroom Contact Hours)

- Analyzing Gendered political participation and representation globally –reasons for gender gaps in politics – governance and gendered structures

Unit IV:(15 Classroom Contact Hours)

- Women in politics: Indian perspective – examining existing and possible barriers – difference made by women in the sphere of politics – politics of reservation, gender and leadership.

Unit V:(15 Classroom Contact Hours)

- Critical debates: challenging gender stereotypes in political sphere –importance of capacity building - feminism & biopolitics.

References:

1. Andrea Fleschenberg and Claudia Derichs (eds.), Women and Politics in Asia: A Springboard for Democracy? Zurich, LIT Verlag, 2011.
2. Cathy J Cohen, Kathleen B Jones and Joan C Tronto (eds.), Women Transforming Politics: An Alternative Reader, New York & London, New York University Press, 1997.
3. Nivedita Menon (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 1999.
4. Pamela Paxton & Melanie M. Hughes, Women, Politics and Power: A Global Perspective, California, Pine Forge Press, 2007.
5. Valerie Bryson, Feminist Political Theory: An Introduction (Second Edition), New York, Palgrave, Macmillan, 2003

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 5	Gender Equality	Women's political empowerment and leadership
SDG 10	Reduced Inequalities	Addresses gender gaps in political participation
SDG 16	Peace, Justice and Strong Institutions	Strengthens democratic governance and accountability
SDG 4	Quality Education	Enhances political awareness and critical thinking
SDG 17	Partnerships for the Goals	Promotes inclusive governance and collaboration

SEMESTER – VII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS42001	**Women Development and Global Change**	**4**	**3**	**1**	**0**

Course Objectives: The course aims to provide students with a comprehensive understanding of women's development in the context of global change. It seeks to introduce key concepts of gender and development. The course also encourages critical thinking about contemporary challenges and the role of women in achieving sustainable and inclusive development.

Course Outcomes:

After completing this course, students will:

PO1: Acquire comprehensive knowledge of gender and development studies.

PO2: Apply critical thinking to analyze social issues affecting women.

PO3: Demonstrate effective communication and research skills.

PO4: Understand ethical values, human rights, and gender justice.

PO5: Promote social responsibility and inclusive development.

Course Outcomes – Programme Outcomes Mapping of Paper WS-42001

Course Outcomes ↓ / Program Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: (15 Classroom Contact Hours)

- Foundations of Women Development-Concept, Nature and Scope of Women Development-Historical Evolution of Women's Status-

Unit II :(15 Classroom Contact Hours)

- Women in Diverse Social Contexts-Rural Women and Development-tribal Women: Culture, Identity and Development.

Unit III :(15 Classroom Contact Hours)

- Women as Catalysts of Social Change-Women's Role in Community Development and Nation Building

Unit IV:(15 Classroom Contact Hours)

- Emerging Challenges and Future Directions-Future Trends in Women Development and Global Change

Unit V:(15 Classroom Contact Hours)

- Comparative Perspectives on Women's Development-Gender Inequality: Global Comparisons-Future Directions in Global Gender Development

Reference:

Agarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. Cambridge University Press.

Boserup, E. (1970). *Woman's role in economic development*. George Allen & Unwin.

Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*. Verso.

Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge University Press.

Sen, A. (1999). *Development as freedom*. Oxford University Press.

United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. United Nations.

United Nations Entity for Gender Equality and the Empowerment of Women (UN Women). (2023). *Progress of the world's women 2023–2024*. UN Women.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Addresses feminization of poverty and economic vulnerabilities
SDG 5	Gender Equality	Focuses on empowerment, equality, and reduction of discrimination
SDG 8	Decent Work and Economic Growth	Examines labour conditions, employment, and informal sector issues
SDG 10	Reduced Inequalities	Tackles global inequalities affecting women
SDG 11	Sustainable Cities and Communities	Addresses displacement, migration, and urbanization impacts
SDG 13	Climate Action	Links environmental degradation with women's livelihoods
SDG 16	Peace, Justice and Strong Institutions	Focuses on violence, trafficking, and governance reforms

COURSE STRUCTURE
SEMESTER-VII (Double Major)

Code	Course Title	Credit	L-T-P
WS40001	Government Polices and Development of Rural and Tribal Women	4	3-1-0
WS40003	Feminist Research Methods	4	3-1-0
WS40005	Women and Development	4	3-1-0
WS40007	Gender Politics and Leadership	4	3-1-0
WS42001	Women Development and Global Change	4	3-1-0
WS42003	Indigenous Feminisms	4	3-1-0
Total		24	

SEMESTER – VII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS40001	**Government Polices and Development of Rural and Tribal Women**	**4**	**3**	**1**	**0**

Course Objectives:

1. To introduce government Polices and their implications for the women's rights.
2. To introduce a concept of economic development and empowerment of Women
3. To understand the situation of Rural and Tribal women in India.

Course Outcomes (COs):

After completing this course, students will:

CO1: The students will learn to **identify and explain** key government policies and their implications for the rights and development of rural and tribal women in India.

CO2: The students understand **and interpret** the concepts of economic development and women's empowerment in rural and tribal contexts.

CO3: The students will learn to **analyze** the social and cultural status of rural and tribal women, focusing on issues like patriarchy, social stratification, and traditional roles.

CO4: The students will **evaluate** the effectiveness of various government schemes and special provisions related to the education, health, and empowerment of rural and tribal women.

CO5: The students will **discuss and propose** informed solutions to contemporary issues faced by rural and tribal women, including illiteracy, political underrepresentation, and geographic challenges.

Course Outcomes – Programme Outcomes Mapping of Paper WS-40001(CC-7)

Course Outcomes ↓ / Program Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3

Average	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I:(15 Classroom Contact Hours)

- Status of Rural Women: Concept of Rural Women, Social stratification and status of Rural Women, Status of Patriarchy.

UNIT II:(15 Classroom Contact Hours)

- Status of Tribal Women: Concept of Tribal Women, Culture, Condition and Characteristics.

UNIT III:(15 Classroom Contact Hours)

- Government policies and implication for Rural and Tribal Women Government Policies for Women Empowerment, Educational Status and policies, Special Provisions for Tribal Women and implementation issues.

UNIT IV:(15 Classroom Contact Hours)

- Issues related to Empowerment of Rural and Tribal Women Social role of Rural and Tribal Women, Issues of Political representation, Issues of Economical Independency.

UNIT V:(15 Classroom Contact Hours)

- Contemporary issues of Rural and Tribal Women in India. Issue of Illiteracy, Geographical issues.

Reference:

1. Dr. Sudarshan, V.K., NGO Schemes and Guidelines, Ritu Publication's Jaipur, 2014
2. Jose, S., Women, Paid Work and Empowerment in India, Centre for women's Development studies, New Delhi-2007

3. Kazi S., Gender Governance and Women's rights in south Asia, Centre for women's Development studies, New Delhi-2011
4. Saunders K., Feminist Post development Thought, Zubaan Publication, Newdelhi-2004
5. Choudhury D., Socio – Economic Development of Rural Woman, Manglam Publishers Delhi-2011
6. Pradhan K. C. Mahapatro A. S., Rural women, Atlantic Publishers, New Delhi, 2011
7. Rosemeyer, S. S., Women's Rights & Empowerment, Wisdom Press, New Delhi
8. Nachane D. M., India Development Report – 2011, Oxford University Press, New Delhi, 2011
9. Jain, Devaki, forwarded by Sen A., Women, Development and the U.N., Indiana University, Press Bloomington, 2005.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Focus on poverty alleviation among rural and tribal women
SDG 3	Good Health and Well-being	Addresses health and welfare policies
SDG 4	Quality Education	Focus on literacy and educational development
SDG 5	Gender Equality	Core focus on empowerment and rights of women
SDG 8	Decent Work and Economic Growth	Addresses employment and economic independence
SDG 10	Reduced Inequalities	Focus on marginalized rural and tribal communities
SDG 16	Peace, Justice and Strong Institutions	Strengthens governance, policy effectiveness, and justice
SDG 17	Partnerships for the Goals	Role of institutions, government, and stakeholders

SEMESTER – VII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS40003	**Feminist Research Methods**	**4**	**3**	**1**	**0**

Course Objectives:

The course attempts to provide a description about the methods to be applied in research focusing on women. It provides a link between feminist theories and research while it also addresses the Quantitative and Qualitative approach.

Course Outcomes:

After completing this course, students will:

CO1 – Understand research strategies in Women's Studies, feminist approaches, and the scope and significance of feminist research.

CO2 – Analyze various research methods, techniques, and tools used in feminist research.

CO3 – Examine sampling, data collection, analysis, and reporting in quantitative and qualitative research.

CO4 – Critically evaluate feminist methodologies and apply appropriate research designs for gender-sensitive inquiry.

CO5 – Develop and present research reports using ethical standards, proper documentation, and feminist perspectives.

Course Outcomes – Programme Outcomes Mapping of Paper WS-40003 (CC-7)

Course Outcomes ↓ / Program Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2

CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I :(15 Classroom Contact Hours)

- Research in Women's Studies: Scope and significance of Women's Studies- Doing social science research as a feminist - Exploring the interconnections of Methodology and Method.

Unit II:(15 Classroom Contact Hours)

- Methods, Techniques and Tools: Historical, Experimental, Case study, Case History, Trend study.

Unit III :(15 Classroom Contact Hours)

- Follow-up study and Content Analysis: Techniques - Observation, Interview, Survey; Scaling Techniques; Tools - Questionnaire, Schedules.

Unit IV:(15 Classroom Contact Hours)

- Sampling and Data Collection; Sampling methods – Quantitative & Qualitative Data - Collection of Data -Analysis of data; Interpretation; Conclusion

Unit V :(15 Classroom Contact Hours)

- Generalization - Research Report: Reporting- General format; Styles of report writing; bibliography, proof reading; synopsis.

References:

1. Babbie Earl. (1979). “The practice for social Research”. Himalaya publishing house, Bombay.
2. Caroline Ramazanocglu and J. Holland. (2003). “Feminist Methodology, Challenges and choices”. Sage publications, New Delhi.
3. Davis, Martin Brett. (2007). “Doing a Successful Research Project: Using Qualitative or Quantitative Methods”. Palgrave, Hampshire.
4. Eichler M. (1991). “Non-Sexist Research Methods: A Practical Guideline”. Routledge
5. Goode and Hatt. (1952). “Methods in social Research”. MacGraw hill, Bombay.
6. Helen Roberts (ed). (1984). “Doing Feminist Research”. Rutledge and Kegan Paul, London.
7. Kothari, C.R. (1995). “Research Methodology: Methods and Techniques”. Willey Faster

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Strengthens research skills, critical thinking, and academic writing
SDG 5	Gender Equality	Promotes gender-sensitive research and feminist knowledge production
SDG 10	Reduced Inequalities	Addresses marginalization through inclusive research approaches
SDG 16	Peace, Justice and Strong Institutions	Encourages ethical research, transparency, and accountability
SDG 17	Partnerships for the Goals	Promotes collaborative research and knowledge sharing

SEMESTER – VII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS40005	**Women and Development**	**4**	**3**	**1**	**0**

Course Objectives:

1. To know the development prospects for women in different phases.
2. To know the cortical aspects relating to gender related indicators.
3. To know different measures in India.

Course Outcomes:

After completing this course, students will:

CO1 – Understand key approaches to women's development including WID, WAD, and GAD and their theoretical foundations.

CO2 – Analyze gender-related development indicators, empowerment measures, and policy initiatives in India.

