

No.AC6/303/2022-23

Dated: 01-09-2023

Notification

Sub:- Syllabus and Scheme of Examination of Women Studies programme (V & VI Semester) with effect from the Academic year 2023-24.


Ref:- 1. This office circular No: AC2(S)/151/2020-21 dated 08-08-2023.

2. Decision of BOS in Women Studies meeting held on 07-08-2023.

The Board of Studies in Women Studies which met on 07-08-2023 has resolved to recommended and approved the syllabus and scheme of Examinations of Women Studies programme (V & VI semester) with effect from the academic year 2023-24.

Pending approval of the Faculty of Arts and Academic Council meetings the above said syllabus and scheme of examinations are hereby notified.

The syllabus and Scheme of Examinations contents may be downloaded from the University website i.e., www.uni-mysore.ac.in


Registrar
REGISTRAR
University of Mysore
MYSORE

To;

1. All the Principal of affiliated Colleges of University of Mysore, Mysore.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS in Women Studies, Manasagangothri, Mysore.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council, Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.

**Curriculum
Content of
BA
in
Women's Studies
(5th & 6th Semester)**

3rd YEAR (5th and 6th Semester) UG – WOMEN'S STUDIES

**Course Patterns, Schemes of Examinations and Credit for
BA Women's Studies**

5th Semester Syllabus

Paper	Paper Code	Course Title	Credits	IA Marks	SA Marks	Total
Semester - V						
1.	WS C-9	Gender and Development	4	40	60	100
2.	WS C-10	Feminist Jurisprudence	4	40	60	100
3.	WS C-11	Gendering Science and Technology	4	40	60	100
6th Semester Syllabus						
4.	WS C-12	Foundations of Feminist Counselling Techniques (Theory + Practical) 2 credits theory+ 2credits practical)	4 (2+2)	50 (10 theory + 40 practical)	50	100
5	WS C-13	Understanding Empowerment from Feminist Perspectives	4	40	60	100
6	WS C-14	Indian Feminisms	4	40	60	100
7	Internship		2			

Program Name	BA in Women's Studies	Semester	Fifth Semester
Course Title	Gender and Development (Theory)		
Course Code:	WS C-9	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Objectives:	<ol style="list-style-type: none"> 1. This course aims at uncovering the gendered nature of development. 2. The course will familiarize the students with the discourse of the inclusion of Women in the developmental paradigm from a gender perspective. 3. To course intend to emphasize the need for collecting, incorporating, and analyzing data on women and development from a gender perspective; 4. The course aims to educate the students on the need for gender planning and gender budgeting 		
Content:	Unit-1	Introduction to Gender and Development	
		Chapter-1	15hrs.
		Meaning and Definitions Development. Traditional models of development, from growth-centered development to human development,	
		Chapter-2 Gender Equity and Equality, Gender Roles and Gender Needs, Community Need, Practical Gender Need, and Strategic Gender Needs	
	Chapter-3 Gender Analysis Framework: Definition, Meaning, and Objectives of Gender Analysis; Gender Analysis as a Tool for Development, Harvard Analytical Framework; Caroline Moser's Gender Planning Frame Work; Rani Parker's Gender Analysis, Matric, and Sara Longwe: Women Empowerment Frame Work; Nailla Kabeer's Social Relations Frame Work.		
Unit-2	Approaches to Women's Development		
Chapter-1 Paradigm shift from women's welfare to development as a process of gender equality and women's empowerment: WID, WAD, GID, GAD, the DAWN perspective the capability approach by Amartya Sen and Martha Nussbaum	16hrs		

		<p>Chapter-2 Gender Action Plan: From MDG to SDG Sustainable Development Goal Targets.</p> <p>Chapter-3 Gender and economic rights: Property rights and access to resources, Women, Agriculture and Rural Development, Gender and Labor market participation, Gender wage gap, Gender, and the care economy, Women's entrepreneurship, The gendered impact of financial and food crises, Gender and migration.</p>	
	Unit-3	<p>Indicators of Development-Global Perspectives</p> <p>Chapter-1 Human Development Index (HDI), Gender Development Index (GDI), Gender Empowerment Measure (GEM), Gender Inequality Index (GII)</p> <p>Chapter-2 The impact of Globalization and Structural Adjustment Policies (SAP) on Women with particular reference to India, in the fields of - Education, Health, Agriculture, Organized Sector, and Unorganized Sector</p>	14hrs
	Unit-4	<p>Engendering Policy and Planning</p> <p>Chapter-1 Strategies of Gender Mainstreaming; Gender Auditing and Gender Budgeting; Gender Mainstreaming in Implementation of Women Development Project, Gender Equality Action Planning and Project Design; Implementation, Monitoring, and Evaluation.</p> <p>Chapter-2 Ministry of Women and Child Development, Role of Niti Aayoga, Role of NGOs and CSOs in Women Development.</p> <p>Chapter-3 Development Model Focusing on Socially excluded women in India</p>	15hrs
Pedagogy:	Lectures / Assignments/ Self-study/Roleplay/ Poster and Album making/ Presentation/Film Review/Group readings and discussion.		
Course Outcomes (CO's)	CO1	After completing the course, students can explain different frameworks for Gender Analysis and Gender Mainstreaming, tools for women's development.	
	CO2	Students will be able to interpret various indices developed to unearth gender inequalities at global and national levels;	
	CO3	Students can design plans and policies for engendering women's development.	
References/Readings	<ol style="list-style-type: none"> 1. Chossudovsky, Michel, The Globalization of Poverty: Impacts of IMF and World Bank Reforms. Penang: Third World Network-1997. 2. Evorett, Jana, Matson. (1979). "Women in Social Change in India". Heritage Publication, New Delhi. 3. Krishnaraj Maithrayee (ed), Gender, population and development, Oxford, 		