CO3 – Examine national and international perspectives on women's development and institutional support systems.

CO4 – Critically evaluate development policies, gender budgeting, mainstreaming strategies, and role of NGOs in women's development.

CO5 – Apply gender-sensitive development approaches for inclusive growth, empowerment, and sustainable development practices.

Course Outcomes – Programme Outcomes Mapping of Paper WS-40005 (CC-7)

Course Outcomes ↓ / Program Outcomes	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

→																	
CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit-I: Approaches to Women's Development (15 Classroom Contact Hours)

- Key features of WID, &WAD& its critiques
- Key features of GAD, Its Critiques

Unit-II: Indicators of Development-Global Perspectives:(15

Classroom Contact Hours)

- Practical gender needs, strategic gender need
- Indicators-HDI, GDI, GEM &MDG

UNIT III: Development from Indian Perspective (15 Classroom

Contact Hours)

- Five-year planning (6th FYP onwards) & Women's development; Important schemes of women (SWCRA, RMK, STEP, Swayam Siddha,).
- National policy for Empowerment of Women (2001)

Unit-IV: New Issues:(15 Classroom Contact Hours)

- Gender budgeting, Gender Mainstreaming
- Role of NGO in women's development.

Unit V:(15 Classroom Contact Hours)

- International Agencies for Women's Development: UNFPA, UNICEF,
- UNIFEM, FORD Foundation, UNDP, OXFAM, UNWOMEN

Reference:

1. **Moser, Caroline.** *Gender Planning and Development.* Routledge, 1993.
2. **Kabeer, Naila.** *Reversed Realities: Gender Hierarchies in Development Thought.* Verso, 1994.
3. **Government of India.** *National Policy for Empowerment of Women (2001).*
4. **UNDP Reports** on HDI, GDI, GEM
5. **Millennium Development Goals Report**, United Nations
6. **Planning Commission Reports** (India) – From the 6th Five-Year Plan onwards
7. **Ministry of Women and Child Development** – Scheme Guidelines (SWCRA, RMK, STEP, etc.)
8. **Reports from UN Women, UNFPA, UNICEF, UNDP, OXFAM**

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Addresses women's poverty and livelihood issues
SDG 3	Good Health and Well-being	Links development with women's health and welfare
SDG 4	Quality Education	Promotes awareness and gender-sensitive education
SDG 5	Gender Equality	Core focus on empowerment, gender justice, and equality
SDG 8	Decent Work and Economic Growth	Focuses on employment, skill development, and economic participation
SDG 10	Reduced Inequalities	Addresses structural inequalities affecting women
SDG 17	Partnerships for the Goals	Role of international agencies and NGOs in development

SEMESTER – VII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS40007	**Gender Politics and Leadership**	**4**	**3**	**1**	**0**

Course Objectives:

The objective of this course is to develop an understanding of the issues related to political participation of women and the gendered structures of governance and polity. It also aims to sensitize the students about the practical issues concerning gender and politics.

Course Outcomes:

After completing this course, students will:

CO1 – Understand key concepts of democracy, politics, and gendered notions of citizenship.

CO2 – Analyze women's political participation, historical struggles for suffrage, and representation in governance.

CO3 – Examine critical debates on gender stereotypes, feminism, and biopolitics in political contexts.

CO4 – Critically evaluate gender gaps in political participation, governance structures, and policy frameworks from a gender perspective.

CO5 – Apply gender-sensitive approaches to leadership, political participation, and capacity building for inclusive governance.

Course Outcomes – Programme Outcomes Mapping of Paper WS-40007(CC-7)

Course Outcomes ↓ / Program	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5

Outcomes →																	
CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Understanding democracy, politics, gendered notion of citizenship.

Unit II :(15 Classroom Contact Hours)

- Historical exploration of women's struggle for political participation –struggle for suffrage rights.

Unit III :(15 Classroom Contact Hours)

- Analyzing Gendered political participation and representation globally –reasons for gender gaps in politics – governance and gendered structures

Unit IV:(15 Classroom Contact Hours)

- Women in politics: Indian perspective – examining existing and possible barriers – difference made by women in the sphere of politics – politics of reservation, gender and leadership.

Unit V:(15 Classroom Contact Hours)

- Critical debates: challenging gender stereotypes in political sphere –importance of capacity building - feminism & biopolitics.

References:

1. Andrea Fleschenberg and Claudia Derichs (eds.), Women and Politics in Asia: A Springboard for Democracy? Zurich, LIT Verlag, 2011.
2. Cathy J Cohen, Kathleen B Jones and Joan C Tronto (eds.), Women Transforming Politics: An Alternative Reader, New York & London, New York University Press, 1997.
3. Nivedita Menon (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 1999.
4. Pamela Paxton & Melanie M. Hughes, Women, Politics and Power: A Global Perspective, California, Pine Forge Press, 2007.
5. Valerie Bryson, Feminist Political Theory: An Introduction (Second Edition), New York, Palgrave, Macmillan, 2003.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 5	Gender Equality	Focus on women's political empowerment and leadership
SDG 10	Reduced Inequalities	Addresses gender gaps and marginalization in governance
SDG 16	Peace, Justice and Strong Institutions	Strengthens democratic governance, participation, and accountability
SDG 4	Quality Education	Promotes political awareness, critical thinking, and civic education
SDG 17	Partnerships for the Goals	Encourages inclusive governance and collaborative leadership

SEMESTER – VII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS42001	**Women Development and Global Change**	**4**	**3**	**1**	**0**

Course Objectives: The course aims to provide students with a comprehensive understanding of women's development in the context of global change. It seeks to introduce key concepts of gender and development. The course also encourages critical thinking about contemporary challenges and the role of women in achieving sustainable and inclusive development.

Course Outcomes:

After completing this course, students will:

PO1: Acquire comprehensive knowledge of gender and development studies.

PO2: Apply critical thinking to analyze social issues affecting women.

PO3: Demonstrate effective communication and research skills.

PO4: Understand ethical values, human rights, and gender justice.

PO5: Promote social responsibility and inclusive development.

Course Outcomes – Programme Outcomes Mapping of Paper WS-42001

Course Outcomes ↓ / Program Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

→																	
CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: (15 Classroom Contact Hours)

- Foundations of Women Development-Concept, Nature and Scope of Women Development-Historical Evolution of Women's Status-

Unit II :(15 Classroom Contact Hours)

- Women in Diverse Social Contexts-Rural Women and Development-tribal Women: Culture, Identity and Development.

Unit III :(15 Classroom Contact Hours)

- Women as Catalysts of Social Change-Women's Role in Community Development and Nation Building

Unit IV:(15 Classroom Contact Hours)

- Emerging Challenges and Future Directions-Future Trends in Women Development and Global Change

Unit V:(15 Classroom Contact Hours)

- Comparative Perspectives on Women's Development-Gender Inequality: Global Comparisons-Future Directions in Global Gender Development

Reference:

Agarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. Cambridge University Press.

Boserup, E. (1970). *Woman's role in economic development*. George Allen & Unwin.

Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*. Verso.

Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge University Press.

Sen, A. (1999). *Development as freedom*. Oxford University Press.

United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. United Nations.

United Nations Entity for Gender Equality and the Empowerment of Women (UN Women). (2023). *Progress of the world's women 2023–2024*. UN Women.

SDGs Mapping of the Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	Addresses feminization of poverty and economic vulnerabilities
SDG 5	Gender Equality	Focuses on empowerment, equality, and reduction of discrimination
SDG 8	Decent Work and Economic Growth	Examines labour conditions, employment, and informal sector issues
SDG 10	Reduced Inequalities	Tackles global inequalities affecting women
SDG 11	Sustainable Cities and Communities	Addresses displacement, migration, and urbanization impacts
SDG 13	Climate Action	Links environmental degradation with women's livelihoods

SDG 16	Peace, Justice and Strong Institutions	Focuses on violence, trafficking, and governance reforms

SEMESTER – VII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS42003	**Indigenous Feminism**	**4**	**3**	**1**	**0**

Course Objective:

This course will enable students to think critically about the politics of visibility and invisibility even in progressive movements and require them to reflect on questions of location and privilege especially in relation to scholarship and Activism. It will also examine feminist scholarship that speaks to these concerns, contextualizing them within and around debates on colonialism, post-colonialism, and globalization. The course will engage contemporary debates around sexuality, nationalism, racism, casteism, and morality to name only some, examining them in relation to questions of agency, claim, and co-optation.

Course Outcomes:

After completing this course, students will:

CO1 -Understanding key concepts of indigenous feminism.

CO2- Deeper insights into indigenous feminism

CO3 -Comparative global perspectives (India, Africa, Asia, etc.).

CO4-Critically evaluate issues of power, privilege, representation, and co-optation in indigenous feminist discourse.

CO5 – Apply indigenous feminist perspectives in research, policy, and activism for inclusive and just development.

Course Outcomes – Programme Outcomes Mapping of Paper WS-42003

Cours	P	P	P	P	P	P	P	P	P	PO	PO	PO	PS	PS	PS	PS	PS

e Outcomes ↓ / Program Outcomes →	O 1	O 2	O 3	O 4	O 5	O 6	O 7	O 8	O 9	10	11	12	O1	O2	O3	O4	O5
CO1	3	3	2	2	2	2	2	1	2	2	1	2	3	2	2	2	2
CO2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	3	3	2	2	2	3	2	2	2	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2	3	2	2	2	3	3	3	2	2
CO5	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.6**	**3.0**	**2.8**	**2.8**	**2.6**	**2.4**	**2.2**	**1.8**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.8**	**2.6**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I:(15 Classroom Contact Hours)

- Introduction: Conceptualizing indigenous, definitional dilemmas of 'indigenous people' – postcolonial and indigenous thinking and resistance practices

Unit II:(15 Classroom Contact Hours)

- Women and the indigenous: Indigenous communities – women in indigenous communities - Indigenous feminism.

Unit III :(15 Classroom Contact Hours)

- Indigenous feminism & diverse perspectives from India: The experiences and struggles of **Adivasi (tribal)** and **Dalit** women, who face **multiple layers of oppression** — from **caste**, **class**, **gender**, and often, **state violence or neglect**.

Unit IV:(15 Classroom Contact Hours)

- Indigenous feminism & diverse perspectives from Africa: Race and the appropriation of Black women in struggle.

Unit V:(15 Classroom Contact Hours)

- Indigenous feminism & diverse perspectives from Asia: feminist frameworks developed by and for **Indigenous women and marginalized ethnic groups**, focusing on their specific cultural, political, and social realities.