New Delhi, 1999

4. Kabeer, N., (2003) Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals, the Commonwealth Secretariat. London.
5. Lilja, Nina and Dixon, John (2008) 'Operationalising Participatory Research and Gender Analysis: New Research and Assessment Approaches. New York: Development in Practice.
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7. Momsen, J.H. (2004), Gender and Development, Routledge: London.
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11. Parvathi Benu, What the Economic Survey 2022-23 says about gender inclusion in India, February 01, 2023.
12. IAWS. (1995). "Feminist Approaches to Economic Theories a Report". IAWS, New Delhi.
13. Martha Nusbaum. "Women and capability approach – Gender perspective in social policy". AmartyaSen's. "Participation and development".
14. UNDP, (2006), Human Development Report, Fighting Climate Change: Human Solidarity in A Divided World. New York: Palgrave
15. ಡಾ.ಎಚ್.ಎಸ್. ಶ್ರೀಮತಿ ಸಿ.ಸಾದ ಕೃಷ್ಣ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ—2003.
16. ಡಾ.ಎಚ್.ಎಸ್. ಶ್ರೀಮತಿ, ಡಾ.ಶಿವಾನಂದ ಎಸ್. ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ—2007.
17. ಆರ್.ವಿ.ಚಂದ್ರಶೇಖರ್, ರಾಮೇಶ್ವರಿ, ಸಮಕಾಲೀನ ಮಹಿಳೆ ಮತ್ತು ಆರ್ಥಿಕತೆ, ನಿರ್ವಹಣಾ ಪ್ರಾಶಸ್ತ್ಯ, 2010.
18. ಚಂದ್ರಶೇಖರ್.ಟಿ.ಆರ್.ಮಹಿಳಾ ಆರ್ಥಿಕತೆ, ಪ್ರಾರಂಭ, ಕೃಷ್ಣ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ—2000.
19. ಚಂದ್ರಶೇಖರ್.ಟಿ. ಆರ್. ಮಹಿಳಾ ಆರ್ಥಿಕತೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ, ಪ್ರಾರಂಭ, ಕೃಷ್ಣ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ—2003
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21. ಕವಿತಾ ರೈ ಬಿ.ಆರ್, 'ಮಹಿಳೆ: ಅಸ್ತಿತ್ವ ಸಂಕಥನ', ಸಿ.ವಿ.ಜಿ ಪ್ರಾಶಸ್ತ್ಯ ಬೆಂಗಳೂರು, 2005.
22. ಗಾಯತ್ರಿ ಎನ್, 'ಮಹಿಳಾ ಮೀಸತಾತಿ ಮತ್ತು 90 ರಾಜಕಾರಣ', ಲಡಾಯಿ ಪ್ರಾಶಸ್ತ್ಯ ಗದಗ, 2012.
23. ಗೀತಾ ಕೃಷ್ಣಮೂರ್ತಿ, 'ಮಹಿಳೆ ಸಮಾಜ ಮತ್ತು ಕಾನೂನು', ನವನಿರ್ಮಿತ ಪ್ರಾಶಸ್ತ್ಯ ಬೆಂಗಳೂರು, 2007.
24. ಗಾಯತ್ರಿ ಎನ್, 'ಮಹಿಳೆ ಬಿಡುಗಡೆಯ ಹಾದಿಯಲ್ಲಿ', ನವನಿರ್ಮಿತ ಪ್ರಾಶಸ್ತ್ಯ ಬೆಂಗಳೂರು, 1996.
25. ಗೀತಾ ಕೃಷ್ಣಮೂರ್ತಿ, 'ಮಹಿಳೆ ಸಮಾಜ ಮತ್ತು ಕಾನೂನು', ನವನಿರ್ಮಿತ ಪ್ರಾಶಸ್ತ್ಯ ಬೆಂಗಳೂರು, 2007.
26. ಗೀತಾ ಕೃಷ್ಣಮೂರ್ತಿ 'ಮಹಿಳಾ ಹಕ್ಕುಗಳ ವಾಣಿಜ್ಯ ಹಕ್ಕುಗಳ ನೆಲೆಯಲ್ಲಿ' ಕೃಷ್ಣ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, 2009.
27. ನೇಮಿಚಂದ್ರ, 'ಮಹಿಳಾ ಕೆಲಸ', ನವನಿರ್ಮಿತ ಪ್ರಾಶಸ್ತ್ಯ ಬೆಂಗಳೂರು, 560001, 2005.
28. ಫೇಕೆ ಮತ್ತು ಜಗನ್ನಾಥ, 'ಮೀಸತಾತಿ ಸಮಸ್ಯೆ—ಸವಾಲುಗಳು' ೨೨ನೇ ಹೆಚ್. ಫೇಕೆ ಪ್ರಾಶಸ್ತ್ಯ ಗುಲಬರ್ಗಾ, 2006
29. ಸುಧಾ ಸೀತಾರಾಮನ್, 'ಮಹಿಳಾ ಅಧ್ಯಯನ ಸಮಾಜ ಶಾಸ್ತ್ರೀಯ ದೃಷ್ಟಿಯಲ್ಲಿ', ಸ್ತ್ರೀಶಿಲ್ಪಿ ಪ್ರಾಶಸ್ತ್ಯ ಬೆಂಗಳೂರು, 2010.
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32. ಐ.ಹ.ರಮಾಕುಮಾರಿ, ಮಹಿಳೆಯ ಸ್ವಾಭಾವ ಮತ್ತು ಸಂಘಟನೆ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು, 2006.

33. ಡಾ.ನಾಯಕಿ ನಾವಡ, ಭಾರತೀಯ ಸ್ತ್ರೀವಾದ : ಒಂದು ಸಂಕಥನ, ಪ್ರಕಾಶನ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2000.

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35. ಇಂದಿರಾ.ಆರ್, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ರಾಘವ ಅತ್ತೆ - ಮೈಸೂರು, 2000.

36. ಡಾ.ಎಸ್.ಇಂದಿರಾ, ಮಹಿಳೆ ಮತ್ತು ಸವಾಲುಗಳು, ಫಿಟ್ ಪ್ರಾಶನ - ಮೈಸೂರು, 2010.

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Assessment	Weightage	Nature of Assignments
Formative Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Program Name	BA in Women's Studies	Semester	Fifth Semester
Course Title	Feminist jurisprudence (Theory)		
Course Code:	WS C-10	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Objectives:	<ol style="list-style-type: none"> 1. The course will help in understanding the discourse of Laws from feminist perspectives 2. The course will enable the students to understand the constitutional and legal provisions available for gender justice 3. The course will expose analytical skills and theoretical frameworks of feminist jurisprudence. 		
Content:	Unit-1	Feminist jurisprudence	16hrs.
		Chapter-1 Gender Justice: Private-public Dichotomy, Growth of Feminist Jurisprudence, Impact and Contribution of Feministic Jurisprudence, Different Schools of feminist jurisprudence: Liberal, Cultural, Radical, and Post-modern	
		Chapter-2 Equality provisions in the Constitution of India - Preamble, Fundamental Rights (Articles 14,15,16,21) and Directive Principles (Articles 37 -57), Enhancement of Fundamental Rights (Act 32, 226) UN Convention for the Elimination of Discrimination against Women (CEDAW) Women's Rights and the Role of the Judiciary	
	Unit-2	Unequal position of women in personal laws and within Families: an overview	16hrs
Chapter-1 Hindu, Muslim and Christian Laws: Marriage, Maintenance, Divorce & custody, and Property Rights, Debates on Uniform Civil Code			
Chapter-2 sexuality and morality in law: Rape: 375, 376 Nirbhaya Act 2013, Laws on Adultery, Immoral Traffic Prevention Act 1956 read with section 370 IPC, Indecent Representation of Women (Prohibition) Act, POCSO, 1986, Transgender Persons (Protection of Rights) Act, 2019, Debate on article 377(LGBTQI)			

		Chapter-3 Child Marriage Prohibition act 2006(Karnataka Amendment-2016), Dowry Prohibition Protection of Women from Domestic Violence Act, 2005, Prevention of Devadasis Act	
	Unit-3	Economic Rights and Law	14hrs
		Chapter-1 Labour Laws: Gender protective laws, Gender neutral laws, Gender corrective laws – Minimum Wages Act 1948, Factories Act 1948, Maternity Benefit Act-1976, Equal Remuneration Act 1976, New labour code bill (2022-23), Medical Termination of Pregnancy Act, 1971	
	Unit-4	Chapter-2 Law Protecting Women against Sexual Harassment at Workplace - The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013	14hrs
		Agencies and Mechanisms for Women's Protection	
		Chapter- 1 State Response: NHRC, SHRC, NCW, SCW; Law Enforcing Agencies: All Women's Police Station, Vigilance Cells, Legal aid Cells, Judiciary, Family Courts, Mahila Court	1
		Chapter- 2 Service Providers: Help Lines: Women and Children Helplines; One stop Centres(Sakhi center), Sweekar, Swadhar Greh, State Home for Women, Non-State Actors: NGOs and CSOs and Restorative Justice.	
Pedagogy:	Lectures/ Assignments/Self-study/Role-play/Poster/ Presentations /Group Readings and Discussions / Field Visits: Women Police Stations, Family Courts, NGOS, State Homes, OSCs etc./ Analyzing case studies		
Course Outcomes (CO's)	CO1	After completion of the course students will be able to remember and recollect the Constitutional Provisions for protection of women which act as an instrument of social change	
	CO2	Students will have an understanding of plethora of labour laws to ensure the safety and security of women at workplaces	
	CO3	Students will be able to analyze various Family Laws including the Domestic Violence Act of 2005 enacted to protect the interests of women belonging to different religions	
	CO4	Students will sensitize to evaluate the performance of several law enforcing agencies, NGOs and collective action by women and others in rendering justice to the women victims.	
References/Readings	<ol style="list-style-type: none"> 1. Sarla Gopalan, Towards Equality – The Unfinished Agenda – Status of Women in India 2001. National Commission for Women. 2. Amita Dhanda, Archana Parashar (ed) Engendering Law Essays in Honour of Lotika Sarkar (1999). Eastern Book Depot. 3. Ratna Kapur and Brendia Cossman, Subversive Sites: Feminist Engagements with Law in India (1996). 4. Kalapana Kannabhiran (ed), Women and Law Critical Feminist Perspectives (Sage Publications India 2014) 		

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9. ಗಾಯತ್ರಿ ಎನ್, 'ಮಹಿಳಾ ಮೀಸತಾತಿ ಮತ್ತು 9ನೇ ರಾಜಕಾರಣಿ', ಲಡಾಯಿ ಪ್ರಾಶನ ಗದಗ, 2012.
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13. ಒಡೆಯರ್ ಡಿ. ಹೆಗ್ಗಡೆ, ಮಹಿಳಾ ಹಕ್ಕುಗಳು, ಆನ್ಲೈನ್‌ಪರ್ಸನಲ್ ಪ್ರಾಶನ, ಅರ್ಜುನ್ ಪಬ್ಲಿಕೇಷನ್ಸ್ ಹೌಸ್, ಮೈಸೂರು. 2006.
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15. ಇಂದಿರಾ.ಆರ್, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ರಾಫವ ಆರ್ಟ್ಸ್ - ಮೈಸೂರು, 2000.
16. ಡಾ.ಎಸ್.ಇಂದಿರಾ, ಮಹಿಳೆ ಮತ್ತು ಸವಾಲುಗಳು, ಶಿಶಿ ಪ್ರಾಶನ - ಮೈಸೂರು, 2010.
17. ವಿಜಯಶ್ರೀ ಸಬರದ (ಸಂ), ಮಹಿಳೆಯ ಶೇಷಣೆಯ ಸವಾಲುಗಳು, ಪ್ರಾಶನ - ಗುಲಬರ್ಗಾ ವಿಶ್ವ ವಿದ್ಯಾಲಯ - ಗುಲಬರ್ಗಾ. 2005.
18. ಸುನಂದಮ್ಮ ಆರ್,(ಸಂಪಾದಕಿ) 'ಮಹಿಳೆ-ಕಾನೂ-ಪರಿಹಾರ', ಅಕ್ಕ ಮಹಾದೇವಿ ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾಲಯ ಪ್ರಾಶನ ಬಿಜಾಪುರ, 2017.
19. ಸುಳಿ ಎನ್.ಎಸ್, 'ವಾಸವ ಹಕ್ಕುಗಳು', ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ ಪ್ರಾಶನ, 2014.

Assessment	Weightage	Nature of Assignments
Formative Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Program Name	BA in Women's Studies	Semester	Fifth Semester
Course Title	Gendering Science and Technology (Theory)		
Course Code:	WS C- 11	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Objectives:	<ol style="list-style-type: none"> 1. The course aims to provide basic knowledge about the intersection of gender, science, and technology. 2. The course will focus on how gender theories can provide analyses of women, science, and technology and further how technology transfer can be facilitated to bridge the gender divide. 3. To evaluate whether science and technology would lessen or increase women's work burden in their day-to-day life. 		
Content:	Unit-1	Gender question in science	15hrs.
		Chapter-1: Concepts of Gender and Science - Myths about women in Science - Feminist Critique of Science- Gender Gap in Science Question in Feminism: Sandra Harding	
Chapter-2: Women's Role in Science: Women's Career in Science, Exclusion of Women from scientific research- women's Contribution to Science: Janaki Ammal, Asima Chatterjee, Rajeshwari Chatterjee, Tessy Thomas, Rohini Godbole, Soumya Swaminathan			
		Chapter-3 Gender-Just Science: Integrating Gender Perspective in Science Education and Research - Emerging ethical questions – Science - Sustainability and Indian Values	
	Unit-2	Women and Technology	16hrs
		Chapter-1– Women and Technology: Historical Perspective, Technology as a masculine culture - Politics of Technology - Women in Technology and Technology for Women - Labour saving Device Technology–Household Technology	
		Chapter-2 Women's Local and Indigenous Knowledge Systems, Agriculture, Biodiversity and Food Security, Modern Technology and Rural Women Medical Technology: New Reproductive Technologies and	

		technological control over the female body	
		Chapter-3 Women and Information Technology: The Digital Divide: Unequal Access, Unequal Effects – Outcome and Impact of I.C.T.’s Policies and Projects for Women – Women’s Agency and IT Industry. Engendering Artificial Intelligence	
	Unit-3	Impact of Science and Technology on Women and Vice Versa	
		Chapter-1 Status of Women in higher education in Science and Technology in India, the Gender Gap in Science and Technology, Analysing gender gaps and Biases in Science and Technology	
		Chapter-2 Transfer of Technology for Development of Women: Mechanisms for technology transfer - Appropriate Technology for Women - Characteristics, Low cost, quality output; Adaptability process – Awareness evaluation, decision stage – acquisition – basic principles of certain Technologies – Technology replacing women & technology serving women	14hrs
		State initiatives for promoting women in science	
	Unit-4	Chapter-1 Role of Science and Technology in National Development: India and Karnataka’s Science and Technology Ministry and Department’s Contribution to the Development of Science and Technology - Science Policies Liberalization, Science and Technology and its Impact on Women.	
		Chapter-2 Policies and programs for increasing women’s participation in science and technology education, profession, and entrepreneurship: Women Scientist Scheme, Science and Technology for Women program, Women technology parks, Training and capacity building, Indo-US fellowship for women in STEMM, ‘Standing Committee for Promoting Women in Science	15hrs
Practicums	Preparing case studies on problems and Prospects of women scientists and technologists from the field		
Pedagogy:	Lectures / Assignments/ Self-study/Roleplay/ Poster and Album making/ Presentation/Film Review/Group readings and discussion.		
Course Outcomes (COs)	CO1	The course will enable students to identify and analyze feminist critiques of gender-blind science and technology	
	CO2	It will help in identifying models for more participatory scientific practices and will explain multiple theories of the relationship between culture and science	