References:

1. Andrea Smith, "Indigenous Feminism without Apology." New Socialist, Vol.58, 2006, pp. 16-17.
2. Audre Lorde, "The Master's Tools will Never Dismantle the Master's House", UK, Penguin Random House, 2018.
3. Bell Hooks, "Ain't I a Woman: Black Women and Feminism", New York & London, Routledge, 2015.Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses", Boundary 2, Vol.12, No. 3, Duke University Press, 1984, pp. 333-358.
4. Cherrie Moraga and Gloria Anzaldua (eds.), This Bridge Called my Back, Writings by Radical Women of Color (Fourth Edition), Albany, State University of New York Press, 2015.
5. Dipesh Chakrabarty, Provincializing Europe: Postcolonial Thought and Historical Difference, New Jersey, Princeton University Press, 2000.
6. Gayatri Chakravorty Spivak, "Can the Subaltern Speak?" in Marxism and the Interpretation of Culture (eds.), Cary Nelson and Lawrence Grossberg, Urbana, University of Illinois Press, pp. 271-313.
7. Lata Mani, Contentious Traditions: The Debate on Sati in Colonial India, California, University of California Press, 1998.
8. Uma Narayan, Dislocating Cultures: Identities, Traditions, and Third-World Feminism, New York & London, Routledge, 1997.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Encourages critical thinking, inclusive knowledge systems, and decolonized perspectives in education
SDG 5	Gender Equality	Focuses on empowerment of indigenous women and

		intersectional feminism
SDG 10	Reduced Inequalities	Addresses caste, race, class, and ethnic inequalities faced by indigenous communities
SDG 13	Climate Action	Recognizes indigenous ecological knowledge and sustainable environmental practices
SDG 16	Peace, Justice and Strong Institutions	Examines justice, rights, representation, and resistance against oppression
SDG 17	Partnerships for the Goals	Encourages collaboration between communities, institutions, and global indigenous movements

COURSE STRUCTURE
SEMESTER-VIII (Single Major)
For Students opt for Degree in Honours without Research

Code	Course Title	Credit	L-T-P
WS40002	Digital Space in Women's Studies	4	3-1-0
WS40004	Gender Mainstreaming and NGO Management	4	3-1-0
WS40006	Population Dynamic and Women Issues	4	3-1-0
WS40008	Women's Rights as Human Rights	4	3-1-0
WS42002	Caste Class and Gender	4	3-1-0
Total		20	

SEMESTER – VIII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS40002	**Digital Space in Women's Studies**	**4**	**3**	**1**	**0**

Course Objectives:

1. To understand the role of digital media in shaping gender discourse.
2. To explore the intersection of technology and women's empowerment.
3. To examine online activism and feminist movements in the digital age.
4. To analyze challenges like online harassment, surveillance, and digital exclusion.
5. To assess the role of policy and digital literacy in bridging gender gaps.

Course Outcomes (COs):

After completing this course, students will:

CO1-Gain knowledge of digital platforms and understand their influence on women's voices, participation, and representation in digital spaces.
CO2-Apply feminist theories to critically analyze online spaces, digital identities, and cyberfeminism
CO3-Understand how women's rights, agency, and participation are negotiated and shaped within digital environments.
CO4-Identify risks and opportunities in digital spaces, including online harassment, cybersecurity concerns, and digital empowerment for gender justice.
CO5-Critically evaluate the role of social media and digital policies in promoting inclusivity, activism, and bridging gender gaps.

Course Outcomes - Programme Outcomes Mapping of Paper WS-40002 (CC-8)

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2
CO2	3	3	3	3	2	2	1	3	2	1	2	2	3	3	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	2	2	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	2	3	2	3	2	2	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	**3.0**	**3.0**	**2.6**	**2.8**	**2.6**	**2.4**	**1.6**	**2.6**	**2.2**	**1.6**	**2.4**	**2.2**	**3.0**	**2.6**	**2.8**	**2.4**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Introduction to Digital Space and Gender (15 Classroom Contact Hours)

- Understanding digital space
- Gender and access to technology
- Digital divide and intersectionality

Unit II: Feminism in the Digital Age (15 Classroom Contact Hours)

- Cyberfeminism: Concept and evolution
- Representation of women in digital media

Unit III: Women's Empowerment through Digital Platforms (15 Classroom Contact Hours)

- Digital tools for education, health, entrepreneurship,
- E-governance and women-centric services

Unit IV: Risks and Challenges in Digital Spaces (15 Classroom Contact Hours)

- Online harassment, trolling, doxxing, Cybersecurity and data privacy concerns
- Digital laws and women's safety

Unit V: Policy, Literacy, and Future Directions (15 Classroom Contact Hours)

- National digital literacy mission and women
- Gender-sensitive digital policy

Reference:

1. Nakamura, Lisa. *Cybertypes: Race, Ethnicity, and Identity on the Internet*. Routledge, 2002.
2. Banet-Weiser, Sarah. *Empowered: Popular Feminism and Popular Misogyny*. Duke University Press, 2018.
3. Jain, Rituparna. *Cyberfeminism in India*. Routledge India, 2019.
4. Haraway, Donna. *A Cyborg Manifesto*. Routledge, 1991.
5. Gill, Rosalind. *Gender and the Media*. Polity Press, 2007.
6. Duggan, Maeve & Smith, Aaron. *Online Harassment*. Pew Research Center, 2017.
7. UN Women. *Gender Equality and the Digital Economy*. UN Women, 2015.
8. Bailey, Moya, and Trudy. *#HashtagActivism: Networks of Race and Gender Justice*. MIT Press, 2018.
9. Chandra, Sneha. *Women and Digital Media in India*. Routledge India, 2018.
10. MeitY, Government of India. *Digital India: Empowering Women*. Ministry of Electronics and IT, 2015.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances digital literacy and knowledge access for women
SDG 5	Gender Equality	Focus on women's empowerment, digital inclusion, and feminist engagement
SDG 9	Industry, Innovation and Infrastructure	Encourages technological inclusion and digital participation of women
SDG 10	Reduced Inequalities	Addresses digital divide and unequal access to technology
SDG 16	Peace, Justice and Strong Institutions	Deals with cyber laws, digital safety, and rights in online environments
SDG 17	Partnerships for the Goal	Encourages collaboration in digital initiatives for gender inclusion

SEMESTER – VIII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS40004	**Gender Mainstreaming and NGO Management**	**4**	**3**	**1**	**0**

Course Objectives:

1. To Understand core concepts of gender and mainstreaming.
2. To Analyze gender policies and frameworks.
3. To Evaluate NGO roles in promoting gender equity.
4. To Apply management principles in NGO settings.
5. To Identify challenges and suggest solutions for gender inclusion.

Course Outcomes (COs):

After completing this course, students will:

- **CO1 –** Apply knowledge of gender concepts, roles, and mainstreaming in developmental contexts and social interventions.
- **CO2 –** Interpret and utilize gender-related data, policies, and frameworks for effective analysis and decision-making.
- **CO3 –** Design, implement, and manage gender-sensitive projects and programmes within NGO and development settings.
- **CO4 –** Demonstrate leadership, strategic planning, and management skills in NGO functioning, including resource mobilization and advocacy.
- **CO5 –** Promote inclusive, equitable, and sustainable development practices by addressing challenges and barriers to gender mainstreaming.

Course Outcomes - Programme Outcomes Mapping of Paper WS-40004 (CC-8)

Course Outcomes ↓ / Programme Outcomes →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2
CO2	3	3	3	3	2	2	1	3	2	1	2	2	3	3	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	2	2	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	2	3	2	3	2	2	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	**3.0**	**3.0**	**2.6**	**2.8**	**2.6**	**2.4**	**1.6**	**2.6**	**2.2**	**1.6**	**2.4**	**2.2**	**3.0**	**2.6**	**2.8**	**2.4**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Introduction to Gender Mainstreaming (15 Classroom Contact Hours)

- Meaning and concept of gender
- Gender equality vs. gender equity
- Gender roles and stereotypes

Unit II: Gender Mainstreaming in Policy and Practice (15 Classroom Contact Hours)

- International frameworks (CEDAW, SDG 5)
- Gender Budgeting and Auditing
- Role of government and policy in promoting gender equality

Unit III: NGOs and Their Role in Gender Mainstreaming (15 Classroom Contact Hours)

- Role of NGOs in promoting gender equity
- Gender-sensitive project planning
- Advocacy and awareness strategies

Unit IV: NGO Management (15 Classroom Contact Hours)

- Structure and functions of NGOs
- Strategic planning and leadership
- Fundraising and resource mobilization

Unit V: Challenges and Best Practices (15 Classroom Contact Hours)

- Barriers to gender mainstreaming
- Capacity building and training
- Future trends and recommendations

Reference:

1. UNDP. (2007). *Gender Mainstreaming in Development Planning*. United Nations Development Programme.
2. Muralidhar, S. (2005). *The NGO Handbook*. LexisNexis Butterworths.
3. Momsen, J. H. (2004). *Gender and Development*. Routledge.
4. Lyons, T. (2001). *Managing Non-Governmental Organizations*. Kumarian Press.
5. World Bank. (2012). *World Development Report 2012: Gender Equality and Development*. World Bank Publications.
6. Visvanathan, N. (Ed.). (2011). *The Women, Gender and Development Reader* (2nd ed.). Zed Books.
7. Padmanaban, P. K. (2002). *The Art of NGO Management*. Vikas Publishing House.
8. OECD. (1998). *Mainstreaming Gender in Development Co-operation*. Organisation for Economic Co-operation and Development.
9. FAO. (2013). *Toolkit: Gender in Agriculture Sourcebook*. Food and Agriculture Organization of the United Nations.
10. Wallace, T., & Wallace, J. (2000). *Understanding NGOs*. Routledge.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes awareness, training, and capacity building in gender and NGO management
SDG 5	Gender Equality	Central focus on gender mainstreaming, equity, and women's empowerment
SDG 8	Decent Work and Economic Growth	Supports women's participation in economic activities through NGO initiatives
SDG 10	Reduced Inequalities	Addresses social and gender inequalities through inclusive policies and programs
SDG 16	Peace, Justice and Strong Institutions	Strengthens institutional mechanisms, governance, and NGO accountability
SDG 17	Partnerships for the Goal	Highlights collaboration between NGOs, government, and international organizations

SEMESTER – VIII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS40006	**Population Dynamics and Women Issues**	**4**	**3**	**1**	**0**

Course Objectives:

1. To understand key demographic concepts and how they impact women.
2. To explore health, rights, and social issues concerning women in the context of population.
3. To assess the influence of migration, urbanization, and aging on women.
4. To study the role of education, policy, and empowerment in addressing women's issues.
5. To evaluate interventions and policies related to population and gender justice.

Course Outcomes (COs):

After completing this course, students will:

CO1 – Understand key demographic concepts, population trends, and their gendered dimensions affecting women.

CO2 –Analyze women's health, access to healthcare, and issues related to reproductive rights and justice.

CO3 – Examine the gendered impact of migration and urbanization on women's employment, safety, and social roles.

CO4 – Explore social and economic challenges faced by aging women and widows, including health, security, and social support systems.

CO5 – Evaluate the role of education, empowerment, and gender policies in addressing women's issues and promoting gender justice.