	CO3	The course will enable students to understand the present position of women in science and the need for gender-just science, integrating a gender perspective in science education and research.	
References/Readings	<ol style="list-style-type: none"> 1. Maithrayee Krishnaraj, Women and Science, Himalaya Publishing House 2. Anil Kumar, (2007). Women Entrepreneurship in India, Regal Publications, New Delhi. 3. Chetana Kal (ed), (1991). Women and Development Discovery Publishing Home, New Delhi. 4. Deepak. M. Walolar, (2001). Women Entrepreneurs, Himalaya Publishing House, New Delhi. 5. Eric A. Morse, Ronald K. Mitchell, (2007). Cases in Entrepreneurship: The Venture Creation Process, Sage Publications, New Delhi. 6. Gehlawant, S.K. and Kant, K., (1987). Strategies for Rural Development, Arnold Publishers, New Delhi. 7. Jain S.C., (1985). Women and Technology, Rawat Publication, Jaipur Begh 8. Saif Siddiqui, (2008). Women Entrepreneurs in Export Trade, Regal Publications, New Delhi. 9. Sami Uddin, (1989). Entrepreneurship Development in India, Mittal publications, New Delhi. 10. Gehlawant, S.K. and Kant, K., (1987). Strategies for Rural Development, Arnold Publishers, New Delhi. 11. Jain S.C., (1985). Women and Technology, Rawat Publication, Jaipur Begh 12. Saif Siddiqui, (2008). Women Entrepreneurs in Export Trade, Regal Publications, New Delhi. 13. Sami Uddin, (1989). Entrepreneurship Development in India, Mittal publications, New Delhi. 14. Namita Gupta, (2019) Analysing gender gap in science: Government of India initiatives 		
Assessment	Weightage	Nature of Assignments	
Formative Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests	
Summative Assessment	60%	End Semester Examination	

Program Name	BA in Women's Studies	Semester	Six Semester
Course Title	Foundations of Feminist Counselling Techniques (Theory + Practical)		
Course Code:	WS C-12	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	50	Summative Assessment Marks	50

Course Objectives:	<ol style="list-style-type: none"> 1. The Course aims at understanding Counselling Process 2. The Course will help students appreciate Counselling theories and internalize essential counselling skills. 3. The Course will give sufficient practical exposure to the students to master gender-inclusive counselling techniques 		
Content:	Unit-1	Understanding Counselling from Feminist Perspectives	
		Chapter-1 Definition, nature and Scope of Counselling, Understanding Counselling as a Process, Meaning, nature, definition, & Scope of Counselling, Personal Characteristics of counsellor	
		<ul style="list-style-type: none"> • Professional issues in counselling • Ethical issues in counselling 	
		Chapter-2 Psychoanalytic Feminism Perspectives – from gender neutral counselling to Gender-sensitive Counselling	
		Chapter-3 Stages and skills in the counselling process:– ways to initiate communication and build a counselling relationship; core conditions of counselling; ways to enhance communication; in-depth exploration	
	Chapter-4 RCI guidelines of counselling, Guidelines for psychological practice with girls and women (American Psychological Society Guidelines)		
Unit-2	Process and assessment in counselling		
	Chapter-1 Stages of the counselling interview – Ivey's Model Assessment – Personality, Cognition, Screening, and diagnostic tools		
	Chapter-2 Pre counselling considerations – Setting goals, contraction, informed consent, formulation, and conceptualization		
	Chapter-3 Other components of considerations – Referrals, Confidentiality, verbatim recording analysis, interpretation, termination, reporting, follow-ups		
	Models and Approaches for Counselling		

	<p>Unit-3</p>	<p>Chapter-1 Models – Carl Roger, Eagan, Ivey, and Cormier</p> <ul style="list-style-type: none"> • Approaches – Psychoanalytical, Behaviouristic, Humanistic, Existential, Cognitive, Gestalt, and Eclectic approach • Feminist Approach – The therapeutic relationship in feministic counselling • Discussion of Power - Dynamics in therapeutic relationship and strategies for empowering clients; intersectionality and inclusivity in counselling; Identification of the effects of stereotypes and bias impacts clients of different castes, classes, gender, and sexuality. <p>Chapter-2 Experiments (Students are expected to administer any 6 of the following experiments by selecting a minimum of two experiments from each of the categories)</p> <p>ASSESSMENT OF PERSONALITY</p> <ol style="list-style-type: none"> 1) EPQ 2) 16 PF - Raymond B. Cattell 3) Big 5 - John, O. P., &Srivastava, S. 4) Anger Expressions - Charles D. Spielberger 5) Type A Personality <p>ASSESSMENT RELATED TO HEALTH</p> <ol style="list-style-type: none"> 1) Students Stress Scale – Manju Agarwal 2) Coping Scale - Erica Frydenberg 3) Quality of Life - WHO 4) Psychological General Wellbeing Index - Olivier Chassany <p>ASSESSMENT RELATED TO COUNSELLING</p> <ol style="list-style-type: none"> 1) Problem Checklist - Herbert C. Quay 2) Study Skills – DrKanchana 3) Interest schedule - Sanjay Vohra 4) Depression Scale – Beck 	<p>18 hrs</p>
	<p>Unit-4</p>	<p style="text-align: center;">Skill in Counselling</p> <p>Chapter-1 Micro skills: Basic Communication Skills, Establishing rapport, Attending behavior, Questioning, observation skills, Reflection of content, Reflection of feeling, Integrating, Listening skills, Eliciting, Paraphrasing, and Summarizing case studies</p> <p>Chapter-2 – Macro Skills in Counselling Empathy, Self-disclosure, Review, Confronting, Focusing on the interview, Reflection of meaning, Influencing skills, Positive asset search, Capacity building, dealing with transference and Countertransference, and Identification of attitudes and feelings</p>	<p>16hrs</p>
<p>Practicums</p>	<p>Minimum 30 hrs of the visit to:</p> <ol style="list-style-type: none"> 1. Visit to Child Guidance Counselling Clinic- 2. Visit to PPTTC(HIV/AIDS) Counselling centre- 3. Visit to Family Counselling Centre- 4. Visit the Guidance Counselling Center for victims/survivors of gender-based violence 5. Report on activities of Guidance and Counselling 		
<p>Pedagogy:</p>	<p>Lectures, Case studies of women entrepreneurs, preparing Business proposals, and visiting local enterprises</p>		

Course Outcomes (CO's)	CO1	Students will be able to explain the meaning, scope, types, and functions of Counselling
	CO2	Students will be able to perform gender-inclusive counselling techniques and reiterate the need for counselling women and adolescent girls;
	CO3	Students can prepare a model project proposal by taking a critical case study for guidance and counselling.
References/Readings	<ol style="list-style-type: none"> 1. APA GUIDELINES, for Psychological Practice with Girls and Women, (2018), https://www.apa.org/about/policy/psychological-practice-girls-women.pdf 2. Gladding 2013; Counselling: A Comprehensive Profession 7th Edition 3. Barki B.G. & Mukhopadhyay B 2008 Guidance and Counselling a Manual 10th reprint Sterling 4. Augustine Meier, and Micheline Boivin (2010), Counselling & Therapy Technique, Theory and Practice (Sage) 5. Rosemary A Thompson (2016). Counselling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed. Routledge. 6. Nelson-Jones (2010). Basic Counselling Skills. Sage Publications. 7. Jacobs, M. (2004). Psychodynamic counselling in action. Sage Publications. 8. Corey. M. S & Corey G. (2015). Becoming a Helper. Cengage Learning 9. Nelson-Jones, R. (2004). Practical counselling and helping skills – Text and exercises for the life skills counselling model, 4th edition, Sage Publications. 10. Narayana Rao, “Counselling and Guidance”–2nd Edition, Tata Mc.Graw Hill Publishing Ltd., New Delhi, 2000. 11. Masch. “Principles of Guidance and counselling”–Sarupand Sons, New Delhi, 2000. 12. Sitaram Jayaswal. “Guidance and Counselling–An eclectic approach”– Prakash Kendra, Lucknow, 1990. 13. Mukhopadhyay, “Guidance and Counselling”– (AM annual), Himalaya Publishing House Ltd., New Delhi, 1989 	
Assessment	Weightage	Nature of Assignments
Formative Assessment	50% 30 marks for practicals (20 marks report+ 10 marks viva with external examiner) 20 marks for Seminars, Periodic tests, and attendance	Written term paper/Field Report, Preparing case studies, Seminar Presentation, 2 Periodic Tests
Summative Assessment	50%	End Semester Examination

Program Name	BA in Women's Studies	Semester	Sixth Semester
Course Title	Understanding Empowerment from Feminist Perspective (Theory)		
Course Code:	WS C-13	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Objectives:	<ol style="list-style-type: none"> 1. This course will help students understand the Women Empowerment Approaches in India through the Five-Year Plans 2. The course will help students gain insights into Political Empowerment, Economic Empowerment, and Health Empowerment of Women through region-specific strategic interventions in India. 3. The course will help students to understand the significance of the Empowerment of specific groups of women and its impact on their lives. 4. The course will give exposure to the feminist perspective on Women's empowerment programs and policies in India 		
Content:	Unit-1	<p style="text-align: center;">Introduction to Empowerment</p> <p>Chapter 1- Definitions, Dimensions of Empowerment, Types of empowerments, Roles of Empowerment</p> <p>Chapter 2 – Empowerment Strategies Empowerment Process, Indicators of Empowerment (Access to education, labor force participation, participation of women in decision making, women's access to money and credit, women's freedom of movement, ownership of assets by women)</p> <p>Chapter 3- Approaches of Empowerment</p> <ul style="list-style-type: none"> - Integrated Development Approach - Economic Empowerment Approach - Consciousness Raising Approach - Research/ Training/Resources Support Approach - Gender Mainstreaming Approach 	14hrs.
	Unit-2	<p style="text-align: center;">Women Empowerment Approaches in India</p> <p>Chapter-1: Interventions for Women's Empowerment and Gender Equality: Programs for Work and empower women, Gender Analysis, Reducing Drudgery, Awareness of Rights, Equal Leadership, Access to Financial Services, Functional Adult Literacy, Health Services, Halting Child marriage, Prosecuting Gender-Based Violence</p> <p>Chapter-2 Understanding the Changing Dimensions of Women empowerment approaches in India -An Overview of</p>	

		VIIth to XIth Five Year Plan and the Role of NITI Ayog in Launching the Women Entrepreneurship Platform (WEP)	16hrs
		Chapter-3: Government Schemes for Women's Empowerment in India Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Mahila Samakhya, Gender Budgeting (XI Plan), SIDBI's Mahila Udyam Nidhi, Crèches/ Day care center, National Mission for Empowerment of Women, Rastriya Mahila Kosh (RMK), Swadhar Greh, Beti Padao Beti Bachao yojana, Working Women Hostel Scheme, One-Stop Crisis Centre Scheme, STEP (Support to Training and Employment Program for Women), Mahila Shakti Kendras (MSK)	
	Unit-3	Women's Empowerment in Policy and Practice Chapter 1- Policies and initiatives of the State and Civil Society organizations/NGOs towards empowering women in the Socio-Economic, Education, Health, and Political arena. Chapter-2: Reflections on Implementation of Programs for Empowering Women from various sections of Society (Case Studies) - Political Empowerment of Women in Local Government (Any local case studies) - The outcome of women's development programs towards economic Empowerment. - Reflections from Self Help Groups intervention from Karnataka, Street Shakti groups, and Kerala's Kudumbashree yojana - Health empowerment programs – Case studies Activating village-level monitoring to improve maternal health in Bihar. - Case studies of empowerment initiatives towards educational upliftment of women across India. -	16hrs
	Unit-4	Empowerment as a Feminist Vision of Development Chapter -1- Feminists' Perspectives on Empowerment. - Feminist consciousness-raising and collective action- (Srilata Batliwala, Naila Kabeer) Chapter-2-Women Empowerment Approaches and the disadvantaged women: Equality vs Equity Empowerment Approaches for Dalit and Tribal Women in Karnataka	14hrs
Practicums	Preparation of Locally relevant Empowerment Case-studies		
Pedagogy:	Lectures/ Assignments/Self-study/Expert talks/ Poster/And Album Making/Presentations/Film review/Field visits /Group Readings and Discussions/ Preparing case studies on local women empowerment issues		
Course Outcomes (COs)	CO1	After completing the course, the students should be able to appreciate the meaning and importance of women's Empowerment	
	CO2	The students should also be able to understand the various dimensions of women's Empowerment and will be able to reflect on their knowledge of the empowerment process at the local level towards women's upliftment.	