Course Outcomes - Programme Outcomes Mapping of Paper WS-40006 (CC-8)

Course Outcomes ↓ / Programme Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2
CO2	3	3	3	3	2	2	1	3	2	1	2	2	3	3	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	2	2	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	2	3	2	3	2	2	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	3.0	3.0	2.6	2.8	2.6	2.4	1.6	2.6	2.2	1.6	2.4	2.2	3.0	2.6	2.8	2.4	2.6

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Concepts and Trends in Population Studies (15 Classroom Contact Hours)

- Definition and scope of demography
- Trends in global and Indian population growth
- Population structure and distribution

Unit II: Women's Health and Reproductive Rights (15 Classroom Contact Hours)

- Maternal and child health

- Access to healthcare services for women
- Reproductive rights and justice

Unit III: Migration, Urbanization, and Women (15 Classroom Contact Hours)

- Internal and external migration patterns
- Impact of migration on women (employment, safety, social roles)
- Urban poverty and women's vulnerability

Unit IV: Aging, Widowhood, and Social Support (15 Classroom Contact Hours)

- Feminization of aging
- Elderly women's health, income security, and housing
- Widowhood, social stigma, and legal rights

Unit V: Education, Empowerment, and Gender Policies (15 Classroom Contact Hours)

- Role of education in women's development
- Women's participation in decision-making and governance
- Gender Budgeting and Gender Mainstreaming

References

1. Bhende, A. A., & Kanitkar, T. *Principles of Population Studies* (7th ed.). Himalaya Publishing House, **2019**.
2. Rao, M. *From Population Control to Reproductive Health*. Sage Publications, **2004**.
3. Bose, A. *Population and Development: The Indian Perspective*. B.R. Publishing Corporation, **2001**.
4. Ghosh, B. N. *Population and Development*. Vikas Publishing House, **2003**.
5. Desai, N., &Krishnaraj, M. *Women and Society in India*. Ajanta Publications, **1987**.
6. Jeejeebhoy, S. J. *Women's Education, Autonomy and Reproductive Behaviour*. Clarendon Press (Oxford University Press), **1995**.
7. UNFPA. *State of World Population 2019*. United Nations Population Fund, **2019**.
8. Sharma, A. K. *Population Policy and Reproductive Health*. Rawat Publications, **2013**.
9. Gupta, J. A. *New Reproductive Technologies, Women's Health and Autonomy*. Sage Publications, **2000**.
10. Government of India. *National Population Policy 2000*. Ministry of Health and Family Welfare, **2000**.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Focus on maternal health, reproductive healthcare, and well-being of women
SDG 4	Quality Education	Highlights education as a tool for women's empowerment and demographic transition
SDG 5	Gender Equality	Core focus on women's rights, empowerment, and gender justice
SDG 10	Reduced Inequalities	Addresses disparities due to gender, age, migration, and socio-economic status
SDG 11	Sustainable Cities and Communities	Examines urbanization, migration, and women's vulnerabilities in urban settings
SDG 16	Peace, Justice and Strong Institutions	Covers gender-sensitive policies, legal rights, and governance frameworks

SEMESTER – VIII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS40008	**Women's Rights as Human Rights**	**4**	**3**	**1**	**0**

Course Objectives:

1. To introduce the concept and historical development of women's rights as human rights.
2. To examine key global and national legal instruments promoting women's rights.
3. To understand the relationship between gender, identity, and human rights.
4. To assess specific women's rights issues in areas like health, work, and violence.

5. To study institutional roles, advocacy, and social movements related to women's rights.

Course Outcomes (COs):

CO1: Understand the evolution and foundation of women's rights.

CO2: Analyze international legal instruments protecting women's rights.

CO3: Examine national laws and constitutional safeguards for women in India.

CO4: Evaluate key issue areas affecting women's rights in everyday life.

CO5: Identify and assess the role of social movements and institutions in advancing women's rights.

Course Outcomes - Programme Outcomes Mapping of Paper WS-40008 (CC-8)

Course Outcomes ↓ / Programme Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2
CO2	3	3	3	3	2	2	2	3	2	2	2	2	3	3	3	2	2
CO3	3	3	3	3	3	3	2	3	2	2	3	2	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	2	3	2	3	2	3	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	3.0	3.0	2.6	2.8	2.6	2.6	1.8	2.6	2.2	1.8	2.6	2.2	3.0	2.6	3.0	2.4	2.6

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Historical and Philosophical Foundations (15 Classroom Contact Hours)

- Evolution of human rights with focus on women's rights
- Feminist theory and human rights discourse
- Role of international movements in shaping women's rights

Unit II: Global Legal Frameworks for Women's Rights (15 Classroom Contact Hours)

- Universal Declaration of Human Rights (UDHR) and women
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- The Beijing Platform for Action

Unit III: Women's Rights in the Indian Context (15 Classroom Contact Hours)

- Constitutional provisions and women's rights
- Domestic laws: Hindu Succession Act, Dowry Prohibition Act, Domestic Violence Act
- Rights of marginalized women (Dalit, tribal, minority women)

Unit IV: Key Areas of Women's Human Rights (15 Classroom Contact Hours)

- Right to health and reproductive rights
- Right to education and literacy
- Right to livelihood and equal wages
- Access to sanitation, housing, and land rights

Unit V: Women's Rights Movements and Advocacy (15 Classroom Contact Hours)

- Grassroots women's rights movements in India and globally
- Role of NGOs, activists, and international bodies
- Contemporary challenges and emerging areas (cyber violence, climate justice, etc.)

References:

1. Agnes, F. *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press, **1999**.
2. Bunch, C. *Passionate Politics: Feminist Theory in Action*. St. Martin's Press, **1987**.
3. Mishra, P. *Women and Human Rights*. Kalpaz Publications, **2002**.
4. Reddy, G. B. *Women and the Law*. Gogia Law Agency, **2004**.
5. Rai, S. M. *The Gender Politics of Development*. Zubaan Books, **2008**.
6. Kapoor, S. K. *Human Rights under International Law and Indian Law*. Central Law Agency, **2014**.
7. Sharma, B. K. *Human Rights and Legal Remedies*. PHI Learning, **2003**.
8. United Nations. *The Human Rights of Women: International Instruments and Legal Commentary*. United Nations Publications, **2005**.
9. Bajwa, G. S. *Human Rights in India: Implementation and Violations*. Anmol Publications, **1997**.
10. Dhanda, A. *Legal Order and Mental Disorder: A Critical Study of Law and Psychiatry in India*. Sage Publications, **2000**.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes awareness of women's rights, legal literacy, critical thinking, and human rights education.

SDG 5	Gender Equality	Central focus on eliminating discrimination, empowering women, promoting equal rights, and addressing gender-based violence.
SDG 8	Decent Work and Economic Growth	Examines women's labour rights, equal wages, livelihood opportunities, and economic empowerment.
SDG 10	Reduced Inequalities	Addresses inequalities based on gender, caste, tribe, religion, and other forms of social exclusion.
SDG 16	Peace, Justice and Strong Institutions	Strengthens understanding of constitutional rights, legal protection, access to justice, and human rights institutions.

SEMESTER – VIII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS42002	**Caste, Class and Gender**	**4**	**3**	**1**	**0**

Course Objectives:

1. To focus caste and class realities and its impact on Gender issues.
2. To understand the social stratification and status of Women.
3. To examine the issues of caste, class and status of gender.

Course Outcomes (COs):

After completing this course, students will:

CO1: Understand the foundational concepts and historical origins of caste, class, and gender in both Western and Indian contexts.

CO2: Analyze the structures of caste patriarchy and class patriarchy, including their hierarchies and their specific impacts on gender relations.

CO3: Examine the multidimensional social realities shaped by caste, class, and gender, with a special focus on the experiences and emancipation of women.

CO4: Evaluate the interconnections and social construction of caste, class, and gender, and how they influence identity and inequality in Indian society.

CO5: Critically assess contemporary issues arising from globalization, privatization, and liberalization, and their effects on caste, class, and gender dynamics.

Course Outcomes - Programme Outcomes Mapping of Paper WS-42002 (MC-8)

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2
CO2	3	3	3	3	2	2	1	3	2	1	2	2	3	3	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	2	2	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	2	3	2	3	2	2	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	**3.0**	**3.0**	**2.6**	**2.8**	**2.6**	**2.4**	**1.6**	**2.6**	**2.2**	**1.6**	**2.4**	**2.2**	**3.0**	**2.6**	**2.8**	**2.4**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I:(15 Classroom Contact Hours)

- Introduction to Caste, Class and Gender: Western and Indian Context, Social Reformist: Frederique Engels, Garda Learner and Dr. Ambedkar

UNIT II:(15 Classroom Contact Hours)

- Origin of Caste and Gender: Issues of Caste Patriarchy, Hierarchy of Caste and Gender, Impact on Gender

UNIT III:(15 Classroom Contact Hours)

- Origin of Class and Gender: Issues of Class Patriarchy, Hierarchy of Class and Gender, Hierarchy of Gender, Impact on Gender

UNIT IV:(15 Classroom Contact Hours)

- Impact of Caste, Class and Gender: Multidimensional Social realities and Impact on Women, Emancipation of Women

UNIT V:(15 Classroom Contact Hours)

- Interrelation between Caste, Class and Gender: Social Construct, Gender and Society, Contemporary issues, Issues of Globalization, Privatization and Liberalization.

Reference:

1. Chakravarti, Uma. *Gendering Caste: Through a Feminist Lens*. Street, 2003.
2. Rege, Sharmila. "Dalit Feminist Standpoint," in Rao, Anupama (Ed.), *Caste and Gender*. Kali for Women, 2003.
3. Omvedt, Gail. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. Sage Publications, 2004.
4. Fruzetti, Lina. *Gift of a Virgin*. Oxford University Press, 1990.
5. Tambiah, Stanley J. "From Varna to Caste through Mixed Unions?" in Goody, Jack (Ed.), *The Character of Kinship*. Cambridge University Press, 1973.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Encourages critical thinking, interdisciplinary understanding of caste, class, and gender inequalities
SDG 5	Gender Equality	Focuses on gender justice, patriarchy, and empowerment of women across social hierarchies
SDG 8	Decent Work and Economic Growth	Examines class inequalities, labor conditions, and gendered economic disparities in the context of globalization

SDG 10	Reduced Inequalities	Addresses caste, class, and gender-based discrimination and promotes social inclusion
SDG 16	Peace, Justice and Strong Institutions	Enhances understanding of justice, equality, rights, and institutional frameworks addressing inequality

COURSE STRUCTURE
SEMESTER-VIII (Single Major)
For Students opt for Degree in Honours with Research

Code	Course Title	Credit	L-T-P
WS40002	Digital Space in Women's Studies	4	3-1-0
WS42002	Women and Disaster Management	4	3-1-0
RD40082	Research and Dissertation	12	0-0-12
Total		20	

SEMESTER – VIII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS40002	**Digital Space in Women's Studies**	**4**	**3**	**1**	**0**

Course Objectives:

1. To understand the role of digital media in shaping gender discourse.
2. To explore the intersection of technology and women's empowerment.
3. To examine online activism and feminist movements in the digital age.
4. To analyze challenges like online harassment, surveillance, and digital exclusion.
5. To assess the role of policy and digital literacy in bridging gender gaps.

Course Outcomes (COs):

After completing this course, students will:

CO1 – Gain knowledge of digital platforms and understand their influence on women's voices, participation, and representation in digital spaces.

CO2 – Apply feminist theories to critically analyze online spaces, digital identities, and cyberfeminism.

CO3 – Understand how women's rights, agency, and participation are negotiated and shaped within digital environments.

CO4 – Identify risks and opportunities in digital spaces, including online harassment, cybersecurity concerns, and digital empowerment for gender justice.

CO5 – Critically evaluate the role of social media and digital policies in promoting inclusivity, activism, and bridging gender gaps.