	CO3	The students should be sensitized to the needs of downtrodden and socially excluded women.
	CO4	Students should be able to apply feminist approaches to understand the empowerment process in women's economic, social, and political upliftment at various levels.
	CO5	The students should be able to develop a sense of preparedness toward field realities and equip themselves to take up work that calls for social change concerning women.
References/Readings		<ol style="list-style-type: none"> 1. Kabeer, N. (1999). The Conditions and Consequences of Choice Reflection on the Measurement of Women's Empowerment. <i>Gender, Poverty, and Wellbeing</i> (p. 2). Switzerland: UNRISD. 2. Batliwala, S. (1995). Empowerment of Women in South Asia. Bengaluru: National Institute of Advanced Studies. 3. Caren, G., Geeta, R., & Aslihan, K. (2006, March). Taking Action to Empower Women: UN Millennium Project Report. <i>Global Urban Development Magazine: Building Gender Equality in Urban Life</i>, 2(1). 4. Snehendu, B., Catherine, A. P., & Kristine, S. C. (1997, March 19). Empowerment of Women for Health Promotion - A Meta-Analysis. 47th Annual Meeting of the Comparative InterHono Society (CIES). Mexico City: Elsevier Science Ltd. 5. Stephen, C. (2009, November 16). Feminism and Dalit Women in India. Retrieved from Countercurrents.org: https://www.countercurrents.org/stephen161109.htm 6. Sowjanya, T. (2011, September 5). <i>Caste Violence in Dalit Women s Writing A Dalit Feminist Critique</i>, Shodhganga@INFLIBNET. Retrieved January 10, 2019, from https://shodhganga.inflibnet.ac.in/handle/10603/108989: https://shodhganga.inflibnet.ac.in 7. Moser, C. (1993). <i>Gender Planning and Development - Theory, Practice and Training</i>. London: Routledge 8. Shashank Shekhar Thakur, Aasif Ali Naikoo; Women empowerment and their empowering schemes in India; Department of sociology and social work, Barkatullah University Bhopal 462026 (MP), INDIA https://www.researchgate.net/publication/321965670_Women_empowerment_and_their_empowering_schemes_in_India/link/5a3b7cd50f7e9bbef9fecc3d/download 9. Batliwala, S. (1993). Empowerment of Women in South Asia. New Delhi: Asian-South Pacific Bureau of Adult Education. 10. Report of the Working group on Empowerment of Women for the XI Plan; Ministry of Women and Child Development Government Of India https://www.aicte-india.org/downloads/woman_empowerment.pdf 11. https://www.researchgate.net/publication/14354763_Empowerment_theory_research_and_application/link/53e151340cf2235f3529cad5/download 12. Bharadwaj, A. (2015, March 23). Oxfam India in Action: Activating village level monitoring to improve maternal health in Bihar. policy-practice.oxfam.org.uk. Retrieved 11 05, 2017, from https://policy-practice.oxfam.org.uk/publications/oxfam-in-action-activating-village-level-monitoring-to-improve-maternal-health-347301: https://policy-practice.oxfam.org.uk 13. 20. Development, M. o., & India, G. o. (2006, June 12). <i>Report of the Working</i>

Group on Empowerment of Women for XI plan. Retrieved from www.aicte-india.org:

14. https://www.aicte-india.org/downloads/woman_empowerment.pdf
15. <https://advocacy.thp.org/2011/03/top-ten-interventions-for-womens-empowerment-and-gender-equality/>
16. Planning, C. (2002-2007). Tenth Five Year Plan. New Delhi: Government of India.
17. Shiva Chithappa K (2006). *Mahila Sabalakarana vibinna nelegalu*, Lakshmi Printers:Mysore.
18. Shrimathi. H S (2007) Prasaranga, *Mahila Arthikathe*, Kannada Vishwavidyanilaya, Hampi
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22. ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್, ಶಿವಾನಂದ ಎಸ್ ವಿಠಲಪ್ಪ, ಕೃಷ್ಣ ಜೆ, 'ಮಹಿಳೆ ದುಡಿಮೆ, ಮತ್ತು ಬಿಡುವು', ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ ಪ್ರಕಾಶನ, 2007.
23. ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್, ಶಿವಾನಂದ ಎಸ್ ವಿಠಲಪ್ಪ, ಜಯಕೃಷ್ಣ 'ಮಹಿಳಾ ಆರ್ಥಿಕತೆ', ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ ಪ್ರಕಾಶನ, 2007.
24. ಅನ್ನಪೂರ್ಣಶರಣಿ ಎನ್, 'ಮಹಿಳಾ ಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ', ವಾಸವಾಭಿವೃದ್ಧಿ ಅಧ್ಯಯನಗಳ ಕೇಂದ್ರ ಪ್ರಕಾಶನ ಮೈಸೂರು, 2002.
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26. ಚನ್ನಮ್ಮ ಕೆ.ಸಿ, 'ಮಹಿಳೆಯ ದುಡಿಮೆ ವಿಫಲತೆಯ ಪಾತ್ರ', ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ ಪ್ರಕಾಶನ, 2010.
27. ಗಾಯತ್ರಿ ಎನ್, 'ಮಹಿಳೆ ಬಿಡುಗಡೆಯ ಹಾದಿಯಲ್ಲಿ', ನವನರ್ವಾಹಕ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು, 1996.
28. ಒಡೆಯರ್ ಡಿ ಹೆಚ್, 'ಭಾರತದಲ್ಲಿ ಮಹಿಳಾ ರಾಜಕೀಯ ಪ್ರಾತಿನಿಧ್ಯ', ಅರ್ಜುನ್ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್ ಮೈಸೂರು, 2007.
29. ಡಾ.ಎನ್.ಗಾಯತ್ರಿ, ಮಹಿಳಾ ಮೀಸತಾತಿ ಮತ್ತು 90ಗಜಾಜಕಾರಣ, ಲಡಾಯಿ ಪ್ರಕಾಶನ - ಗದಗ, 2012.
30. ಬಾ.ಹ.ಸಮಾಜವಾದಿ, ಮಹಿಳೆಯ ಸಾಮಾನ್ಯ ಮತ್ತು ಸಂಘಟನೆ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು - ಬೆಂಗಳೂರು, 2006.
31. ಡಾ. ಎಚ್.ಎಸ್.ಶ್ರೀಮತಿ, ಅಧಿನಿಕ ಭಾರತದಲ್ಲಿ ಮಹಿಳೆ (ಇಂಗ್ಲೀಷ್ ಫುಲ ಜೆರಾಲ್ಡ್ ಫೇರ್ಬ್), ಪ್ರಕಾಶನ - ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ - ಹಂಪಿ, 2001.

Assessment	Weightage	Nature of Assignments
Formative Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Program Name	BA in Women's Studies	Semester	Sixth Semester
Course Title	Indian Feminisms (Theory)		
Course Code:	WS C-14	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Objectives:	<ol style="list-style-type: none"> 1. The course will provide an introduction to the historiography of feminist voices in India 2. The course will help students understand the shift in the focus from masculinist male experiences to female ones during the Pre- and post-independence periods. 3. The course will help students to understand the emergence of Indian feminist thought with priorities distinctly different from that of the Eurocentric one. 4. The course will introduce students to the prominent Indian women in literature and activism who contributed to conscious raising among Indian women's feminist thoughts and towards global recognition of Indian Feminist thought. 		
	Content:	Unit-1	<p style="text-align: center;">Women's Voice in Ancient India</p> <p>Chapter 1: Women's Voice in Ancient Indian Tradition: women in Vedas (Ghosha, Apala, Gargi, Lopamudra, Indrani, and Vishwavara) Women in Epics: Ramayana and Mahabharata -Women and Smritis: Manusmriti, Yajnavalkya smriti, Katyana Smriti -Women Kautilya's Arthashastra</p> <p>Chapter 2- Women's Voices in Bhakti and Vachana Traditions: Meera bai, Andal, Akka Mahadevi, Sancheevanna</p> <p>Chapter-3 Theoretical Background of Women's Education: Liberal Marxist/Socialist and Cultural Perspectives on gendering education.</p>
Unit-2		<p style="text-align: center;">Women's Voice during the Colonial Period</p> <p>Chapter 1: Women's Voice during 19th-century social reforms. Pandita Rama Bai (High caste Hindu Woman) Tara Bai Shinde (Stree-Purush Tulane) Begum Rokeya Sakhawat Hussein (Sultana's Dream)</p>	12hrs

		New Intersectional Theoretical Developments	
	Unit-3	<p>Chapter 1: Post-structural Feminism: Gayatri Spivak (Can Subaltern Speak) Third World Feminism: Chandra Mohanty (Feminism without Borders, Introduction, Chapter-1)</p> <p>Chapter 2: Ecofeminism: Environmental Activism, Chipko, Appiko, Narmada and Beyond (Vandana Shiva, Maria Mies) Kusuma Soraba, Salmaradu Thimakka, Thulasi Gowda</p> <p>Chapter-3: Dalit Feminism - Savitri Bai Phule (Kavya Phule) -Gopal Guru (Dalit Women Talk Differently' EPW,1994) -Sharmila Rege (Dalit Women talk differently: A critique of "difference" and towards a Dalit feminist Stand Point Position', EPW1998) - Urmila Pauer (We also made History)</p> <p>Chapter 4: LGBTI/Queer Voice: Autobiography of Akkai Padmashali</p>	16hrs
	Unit-4	<p style="text-align: center;">Contribution of Women Activists, Thinkers, and Writers from India and Karnataka</p> <p>Chapter 1: Vina Mazumdar (Political Ideology of The Women's Movement's Engagement With Law), Maitrayee Krishna Raj (women and Science Part-1), Kamala Bhasin (What is Patriarchy?), Madhu Kishwar (Why I am Not a Feminist), Uma Chakravarthy (Gendering Caste), Mary E John (Women's Studies in India: Introduction), Vijaya Dabbe (Nari Dari Diganta), H S Shrimati(Hennu- Hengasu)</p>	16 hrs
Pedagogy:	Lectures/ Assignments/Self-study/Expert talks/Poster/And Album Making/Presentations/Film review/Field visits /Group Readings and Discussions		
Course Outcomes (COs)	CO1	After completion of the course, students will be able to understand some of the significant women's voices in Indian historiography and the critique of the construction of womanhood through social reform movements.	
	CO2	It helps the student to understand the complex intersectional relationships of class, caste, land, and gender in India	
	CO3	After completing the course, students can explore the complex debates of contemporary feminism in the country.	
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14.	Rekha Pande, "Divine Sounds from the Heart— Singing Unfettered in their Own Voices: The Bhakti Movement and its Women Saints (12th to 17th Century)"	
15.	Kishwar, Madhu. & Ruth, Vanita (1984). (Eds.). <i>In Search of Answers: Indian Women's Voices from Manushi</i> . London: Zed Books.	
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21.	Shiva, Vandana (1988). <i>Staying Alive: Women, Ecology and Survival in India</i> . New Delhi: Kali for Women.	
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Assessment	Weightage	Nature of Assignments
Formative Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Program Name	BA in Women's Studies	Semester	Sixth Semester
Course Title	Internship for Under-Graduate Programme (Practical)		
Course Code:	Internship	No. of Credits	02
Contact hours	90 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	50	Summative Assessment Marks	NA

Internship [Organizational work] is an integral part of the any Education policy for up skilling. Internship is learning through doing. Its objective is to equip students with job skills and communication abilities, enabling them to bridge the gap between theoretical knowledge and practical application. The internship program incorporates various interventions that offer students exposure to real-life job experiences and expectations, empowering them with insights into the workings of different industries, organizations, NGOs, etc.

The internship is strategically positioned during the 6th semester of the Bachelors of Arts in Economics program. This provides students with a strong foundation in respective subjects, enabling them to apply their learned knowledge into real-world settings. Additionally, the program caters to the critical need for 21st century global skill sets to build their life. Overall, the internship program aims to prepare students for the job market, thereby bridging the gap between academia and the professional world.

OBJECTIVES:

1. **To boost students' employability by imparting soft skills that are essential in everyday life.**
2. **To enable students, discover their professional strengths and weaknesses and align them with the changing economic environment.**
3. **To provide an opportunity for students to apply theoretical concepts of gender studies and knowledge in real life situations and at the work place.**
4. **To prepare students to understand organization culture and familiarize them with the organization needs.**
5. **To enable students to manage resources, meet deadlines, identify and undertake specific goal-oriented tasks.**
6. **To sharpen domain knowledge and provide core competency skills.**
7. **Developing the passion for their professional life.**

Internship Requirements & General Guidelines:

A. Nature of internship project work:

1. Every Student is required to work in an organization (a Business firm, NGO, Self-Help Groups/Cooperatives/Farms or any Rural – Urban economic entity components) for at least two months as part of Internship.
2. The student shall identify an internship organization and work place. Principal/Head of Department will facilitate students for internship.
3. Maximum five students of the same department from a College/University shall work for Internship in the particular said organization.
4. Internship work may be to carry out Professional work and enrich the life opportunities.
5. The internship shall be paid or unpaid.

B. Duration of Internship:

1. The Internship works shall be for a period of One month [Thirty Days including Holidays] between two semesters of fifth and sixth, (it should commence from the last day of exam of fifth semester and must end before the commencement of Sixth semester).
2. Student is expected to carry out his/her Internship works during the first FIVE (05) days of the week, and shall report to the department subject mentor as agreed on a weekly basis.
3. The nature, type and duration of the work shall be specified by the organization at the beginning of the internship and the number of hours spent shall be in line with the prevailing rules.
4. Students are expected complete minimum **90hrs** or more with internship organization

C. Guide and Mentor:

1. An internal mentor shall be assigned by the Principal/Head of Department for the smooth conduct and supervision of the internship program.
2. The internal mentor shall provide guidance students in securing internship and to monitor the progress.