Course Outcomes – Programme Outcomes Mapping of Paper WS-40002

Course Outcomes ↓ / Program Outcomes →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	3	2	2	2	2	2	1	2	3	2	2	2	2
CO2	2	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	2	3	3	2	2	2	2	2	2	2	3	2	3	2	2
CO4	2	2	2	3	3	3	2	2	3	2	2	2	3	2	2	2	2
CO5	3	3	3	3	2	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.4**	**2.8**	**2.4**	**2.8**	**2.6**	**2.4**	**2.2**	**2.0**	**2.4**	**2.2**	**1.8**	**2.2**	**3.0**	**2.4**	**2.4**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Introduction to Digital Space and Gender (15 Classroom Contact Hours)

- Understanding digital space
- Gender and access to technology
- Digital divide and intersectionality

Unit II: Feminism in the Digital Age (15 Classroom Contact Hours)

- Cyberfeminism: Concept and evolution
- Representation of women in digital media

Unit III: Women's Empowerment through Digital Platforms (15 Classroom Contact Hours)

- Digital tools for education, health, entrepreneurship,
- E-governance and women-centric services

Unit IV: Risks and Challenges in Digital Spaces (15 Classroom Contact Hours)

- Online harassment, trolling, doxxing, Cybersecurity and data privacy concerns
- Digital laws and women's safety

Unit V: Policy, Literacy, and Future Directions (15 Classroom Contact Hours)

- National digital literacy mission and women
- Gender-sensitive digital policy

Reference:

1. Nakamura, Lisa. *Cybertypes: Race, Ethnicity, and Identity on the Internet*. Routledge, 2002.
2. Banet-Weiser, Sarah. *Empowered: Popular Feminism and Popular Misogyny*. Duke University Press, 2018.
3. Jain, Rituparna. *Cyberfeminism in India*. Routledge India, 2019.
4. Haraway, Donna. *A Cyborg Manifesto*. Routledge, 1991.
5. Gill, Rosalind. *Gender and the Media*. Polity Press, 2007.
6. Duggan, Maeve & Smith, Aaron. *Online Harassment*. Pew Research Center, 2017.
7. UN Women. *Gender Equality and the Digital Economy*. UN Women, 2015.
8. Bailey, Moya, and Trudy. *#HashtagActivism: Networks of Race and Gender Justice*. MIT Press, 2018.
9. Chandra, Sneha. *Women and Digital Media in India*. Routledge India, 2018.
10. MeitY, Government of India. *Digital India: Empowering Women*. Ministry of Electronics and IT, 2015.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances digital literacy, critical thinking, and inclusive education through digital platforms
SDG 5	Gender Equality	Promotes women's empowerment, gender equality, and feminist engagement in digital spaces
SDG 9	Industry, Innovation and Infrastructure	Encourages technological inclusion, digital innovation, and access to ICT for women
SDG 10	Reduced Inequalities	Addresses digital divide and promotes equitable access to technology
SDG 16	Peace, Justice and Strong Institutions	Supports safe digital environments, cyber laws, online justice, and protection of rights
SDG 17	Partnerships for the Goals	Encourages collaboration through digital platforms for advocacy, activism, and social change

SEMESTER – VIII (Single Major)

Course Code	Course Title	Credit	L	T	P
WS42002	**Women and Disaster Management**	**4**	**3**	**1**	**0**

Course Objectives (COs):

1. To understand gender-specific impacts of disasters on women.
2. To examine women's roles in disaster preparedness, response, and recovery.
3. To assess vulnerabilities and resilience strategies of women in disaster-prone regions.
4. To explore national and international frameworks addressing gender and disaster.
5. To promote inclusive and gender-sensitive disaster management practices.

Course Outcomes (COs):

After completing this course, students will:

CO1-Develop awareness of how disasters disproportionately affect women.

CO2-Apply gender analysis in disaster risk reduction and response planning.

CO3-Recognizewomen's leadership in community resilience and recovery.

CO4-Evaluate policy frameworks from a gender-sensitive perspective.

CO5-Promote equitable disaster management through inclusive strategies.

Course Outcomes – Programme Outcomes Mapping of Paper WS-42002(CC-8)

Course Outcomes ↓ / Program Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	2	2	2	2	1	2	3	2	2	2	2
CO2	2	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	2	3	3	2	2	2	3	2	2	2	3	2	3	2	2
CO4	3	2	2	3	3	3	2	2	3	2	2	2	3	2	2	2	2
CO5	2	2	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.4**	**2.6**	**2.4**	**2.8**	**2.6**	**2.4**	**2.2**	**2.0**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.4**	**2.4**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Introduction to Disaster Management (15 Classroom Contact Hours)

- Types of disasters: Natural and human-made
- Disaster management cycle: Preparedness, response, recovery, mitigation

Unit II: Gender and Disaster (15 Classroom Contact Hours)

- Gendered impacts of disasters
- Intersectionality: Women, caste, class, and disability during disasters

Unit III: Women's Role in Disaster Risk Reduction (DRR) (15 Classroom Contact Hours)

- Women as first responders and community leaders
- Traditional knowledge and coping mechanisms

Unit IV: Policies and Frameworks (15 Classroom Contact Hours)

- National Disaster Management Authority (NDMA) guidelines on gender
- UNDRR, Sendai Framework, and international perspectives

Unit V: Case Studies and Best Practices (15 Classroom Contact Hours)

- Women in post-disaster recovery (e.g., Odisha cyclone, Nepal earthquake)
- Role of NGOs, SHGs, and local governance in empowering women

References:

1. Enarson, Elaine. *Women Confronting Natural Disaster*. Lynne Rienner Publishers, 2000.
2. Ariyabandu, Madhavi Malalgoda, and Fonseka, Maithree. *Towards Gendered Disaster Preparedness and Risk Reduction*. ITDG South Asia, 2006.
3. Bradshaw, Sarah, and Fordham, Maureen. *Women and Disasters: From Theory to Practice*. Routledge, 2013.
4. UNDRR. *Sendai Framework for Disaster Risk Reduction 2015–2030*. United Nations, 2015.
5. NDMA, Government of India. *National Disaster Management Guidelines: Gender Issues in DM*. NDMA, 2012.

SDGs Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Addresses health risks and well-being of women during disasters and recovery phases
SDG 4	Quality Education	Enhances disaster awareness, gender sensitivity, and community-based learning
SDG 5	Gender Equality	Promotes women's empowerment, participation, and leadership in disaster management
SDG 10	Reduced Inequalities	Focuses on marginalized women and inclusive disaster response strategies
SDG 11	Sustainable Cities and Communities	Encourages disaster-resilient and inclusive community planning
SDG 13	Climate Action	Builds understanding of climate-induced disasters and adaptation strategies
SDG 16	Peace, Justice and Strong Institutions	Strengthens institutional frameworks, governance, and accountability in disaster management

Semester-VIII (Single Major)

Course Code	Course Title	Credit	L	T	P
RD40082	**Research Project/Dissertation based on Major Course**	**12**	**0**	**0**	**12**

Require students to undertake research projects/ write dissertations as a culmination of their B.A. programmed in 8th Semester. Students will be evaluated based on their ability to formulate research questions, conduct literature reviews, collect and analyze data, and present their findings in a coherent and scholarly manner. Students will be engaged under supervision of faculty for field work in communities / other settings to gauge students' understanding of specific topics covered in their courses and prepare reports, case studies, problem sets, and group projects.

Students are required to defend their research thesis or dissertation before a panel of faculty members. They will be evaluated based on their ability to articulate their research questions, methodologies, findings, and contributions to the field, as well as respond to questions and criticisms from the examining committee. Oral defense of the thesis or dissertation will be scheduled where students present their research to a panel of faculty members. The panel will assess students based on their ability to articulate their research process, defend their findings, respond to questions, and demonstrate a deep understanding of the subject matter.

Distribution of Marks for evaluation

Field Work Faculty Supervisor	50 Marks
Internal Viva Voce Examination	30 Marks
External Viva Voce Examination	20Marks
Total	**100 Marks**

COURSE STRUCTURE
SEMESTER-VIII (Double Major)
For Students opt for Degree in Honours without Research

Code	Course Title	Credit	L-T-P
WS40002	Digital Space in Women's Studies	4	3-1-0
WS40004	Gender Mainstreaming and NGO Management	4	3-1-0
WS40006	Population Dynamic and Women Issues	4	3-1-0
WS40008	Women's Rights as Human Rights	4	3-1-0
WS42002	Caste Class and Gender	4	3-1-0
WS42004	Women and Disability	4	3-1-0
Total		24	

SEMESTER – VIII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS40002	**Digital Space in Women's Studies**	**4**	**3**	**1**	**0**

Course Objectives:

6. To understand the role of digital media in shaping gender discourse.
7. To explore the intersection of technology and women's empowerment.
8. To examine online activism and feminist movements in the digital age.
9. To analyze challenges like online harassment, surveillance, and digital exclusion.
10. To assess the role of policy and digital literacy in bridging gender gaps.

Course Outcomes (COs):

After completing this course, students will:

CO1-Gain knowledge of digital platforms and understand their influence on women's voices, participation, and representation in digital spaces.
CO2-Apply feminist theories to critically analyze online spaces, digital identities, and cyberfeminism
CO3-Understand how women's rights, agency, and participation are negotiated and shaped within digital environments.
CO4-Identify risks and opportunities in digital spaces, including online harassment, cybersecurity concerns, and digital empowerment for gender justice.

CO5-Critically evaluate the role of social media and digital policies in promoting inclusivity, activism, and bridging gender gaps.

Course Outcomes - Programme Outcomes Mapping of Paper WS-40002 (CC-8)

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2
CO2	3	3	3	3	2	2	1	3	2	1	2	2	3	3	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	2	2	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	2	3	2	3	2	2	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	**3.0**	**3.0**	**2.6**	**2.8**	**2.6**	**2.4**	**1.6**	**2.6**	**2.2**	**1.6**	**2.4**	**2.2**	**3.0**	**2.6**	**2.8**	**2.4**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Introduction to Digital Space and Gender (15 Classroom Contact Hours)

- Understanding digital space
- Gender and access to technology
- Digital divide and intersectionality

Unit II: Feminism in the Digital Age (15 Classroom Contact Hours)

- Cyberfeminism: Concept and evolution
- Representation of women in digital media

Unit III: Women's Empowerment through Digital Platforms (15 Classroom Contact Hours)

- Digital tools for education, health, entrepreneurship,
- E-governance and women-centric services

Unit IV: Risks and Challenges in Digital Spaces (15 Classroom Contact Hours)

- Online harassment, trolling, doing, Cybersecurity and data privacy concerns
- Digital laws and women's safety

Unit V: Policy, Literacy, and Future Directions (15 Classroom Contact Hours)

- National digital literacy mission and women
- Gender-sensitive digital policy

Reference:

11. Nakamura, Lisa. *Cybertypes: Race, Ethnicity, and Identity on the Internet*. Routledge, 2002.
12. Banet-Weiser, Sarah. *Empowered: Popular Feminism and Popular Misogyny*. Duke University Press, 2018.
13. Jain, Rituparna. *Cyberfeminism in India*. Routledge India, 2019.
14. Haraway, Donna. *A Cyborg Manifesto*. Routledge, 1991.
15. Gill, Rosalind. *Gender and the Media*. Polity Press, 2007.
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17. UN Women. *Gender Equality and the Digital Economy*. UN Women, 2015.
18. Bailey, Moya, and Trudy. *#HashtagActivism: Networks of Race and Gender Justice*. MIT Press, 2018.
19. Chandra, Sneha. *Women and Digital Media in India*. Routledge India, 2018.
20. MeitY, Government of India. *Digital India: Empowering Women*. Ministry of Electronics and IT, 2015.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances digital literacy and knowledge access for women
SDG 5	Gender Equality	Focus on women's empowerment, digital inclusion, and feminist engagement
SDG 9	Industry, Innovation and Infrastructure	Encourages technological inclusion and digital participation of women
SDG 10	Reduced Inequalities	Addresses digital divide and unequal access to technology
SDG 16	Peace, Justice and Strong Institutions	Deals with cyber laws, digital safety, and rights in online environments

SDG 17	Partnerships for the Goal	Encourages collaboration in digital initiatives for gender inclusion

SEMESTER – VIII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS40004	**Gender Mainstreaming and NGO Management**	**4**	**3**	**1**	**0**

Course Objectives:

6. To Understand core concepts of gender and mainstreaming.
7. To Analyze gender policies and frameworks.
8. To Evaluate NGO roles in promoting gender equity.
9. To Apply management principles in NGO settings.
10. To Identify challenges and suggest solutions for gender inclusion.

Course Outcomes (COs):

After completing this course, students will:

CO1 – Apply knowledge of gender concepts, roles, and mainstreaming in developmental contexts and social interventions.
CO2 – Interpret and utilize gender-related data, policies, and frameworks for effective analysis and decision-making.
CO3 – Design, implement, and manage gender-sensitive projects and programmes within NGO and development settings.
CO4 – Demonstrate leadership, strategic planning, and management skills in NGO functioning, including resource mobilization and advocacy.
CO5 – Promote inclusive, equitable, and sustainable development practices by addressing challenges and barriers to gender mainstreaming.

Course Outcomes - Programme Outcomes Mapping of Paper WS-40004 (CC-8)

Course Outcomes ↓ / Programme Outco	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

mes →																	
CO1	3	3	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2
CO2	3	3	3	3	2	2	1	3	2	1	2	2	3	3	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	2	2	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	2	3	2	3	2	2	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	**3.0**	**3.0**	**2.6**	**2.8**	**2.6**	**2.4**	**1.6**	**2.6**	**2.2**	**1.6**	**2.4**	**2.2**	**3.0**	**2.6**	**2.8**	**2.4**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Introduction to Gender Mainstreaming (15 Classroom Contact Hours)

- Meaning and concept of gender
- Gender equality vs. gender equity
- Gender roles and stereotypes

Unit II: Gender Mainstreaming in Policy and Practice (15 Classroom Contact Hours)

- International frameworks (CEDAW, SDG 5)
- Gender Budgeting and Auditing
- Role of government and policy in promoting gender equality

Unit III: NGOs and Their Role in Gender Mainstreaming (15 Classroom Contact Hours)

- Role of NGOs in promoting gender equity
- Gender-sensitive project planning
- Advocacy and awareness strategies

Unit IV: NGO Management (15 Classroom Contact Hours)

- Structure and functions of NGOs
- Strategic planning and leadership
- Fundraising and resource mobilization

Unit V: Challenges and Best Practices (15 Classroom Contact Hours)

- Barriers to gender mainstreaming
- Capacity building and training
- Future trends and recommendations

Reference:

11. UNDP. (2007). *Gender Mainstreaming in Development Planning*. United Nations Development Programme.
12. Muralidhar, S. (2005). *The NGO Handbook*. LexisNexis Butterworths.
13. Momsen, J. H. (2004). *Gender and Development*. Routledge.
14. Lyons, T. (2001). *Managing Non-Governmental Organizations*. Kumarian Press.
15. World Bank. (2012). *World Development Report 2012: Gender Equality and Development*. World Bank Publications.
16. Visvanathan, N. (Ed.). (2011). *The Women, Gender and Development Reader* (2nd ed.). Zed Books.
17. Padmanaban, P. K. (2002). *The Art of NGO Management*. Vikas Publishing House.
18. OECD. (1998). *Mainstreaming Gender in Development Co-operation*. Organisation for Economic Co-operation and Development.
19. FAO. (2013). *Toolkit: Gender in Agriculture Sourcebook*. Food and Agriculture Organization of the United Nations.
20. Wallace, T., & Wallace, J. (2000). *Understanding NGOs*. Routledge.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes awareness, training, and capacity building in gender and NGO management
SDG 5	Gender Equality	Central focus on gender mainstreaming, equity, and women's empowerment
SDG 8	Decent Work and Economic Growth	Supports women's participation in economic activities through NGO initiatives
SDG 10	Reduced Inequalities	Addresses social and gender inequalities through inclusive policies and programs
SDG 16	Peace, Justice and Strong Institutions	Strengthens institutional mechanisms, governance, and NGO accountability
SDG 17	Partnerships for the Goal	Highlights collaboration between NGOs, government, and international organizations

SEMESTER – VIII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS40006	**Population Dynamics and Women Issues**	**4**	**3**	**1**	**0**

Course Objectives:

6. To understand key demographic concepts and how they impact women.
7. To explore health, rights, and social issues concerning women in the context of population.
8. To assess the influence of migration, urbanization, and aging on women.
9. To study the role of education, policy, and empowerment in addressing women's issues.
10. To evaluate interventions and policies related to population and gender justice.

Course Outcomes (COs):

After completing this course, students will:

CO1 – Understand key demographic concepts, population trends, and their gendered dimensions affecting women.
CO2 –Analyze women's health, access to healthcare, and issues related to reproductive rights and justice.
CO3 – Examine the gendered impact of migration and urbanization on women's employment, safety, and social roles.
CO4 – Explore social and economic challenges faced by aging women and widows, including health, security, and social support systems.
CO5 – Evaluate the role of education, empowerment, and gender policies in addressing women's issues and promoting gender justice.

Course Outcomes - Programme Outcomes Mapping of Paper WS-40006 (CC-8)

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**3**	**2**	**2**	**2**	**2**	**1**	**2**	**2**	**1**	**2**	**2**	**3**	**2**	**3**	**2**	**2**
CO2	**3**	**3**	**3**	**3**	**2**	**2**	**1**	**3**	**2**	**1**	**2**	**2**	**3**	**3**	**3**	**2**	**2**
CO3	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**3**	**2**	**2**	**2**	**2**	**3**	**3**	**3**	**2**	**3**
CO4	**3**	**3**	**2**	**3**	**3**	**3**	**2**	**2**	**2**	**2**	**3**	**2**	**3**	**2**	**2**	**3**	**3**

CO5	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
Average	**3.0**	**3.0**	**2.6**	**2.8**	**2.6**	**2.4**	**1.6**	**2.6**	**2.2**	**1.6**	**2.4**	**2.2**	**3.0**	**2.6**	**2.8**	**2.4**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Concepts and Trends in Population Studies (15 Classroom Contact Hours)

- Definition and scope of demography
- Trends in global and Indian population growth
- Population structure and distribution

Unit II: Women's Health and Reproductive Rights (15 Classroom Contact Hours)

- Maternal and child health
- Access to healthcare services for women
- Reproductive rights and justice

Unit III: Migration, Urbanization, and Women (15 Classroom Contact Hours)

- Internal and external migration patterns
- Impact of migration on women (employment, safety, social roles)
- Urban poverty and women's vulnerability

Unit IV: Aging, Widowhood, and Social Support (15 Classroom Contact Hours)

- Feminization of aging
- Elderly women's health, income security, and housing
- Widowhood, social stigma, and legal rights

Unit V: Education, Empowerment, and Gender Policies (15 Classroom Contact Hours)

- Role of education in women's development
- Women's participation in decision-making and governance
- Gender Budgeting and Gender Mainstreaming

References

11. Bhende, A. A., & Kanitkar, T. *Principles of Population Studies* (7th ed.). Himalaya Publishing House, **2019**.
12. Rao, M. *From Population Control to Reproductive Health*. Sage Publications, **2004**.
13. Bose, A. *Population and Development: The Indian Perspective*. B.R. Publishing Corporation, **2001**.
14. Ghosh, B. N. *Population and Development*. Vikas Publishing House, **2003**.
15. Desai, N., &Krishnaraj, M. *Women and Society in India*. Ajanta Publications, **1987**.
16. Jeejeebhoy, S. J. *Women's Education, Autonomy and Reproductive Behaviour*. Clarendon Press (Oxford University Press), **1995**.
17. UNFPA. *State of World Population 2019*. United Nations Population Fund, **2019**.
18. Sharma, A. K. *Population Policy and Reproductive Health*. Rawat Publications, **2013**.
19. Gupta, J. A. *New Reproductive Technologies, Women's Health and Autonomy*. Sage Publications, **2000**.
20. Government of India. *National Population Policy 2000*. Ministry of Health and Family Welfare, **2000**.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Focus on maternal health, reproductive healthcare, and well-being of women
SDG 4	Quality Education	Highlights education as a tool for women's empowerment and demographic transition
SDG 5	Gender Equality	Core focus on women's rights, empowerment, and gender justice
SDG 10	Reduced Inequalities	Addresses disparities due to gender, age, migration, and socio-economic status
SDG 11	Sustainable Cities and Communities	Examines urbanization, migration, and women's vulnerabilities in urban settings
SDG 16	Peace, Justice and Strong Institutions	Covers gender-sensitive policies, legal rights, and governance frameworks

SEMESTER – VIII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS40008	**Women's Rights as Human Rights**	**4**	**3**	**1**	**0**

Course Objectives:

6. To introduce the concept and historical development of women's rights as human rights.
7. To examine key global and national legal instruments promoting women's rights.
8. To understand the relationship between gender, identity, and human rights.
9. To assess specific women's rights issues in areas like health, work, and violence.
10. To study institutional roles, advocacy, and social movements related to women's rights.

Course Outcomes (COs):

CO1: Understand the evolution and foundation of women's rights.

CO2: Analyze international legal instruments protecting women's rights.

CO3: Examine national laws and constitutional safeguards for women in India.

CO4: Evaluate key issue areas affecting women's rights in everyday life.

CO5: Identify and assess the role of social movements and institutions in advancing women's rights.

Course Outcomes - Programme Outcomes Mapping of Paper WS-40008 (CC-8)

Course Outcomes ↓ / Programme Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**3**	**2**	**2**	**2**	**2**	**1**	**2**	**2**	**1**	**2**	**2**	**3**	**2**	**3**	**2**	**2**
CO2	**3**	**3**	**3**	**3**	**2**	**2**	**2**	**3**	**2**	**2**	**2**	**2**	**3**	**3**	**3**	**2**	**2**
CO3	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**3**	**2**	**3**	**3**	**3**	**2**	**3**
CO4	**3**	**3**	**2**	**3**	**3**	**3**	**2**	**2**	**2**	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**3**
CO5	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
Average	**3.0**	**3.0**	**2.6**	**2.8**	**2.6**	**2.6**	**1.8**	**2.6**	**2.2**	**1.8**	**2.6**	**2.2**	**3.0**	**2.6**	**3.0**	**2.4**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Historical and Philosophical Foundations (15 Classroom Contact Hours)

- Evolution of human rights with focus on women's rights
- Feminist theory and human rights discourse
- Role of international movements in shaping women's rights

Unit II: Global Legal Frameworks for Women's Rights (15 Classroom Contact Hours)

- Universal Declaration of Human Rights (UDHR) and women
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- The Beijing Platform for Action

Unit III: Women's Rights in the Indian Context (15 Classroom Contact Hours)

- Constitutional provisions and women's rights
- Domestic laws: Hindu Succession Act, Dowry Prohibition Act, Domestic Violence Act
- Rights of marginalized women (Dalit, tribal, minority women)

Unit IV: Key Areas of Women's Human Rights (15 Classroom Contact Hours)

- Right to health and reproductive rights
- Right to education and literacy
- Right to livelihood and equal wages
- Access to sanitation, housing, and land rights

Unit V: Women's Rights Movements and Advocacy (15 Classroom Contact Hours)

- Grassroots women's rights movements in India and globally
- Role of NGOs, activists, and international bodies
- Contemporary challenges and emerging areas (cyber violence, climate justice, etc.)