D. Protocol of the Internship:

1. The head of the institution shall issue a request letter for each student of the concerned department for an internship work and authorization letter (MOU with Agency for Internship) during the 5th semester. (Format of MOU with Agency for Internship enclosed).

2. Every College/Institution should have its exhaustive list of a Business firm, NGO/CSOs, Self-Help Groups/Cooperatives/Farms or any Rural – Urban economic entity components for Internship. Institutions are encouraged to explore internship avenues in relevant government departments. (In present case Women and Child development, Social Welfare, Health, Education, Rural Development and Panchyathi Raj, Police)
3. Every student shall approach various organizations and get confirm for internship. Student shall obtain Internship authorization letter, same shall submit to the college with acknowledgement.
4. Student must submit the joining report with the date of joining for internship to the Principal/Head of Department.
5. The student is expected to be regular in performing his/her duties/tasks assigned to him/her by the Organization.
6. College shall provide orientation to students about internship, schedule preparation, nature of preliminary work in the organization, code of conduct and finishing the internship.
7. Visits by faculty mentor/advisor, checking students' progress, follow-up, assessing weekly reports and guiding for upgrading skills,
8. Organization/Agency feedback, students report compilation, submission and arranging their presentations and viva-voce examination.

E. Code of conduct

1. As a student: Punctuality, accountability, proper manners, appropriate dress code, no compensation, timely submission, following rules & regulations of industry/corporate/bank/NGO, be in the Organization/agency.
2. As a staff: Following work-ethics, no involvement in agency politics, maintain confidentiality, no favoritism and unbiasedness.

F. Evaluation:

1. All the students should obtain a certificate of internship from the workplace. This certificate shall mention the name of the candidate, the organizations name and duration of work. A letter describing the work of the candidate is desirable. The certificate shall be submitted to the department head.
2. The performance of a candidate shall be assessed for maximum of 50 marks.
3. The assessment methods shall be as per appropriate boards of the university/regulation.

4. The assessment method shall consist of an internship report submitted by the students based on the work experience and a viva-voce/presentation.

5. **Viva-voce/Presentation:** There shall be a viva-voce examination will be conducted for by the department where each student is expected to give a presentation and submit necessary documents.

Rubrics for Understanding:

Attendance

- Never absent
- Dependable
- Usually dependable
- Is not regular enough
- Too many absences

Punctuality

- Always on time
- Seldom comes late
- Needs improvement
- Very often tardy
- Tardiness affects performance

Appearance (clothing/hygiene/hair)

- Always dressed appropriately
- Is good in appearance/frequently but not always dressed appropriately
- Should make more efforts to improve
- Frequently dressed inappropriately
- Often neglects appearance/dressed inappropriately most of the time
- Is extremely careless

Initiative/Motivation

- Is resourceful, looks for things to do
- Is fairly resourceful
- Does acceptable routine work
- Takes very little initiative, requires urging
- Shows no initiative at all

Professionalism

- Consistently demonstrates professionalism
- Usually demonstrates professionalism
- Occasionally demonstrates professionalism
- Rarely demonstrates
- Is totally unprofessional

Courtesy

- Is very courteous and is very consistent
- Is courteous
- Usually courteous and consistent
- Is not courteous
- Very discourteous and inconsiderate

Attitude

- Always positive
- Usually positive
- Rarely positive
- Negative
- Openly hostile and negative

Cooperation

- Works willingly with others
- Usually gets along with others
- Prefers to work alone
- Does not work well with others
- Is antagonistic

Work Habits

- Is industrious, stays on the task till complete
- Seldom wastes time, is reliable
- Is usually reliable
- Frequently wastes time
- Work is often incomplete

Accuracy of Work

- Does work of a very good quality
- Makes few errors
- Often makes errors
- Is frequently inaccurate and careless
- Is extremely careless

Communication

- Excellent communication skills
- Above average communication skills
- Average communication skills
- Need to improve communication skills
- Ineffective communication skills

Adaptability

- Is adept to meeting changing conditions
- Adjusts readily

- Needs direction to make adjustments
- Has difficulty adapting to new situations
- Cannot adjust to changing situations

Internship Assessment by Supervisor/Mentor

Name of Intern Student:

Name of Supervisor/Mentor:

Please rate your intern's performance in the format given below:

- A- Excellent-5
- B- Very Good-4
- C- Average-3
- D- Clearly below average-2
- E- Unacceptable 1

Sr. No	Item	Rubrics for Understanding					Score for main items	Comment /Remark
1.	Job attitude							
	Is enthusiastic							
	Is cooperative							
	Is well mannered							
	Is culturally respectful							
2.	Initiative							
	Is able to work with minimal appropriate supervision							
	Completed tasks without being told							
	Is eager to improve							
	Seeks assistance when needed							
	Follows through on suggestions							
3.	Dependability							
	Follows direction							
	Is prompt							
	Is consistent in attendance							

	Meets obligations																		
4.	Adaptability																		
	Learns routine quickly																		
	Can move to new tasks and adapts easily																		
5.	Team work																		
	Works as a team member																		
	Gets along with others																		
	Ability to use assistive techniques/device/equipment to meet goal																		
	Ability to collaborate in providing interdisciplinary interventions and programmes																		
6.	Communication Skills																		
	Demonstrates accuracy and clarity in written and verbal communication																		
	Writes appropriately for the situation																		
	Speaks appropriately for the situation																		
	Uses proper punctuations																		
	Spells words correctly																		
	Does not use abbreviations/slang words																		
	Works with appropriate media																		
7.	Organization																		
	Organizes her time efficiently																		
	Organizes her workplace efficiently																		
	Administers resources/funds efficiently																		
	Punctual																		
8.	Group Participation																		
	Prepares materials for work arising/topic in a group																		
	Demonstrates personal preparation																		

Final Statement of Marks Secured for Internship		
Item Particulars	Maximum Marks 50	Marks Obtained
Job attitude	05	
Initiative	05	
Dependability	05	
Adaptability	05	
Team work	05	
Communication Skills	05	
Organization	05	
Group Participation	05	
Stress Management	05	
Personal Development	05	
Total	50	

Signature of Supervisor/Mentor

Date and Seal

Appendix A

Internship registration form for student

1. Name of the student:
2. Address:
3. Contact No.:
4. Email:
5. Name of the Agency Supervisor:
6. Contact No.:
7. Date of joining the agency for internship:
8. Date of Completion of Internship:

Signature of Student

Agency Head

Faculty

MOU with Agency for Internship

This MOU is between Principal of the college: _____ &

Name of the Agency: _____

1. The intern student will work in the agency as per the norms developed for internship by the respective University.
2. The intern student will work in the agency as per the duties/work assigned by the agency as per the discussion between the faculty advisor & agency supervisor.
3. University/College will not pay any money towards internship.
4. The intern will follow the agency timings & pattern of work.

Signature of HOD:

Signature of Fieldwork Supervisor