References:

11. Agnes, F. *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press, **1999**.
12. Bunch, C. *Passionate Politics: Feminist Theory in Action*. St. Martin's Press, **1987**.
13. Mishra, P. *Women and Human Rights*. Kalpaz Publications, **2002**.
14. Reddy, G. B. *Women and the Law*. Gogia Law Agency, **2004**.
15. Rai, S. M. *The Gender Politics of Development*. Zubaan Books, **2008**.
16. Kapoor, S. K. *Human Rights under International Law and Indian Law*. Central Law Agency, **2014**.
17. Sharma, B. K. *Human Rights and Legal Remedies*. PHI Learning, **2003**.
18. United Nations. *The Human Rights of Women: International Instruments and Legal Commentary*. United Nations Publications, **2005**.

19. Bajwa, G. S. *Human Rights in India: Implementation and Violations*. Anmol Publications, **1997**.
20. Dhanda, A. *Legal Order and Mental Disorder: A Critical Study of Law and Psychiatry in India*. Sage Publications, **2000**.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes awareness of women's rights, legal literacy, critical thinking, and human rights education.
SDG 5	Gender Equality	Central focus on eliminating discrimination, empowering women, promoting equal rights, and addressing gender-based violence.
SDG 8	Decent Work and Economic Growth	Examines women's labour rights, equal wages, livelihood opportunities, and economic empowerment.
SDG 10	Reduced Inequalities	Addresses inequalities based on gender, caste, tribe, religion, and other forms of social exclusion.
SDG 16	Peace, Justice and Strong Institutions	Strengthens understanding of constitutional rights, legal protection, access to justice, and human rights institutions.

SEMESTER – VIII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS42002	**Caste, Class and Gender**	**4**	**3**	**1**	**0**

Course Objectives:

4. To focus caste and class realities and its impact on Gender issues.
5. To understand the social stratification and status of Women.
6. To examine the issues of caste, class and status of gender.

Course Outcomes (COs):

After completing this course, students will:

CO1: Understand the foundational concepts and historical origins of caste, class, and gender in both Western and Indian contexts.

CO2: Analyze the structures of caste patriarchy and class patriarchy, including their hierarchies and their specific impacts on gender relations.

CO3: Examine the multidimensional social realities shaped by caste, class, and gender, with a special focus on the experiences and emancipation of women.

CO4: Evaluate the interconnections and social construction of caste, class, and gender, and how they influence identity and inequality in Indian society.

CO5: Critically assess contemporary issues arising from globalization, privatization, and liberalization, and their effects on caste, class, and gender dynamics.

Course Outcomes - Programme Outcomes Mapping of Paper WS-42002 (MC-8)

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2
CO2	3	3	3	3	2	2	1	3	2	1	2	2	3	3	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	2	2	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	2	3	2	3	2	2	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	**3.0**	**3.0**	**2.6**	**2.8**	**2.6**	**2.4**	**1.6**	**2.6**	**2.2**	**1.6**	**2.4**	**2.2**	**3.0**	**2.6**	**2.8**	**2.4**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

UNIT I:(15 Classroom Contact Hours)

- Introduction to Caste, Class and Gender: Western and Indian Context, Social Reformist: Frederique Engels, Garda Learner and Dr. Ambedkar

UNIT II:(15 Classroom Contact Hours)

- Origin of Caste and Gender: Issues of Caste Patriarchy, Hierarchy of Caste and Gender, Impact on Gender

UNIT III:(15 Classroom Contact Hours)

- Origin of Class and Gender: Issues of Class Patriarchy, Hierarchy of Class and Gender, Hierarchy of Gender, Impact on Gender

UNIT IV:(15 Classroom Contact Hours)

- Impact of Caste, Class and Gender: Multidimensional Social realities and Impact on Women, Emancipation of Women

UNIT V:(15 Classroom Contact Hours)

- Interrelation between Caste, Class and Gender: Social Construct, Gender and Society, Contemporary issues, Issues of Globalization, Privatization and Liberalization.

Reference:

6. Chakravarti, Uma. *Gendering Caste: Through a Feminist Lens*. Street, 2003.
7. Rege, Sharmila. "Dalit Feminist Standpoint," in Rao, Anupama (Ed.), *Caste and Gender*. Kali for Women, 2003.
8. Omvedt, Gail. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. Sage Publications, 2004.
9. Fruzetti, Lina. *Gift of a Virgin*. Oxford University Press, 1990.
10. Tambiah, Stanley J. "From Varna to Caste through Mixed Unions?" in Goody, Jack (Ed.), *The Character of Kinship*. Cambridge University Press, 1973.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Encourages critical thinking, interdisciplinary understanding of caste, class, and gender inequalities
SDG 5	Gender Equality	Focuses on gender justice, patriarchy, and empowerment of women across social hierarchies

SDG 8	Decent Work and Economic Growth	Examines class inequalities, labor conditions, and gendered economic disparities in the context of globalization
SDG 10	Reduced Inequalities	Addresses caste, class, and gender-based discrimination and promotes social inclusion
SDG 16	Peace, Justice and Strong Institutions	Enhances understanding of justice, equality, rights, and institutional frameworks addressing inequality

SEMESTER – VIII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS42004	**Women and Disability**	**4**	**3**	**1**	**0**

Course Objectives:

1. To understand the concept of disability and its intersection with gender.
2. To explore the challenges and issues faced by disabled women in education, employment, and society.
3. To examine the social exclusion and marginalization of disabled women.
4. To study institutional and policy responses to the needs of disabled women.
5. To critically assess media, cultural, and public perceptions of disabled women.

Course Outcomes (COs):

After completing this course, students will:

CO1- Understand the conceptual framework of disability with a gender perspective.
CO2- Identify and analyze the specific issues and problems faced by disabled women in different spheres of life.
CO3- Examine the societal processes and ideologies contributing to the exclusion of disabled women.
CO4- Assess the role of governmental and non-governmental institutions working for the empowerment of disabled women.
CO5- Critically engage with emerging discourses on visibility, rights, and dignity of disabled women in public and media narratives.

Course Outcomes - Programme Outcomes Mapping of Paper WS 42004 (CC-8)

Course	P	P	P	P	P	P	P	P	P	PO	PO	PO	PS	PS	PS	PS	PS

Outcomes ↓ / Programme Outcomes →	O1	O2	O3	O4	O5	O6	O7	O8	O9	10	11	12	O1	O2	O3	O4	O5
CO1	3	3	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2
CO2	3	3	3	3	2	2	1	3	2	1	2	2	3	3	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	2	2	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	2	3	2	3	2	2	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	**3.0**	**3.0**	**2.6**	**2.8**	**2.6**	**2.4**	**1.6**	**2.6**	**2.2**	**1.6**	**2.4**	**2.2**	**3.0**	**2.6**	**2.8**	**2.4**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Concept of Disability:(15 Classroom Contact Hours)

- Meaning, definition, scope, nature, and characteristics of disability
- Intersection of gender and disability

Unit II: Issues and Problems of Disabled Women:(15 Classroom Contact Hours)

- Educational problems of disabled women
- Challenges faced by destitute and aged disabled women

Unit III: Social Exclusion and Disabled Women:(15 Classroom Contact Hours)

- Concept, meaning, definition, and scope of social exclusion
- Societal perspectives and attitudes toward disabled women

Unit IV: Institutional Mechanisms for Disabled Women:(15 Classroom Contact Hours)

- National Centre for Promotion of Employment for Disabled People (NCPEDP)
- Office of the State Commissioner for Disabilities (OSCD)

Unit V: Representation and Rights of Disabled Women:(15 Classroom Contact Hours)

- Media and cultural portrayal of disabled women
- Legal frameworks and disability rights (PWD Act, RPWD Act)

References

1. Shakespeare, Tom. *Disability Rights and Wrongs*. Routledge, 2006.
2. Garland-Thomson, Rosemarie. *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. Columbia University Press, 1997.
3. Addlakha, Renu. *Disability Studies in India: Global Discourses, Local Realities*. Routledge India, 2013.
4. Mehrotra, Nilika (Ed.). *Disability, Gender and the Trajectories of Power*. Sage Publications, 2020.
5. Ghai, Anita. *Re-thinking Disability in India*. Routledge India, 2015.
6. Morris, Jenny. *Encounters with Strangers: Feminism and Disability*. Women's Press, 1996.
7. Thomas, Carol. *Female Forms: Experiencing and Understanding Disability*. Open University Press, 1999.
8. Hans, Asha. *Women, Disability and Identity*. Sage Publications, 2003.
9. Nayar, Usha (Ed.). *Disability and Inclusion: Moving Forward*. Sage Publications, 2019.
10. Government of India. *Rights of Persons with Disabilities Act*. Ministry of Law and Justice, 2016.

SDGs Mapping of this course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 3	Good Health and Well-being	Addresses physical and mental health challenges faced by disabled women and promotes inclusive healthcare awareness
SDG 4	Quality Education	Highlights inclusive education, accessibility, and equal learning opportunities for disabled women
SDG 5	Gender Equality	Focuses on intersectional discrimination and empowerment of disabled women
SDG 10	Reduced Inequalities	Emphasizes reducing social exclusion, marginalization, and inequality faced by disabled women
SDG 11	Sustainable Cities and Communities	Promotes inclusive, accessible, and disability-friendly environments
SDG 16	Peace, Justice and Strong Institutions	Focuses on legal rights (PWD Act, RPWD Act), institutional support, and justice for disabled women

COURSE STRUCTURE
SEMESTER-VIII (Double Major)
For Students opt for Degree in Honours with Research

Code	Course Title	Credit	L-T-P
WS40002	Digital Space in Women's Studies	4	3-1-0
WS42002	Women and Disaster Management	4	3-1-0
WS40082	Gender Mainstreaming and NGO Management	4	3-1-0
Dissertation	Research Project/Dissertation Based on Major Courses	12	0-0-12
Total		20	

SEMESTER – VIII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS40002	**Digital Space in Women's Studies**	**4**	**3**	**1**	**0**

Course Objectives:

1. To understand the role of digital media in shaping gender discourse.
2. To explore the intersection of technology and women's empowerment.
3. To examine online activism and feminist movements in the digital age.
4. To analyze challenges like online harassment, surveillance, and digital exclusion.
5. To assess the role of policy and digital literacy in bridging gender gaps.

Course Outcomes (COs):

After completing this course, students will:

CO1- Gain comprehensive knowledge of digital platforms, technologies, and their influence on women's voices, identities, and participation in society.

CO2-Apply feminist theories and critical perspectives to analyze online spaces, digital representations, and virtual identities.

CO3- Understand and interpret how women's rights, agency, and empowerment are negotiated and expressed within digital environments.

CO4-Identify risks, challenges, and opportunities for achieving gender justice in digital platforms, including issues of cyber safety and exclusion.

CO5-Critically evaluate the role of social media and digital tools in promoting inclusivity, awareness, and feminist activism.

Course Outcomes – Programme Outcomes Mapping of Paper WS-42002(MC-8)

Course Outcomes ↓ / Programme Outcomes →	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	3	2	2	2	2	2	1	2	3	2	2	2	2
CO2	2	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	2	3	3	2	2	2	2	2	2	2	3	2	3	2	2
CO4	2	2	2	3	3	3	2	2	3	2	2	2	3	2	2	2	2
CO5	3	3	3	3	2	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.4**	**2.8**	**2.4**	**2.8**	**2.6**	**2.4**	**2.2**	**2.0**	**2.4**	**2.2**	**1.8**	**2.2**	**3.0**	**2.4**	**2.4**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Introduction to Digital Space and Gender (15 Classroom Contact Hours)

- Understanding digital space
- Gender and access to technology
- Digital divide and intersectionality

Unit II: Feminism in the Digital Age (15 Classroom Contact Hours)

- Cyber feminism: Concept and evolution
- Representation of women in digital media

Unit III: Women's Empowerment through Digital Platforms (15 Classroom Contact Hours)

- Digital tools for education, health, entrepreneurship,
- E-governance and women-centric services

Unit IV: Risks and Challenges in Digital Spaces (15 Classroom Contact Hours)

- Online harassment, trolling, Cyber security
- and data privacy concerns
- Digital laws and women's safety

Unit V: Policy, Literacy, and Future Directions (15 Classroom Contact Hours)

- National digital literacy mission and women
- Gender-sensitive digital policy

Refference:

1. Nakamura, Lisa. *Cybertypes: Race, Ethnicity, and Identity on the Internet*. Routledge, 2002.
2. Banet-Weiser, Sarah. *Empowered: Popular Feminism and Popular Misogyny*. Duke University Press, 2018.
3. Jain, Rituparna. *Cyberfeminism in India*. Routledge India, 2019.
4. Haraway, Donna. *A Cyborg Manifesto*. Routledge, 1991.
5. Gill, Rosalind. *Gender and the Media*. Polity Press, 2007.
6. Duggan, Maeve & Smith, Aaron. *Online Harassment*. Pew Research Center, 2017.
7. UN Women. *Gender Equality and the Digital Economy*. UN Women, 2015.
8. Bailey, Moya, and Trudy. *#HashtagActivism: Networks of Race and Gender Justice*. MIT Press, 2018.
9. Chandra, Sneha. *Women and Digital Media in India*. Routledge India, 2018.
10. MeitY, Government of India. *Digital India: Empowering Women*. Ministry of Electronics and IT, 2015.

SDGs Mapping of this course

SDGNo.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances digital literacy and access to knowledge for women
SDG 5	Gender Equality	Promotes gender-inclusive digital spaces and empowerment
SDG 9	Industry, Innovation and Infrastructure	Encourages women's participation in digital innovation
SDG 10	Reduced Inequalities	Addresses digital divide and unequal access to technology
SDG 16	Peace, Justice and Strong Institutions	Covers cyber laws, digital rights, and online safety
SDG 17	Partnerships for the Goals	Supports collaboration in digital inclusion initiatives

SEMESTER – VIII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS42002	**Women and Disaster Management**	**4**	**3**	**1**	**0**

Course Objectives (COs):

1. To understand gender-specific impacts of disasters on women.
2. To examine women's roles in disaster preparedness, response, and recovery.
3. To assess vulnerabilities and resilience strategies of women in disaster-prone regions.
4. To explore national and international frameworks addressing gender and disaster.
5. To promote inclusive and gender-sensitive disaster management practices.

Course Outcomes (COs):

After completing this course, students will:

CO1-Develop a critical understanding of how disasters disproportionately affect women, considering social, economic, and cultural dimensions.

CO2- Apply gender analysis tools in disaster risk reduction (DRR), preparedness, and response planning.

CO3- Recognize and assess women's leadership roles, indigenous knowledge, and participation in community resilience and recovery processes.

CO4 - Evaluate national and international disaster management policies and frameworks from a gender-sensitive perspective.

CO5 - Promote inclusive, equitable, and gender-responsive disaster management strategies and practices.

Course Outcomes - Programme Outcomes Mapping of Paper WS-40002 (CC-8)

Course Outcomes ↓ / Progr	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

am Outcomes →																	
CO1	3	3	2	2	2	2	2	2	2	2	1	2	3	2	2	2	2
CO2	2	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	2	3	3	2	2	2	3	2	2	2	3	2	3	2	2
CO4	3	2	2	3	3	3	2	2	3	2	2	2	3	2	2	2	2
CO5	2	2	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
Average	**2.4**	**2.6**	**2.4**	**2.8**	**2.6**	**2.4**	**2.2**	**2.0**	**2.6**	**2.2**	**1.8**	**2.2**	**3.0**	**2.4**	**2.4**	**2.2**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Introduction to Disaster Management (15 Classroom Contact Hours)

- Types of disasters: Natural and human-made
- Disaster management cycle: Preparedness, response, recovery, mitigation

Unit II: Gender and Disaster (15 Classroom Contact Hours)

- Gendered impacts of disasters
- Intersectionality: Women, caste, class, and disability during disasters

Unit III: Women's Role in Disaster Risk Reduction (DRR) (15 Classroom Contact Hours)

- Women as first responders and community leaders
- Traditional knowledge and coping mechanisms

Unit IV: Policies and Frameworks (15 Classroom Contact Hours)

- National Disaster Management Authority (NDMA) guidelines on gender
- UNDRR, Sendai Framework, and international perspectives

Unit V: Case Studies and Best Practices (15 Classroom Contact Hours)

- Women in post-disaster recovery (e.g., Odisha cyclone, Nepal earthquake)
- Role of NGOs, SHGs, and local governance in empowering women

References:

1. Enarson, Elaine. *Women Confronting Natural Disaster*. Lynne Rienner Publishers, 2000.
2. Ariyabandu, Madhavi Malalgoda, and Fonseka, Maithree. *Towards Gendered Disaster Preparedness and Risk Reduction*. ITDG South Asia, 2006.
3. Bradshaw, Sarah, and Fordham, Maureen. *Women and Disasters: From Theory to Practice*. Routledge, 2013.
4. UNDRR. *Sendai Framework for Disaster Risk Reduction 2015–2030*. United Nations, 2015.NDMA, Government of India. *National Disaster Management Guidelines: Gender Issues in DM*. NDMA, 2012.

SDGs Mapping of the Course

SDG No.	**SDG Title**	Nature of Contribution
SDG 3	Good Health and Well-being	Addresses health risks faced by women during disasters and promotes well-being through preparedness and response
SDG 4	Quality Education	Enhances knowledge on disaster awareness, gender sensitivity, and community-based learning
SDG 5	Gender Equality	Focuses on women's empowerment, leadership, and inclusion in disaster management processes
SDG 10	Reduced Inequalities	Highlights vulnerabilities of marginalized women and promotes inclusive disaster strategies
SDG 11	Sustainable Cities and Communities	Encourages disaster-resilient communities and inclusive urban and rural planning
SDG 13	Climate Action	Builds understanding of climate-induced disasters and adaptation strategies
SDG 16	Peace, Justice and Strong Institutions	Strengthens governance, policy frameworks, and institutional accountability in disaster management

SEMESTER – VIII (Double Major)

Course Code	Course Title	Credit	L	T	P
WS42004	**Gender Mainstreaming and NGO Management**	**4**	**3**	**1**	**0**

Course Objectives:

1. To understand core concepts of gender and mainstreaming.
2. To analyze gender policies and frameworks.
3. To Evaluate NGO roles in promoting gender equity.
4. To apply management principles in NGO settings.
5. To identify challenges and suggest solutions for gender inclusion.

Course Outcomes (COs):

After completing this course, students will:

CO1 – Apply knowledge of gender concepts, roles, and mainstreaming in developmental contexts and social interventions.

CO2 – Interpret and utilize gender-related data, policies, and frameworks for informed analysis and decision-making.

CO3 – Design, implement, and manage gender-sensitive projects and programmes within NGO and development settings.

CO4 – Demonstrate leadership, strategic planning, and management skills in NGO functioning, including resource mobilization and advocacy.

CO5 – Promote inclusive, equitable, and sustainable development practices by addressing challenges and barriers to gender mainstreaming.

Course Outcomes - Programme Outcomes Mapping of Paper WS-42004 (MC-8)

Course Outcomes ↓ / Progra	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

mme Outcomes →																	
CO1	3	3	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2
CO2	3	3	3	3	2	2	1	3	2	1	2	2	3	3	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	2	2	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	2	3	2	3	2	2	3	3
CO5	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3
Average	**3.0**	**3.0**	**2.6**	**2.8**	**2.6**	**2.4**	**1.6**	**2.6**	**2.2**	**1.6**	**2.4**	**2.2**	**3.0**	**2.6**	**2.8**	**2.4**	**2.6**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Unit I: Introduction to Gender Mainstreaming (15 Classroom Contact Hours)

- Meaning and concept of gender
- Gender equality vs. gender equity
- Gender roles and stereotypes

Unit II: Gender Mainstreaming in Policy and Practice (15 Classroom Contact Hours)

- International frameworks (CEDAW, SDG 5)
- Gender Budgeting and Auditing
- Role of government and policy in promoting gender equality

Unit III: NGOs and Their Role in Gender Mainstreaming (15 Classroom Contact Hours)

- Role of NGOs in promoting gender equity
- Gender-sensitive project planning
- Advocacy and awareness strategies

Unit IV: NGO Management (15 Classroom Contact Hours)

- Structure and functions of NGOs
- Strategic planning and leadership
- Fundraising and resource mobilization

Unit V: Challenges and Best Practices (15 Classroom Contact Hours)

- Barriers to gender mainstreaming
- Capacity building and training

- Future trends and recommendations

Reference:

1. UNDP. (2007). *Gender Mainstreaming in Development Planning*. United Nations Development Programme.
2. Muralidhar, S. (2005). *The NGO Handbook*. LexisNexis Butterworths.
3. Momsen, J. H. (2004). *Gender and Development*. Routledge.
4. Lyons, T. (2001). *Managing Non-Governmental Organizations*. Kumarian Press.
5. World Bank. (2012). *World Development Report 2012: Gender Equality and Development*. World Bank Publications.
6. Visvanathan, N. (Ed.). (2011). *The Women, Gender and Development Reader* (2nd ed.). Zed Books.
7. Padmanaban, P. K. (2002). *The Art of NGO Management*. Vikas Publishing House.
8. OECD. (1998). *Mainstreaming Gender in Development Co-operation*. Organisation for Economic Co-operation and Development.
9. FAO. (2013). *Toolkit: Gender in Agriculture Sourcebook*. Food and Agriculture Organization of the United Nations.
10. Wallace, T., & Wallace, J. (2000). *Understanding NGOs*. Routledge.

SDGs Mapping of this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes gender-sensitive education and capacity building
SDG 5	Gender Equality	Focuses on gender mainstreaming and women's empowerment
SDG 8	Decent Work and Economic Growth	Supports women's employment through NGO initiatives
SDG 10	Reduced Inequalities	Addresses gender disparities and social exclusion
SDG 16	Peace, Justice and Strong Institutions	Strengthens governance, accountability, and rights-based approaches
SDG 17	Partnerships for the Goals	Encourages collaboration between NGOs, government, and communities

Semester-VIII (Double Major)

Course Code	Course Title	Credit	L	T	P
RD40082	**Research Project/Dissertation Based on Major Course**	**12**	**0**	**0**	**12**

Require students to undertake research projects/ write dissertations as a culmination of their B.A. programme in 8th Semester. Students will be evaluated based on their ability to formulate research questions, conduct literature reviews, collect and analyze data, and present their findings in a coherent and scholarly manner. Students will be engaged under supervision of faculty for field work in communities / other settings to gauge students' understanding of specific topics covered in their courses and prepare reports, case studies, problem sets, and group projects.

Students are required to defend their research thesis or dissertation before a panel of faculty members. They will be evaluated based on their ability to articulate their research questions, methodologies, findings, and contributions to the field, as well as respond to questions and criticisms from the examining committee. Oral defense of the thesis or dissertation will be scheduled where students present their research to a panel of faculty members. The panel will assess students based on their ability to articulate their research process, defend their findings, respond to questions, and demonstrate a deep understanding of the subject matter.

Distribution of Marks for evaluation

Field Work Faculty Supervisor	50 Marks
Internal Viva Voce Examination	30 Marks
External Viva Voce Examination	20Marks
Total	**100 Marks**



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