

# **Course Structure and Syllabus**

**for**

# **M.A. Women's Studies**

**Approved by**

**Board of Studies, Centre for Women's Studies**

**on**

**17-04-2019**



**CENTRE FOR WOMEN'S STUDIES**  
**SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES**  
**PONDICHERY UNIVERSITY**  
**(A Central University)**

## **Course Structure and Syllabus**

### **M.A. Women's Studies**

The Centre for Women Studies in Pondicherry University was established in 1999 and the Centre offers academic courses and encourages research in Women's Studies. The overall approach to Women's Studies in this Centre is multidisciplinary. The prime aim of the Centre is to create critical awareness and sensitivity towards women's issues in every field. The Centre focuses on the academic development and empowerment of Women – the major objective being, incorporating women's studies perspective in various teaching and research programs, create visibility of women's issues and develop an Interdisciplinary network to understand and address women issues. The primary role of the Centre is conceptualized as knowledge building and its transmission is through teaching, research, field work and documentation. It fulfils several interrelated and complementary roles for the academic community and policy makers.

In 1999, the Centre at Pondicherry University offered two research programmes and one diploma programme, M.Phil. and Ph.D. in Women's Studies and PG Diploma in Women's Studies. In the academic year 2012-13 (with the discontinuation of M.Phil. programme and PG Diploma in Women's Studies), the Centre decided to cater to students through the introduction soft-core or elective courses. The courses were also framed as a policy decision to create an option for postgraduate students to take courses on Women's Studies and thereby aid in sensitization and awareness. These courses were a success both with respect to the number of students who enrolled and the diversity of their disciplinary backgrounds.

The above needs to be seen in the light of the teaching-research advantages of the Centre, given its focus on the issues related to women. In tune with this structure, the faculty positions are open to all social sciences creating the scope for a multidisciplinary approach for teaching and research. This disciplinary diversity allows scope for blending of research methods and theoretical perspectives facilitating a better understanding of the issues related to women.

Currently the Centre offers a full-time Ph.D. programme which involves quantitative and qualitative research. The Centre is the axis of interdisciplinary research and provides consultation to various research and development programs. Apart from the Ph.D. programme the Centre has taken up a special research project titled Women in Pondicherry: Problems and Prospects. Within this project, the Centre continuously conducts research related to women issues specific to Pondicherry.

The Centre makes every effort to draw attention to women's issues and gender bias in society. It conducts programmes to generate awareness on women's issues and aid women's empowerment. To this end it conducts various extension activities like seminars and capacity building workshops, screening of films, poster exhibitions, gender sensitization programmes, discussion forums and celebration of important nationally and internationally observed days.

The Centre has the ambience and facilities for learning and carrying out research. In addition to the centrally available facilities of the University, the Centre provides required facilities for teaching and learning such as Computer, LCD projector, audio-visual needs etc.

### **M.A. WOMEN'S STUDIES**

Women's Studies had a long and stable history, and can no longer be treated as a new discipline. Women's Studies is an interdisciplinary academic field which explores politics, society and history from intersectional and multicultural women's perspective. The curriculum comprises of areas such as women's movements, laws made for them, development programmes, research related to women's topics, women's political development and similar other topics related to it.

The program objective is to develop the capabilities and knowledge of students in the areas of - Women's Studies, Gender issues, Women and Development, Women and Environment, Research Methodology etc. The program trains students to take up research activities. The key areas of research strength are focused on issues related to women such as gendered violence in family, gendered migration patterns, women's health etc. while keeping issues of women's equality and participation as the central concern. Apart from introductory lectures, students will be encouraged to participate in discussions and make seminar presentations. They will view films, documentaries, video clippings with a view to develop a critical and gender sensitive perspective towards the programme.

### **DURATION OF THE PROGRAMME**

The programme of study shall be for duration of TWO academic years with FOUR semesters

### **ELIGIBILITY FOR ADMISSION**

Bachelor's Degree in any discipline with a minimum of 50% mark. The basis of selection shall be the marks secured in the entrance examination as per University norms.

## **PROGRAM OUTCOMES**

A student with M.A Women's Studies will understand Women's Studies as an academic discipline and be familiar with key concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological uniqueness. They will also recognize the intersections between gender and other social and cultural identities, including race, ethnicity, national origin, religion, class, caste and sexuality. The course will also help analyze the ways in which societal institutions and power structures influence the material realities of women's lives. The students will also demonstrate adequate skills in listening, speaking, and writing while also engage in critical thinking and analysis, incorporating feminist theoretical perspectives in problem solving and research methodologies. Support students to evaluate and interpret information from a variety of sources. Identify connections between global, regional, and local issues, and their relationship to women's experiences and to human rights bringing in the importance of context.

Career paths and employment opportunities can be sought in higher education, teaching, development sector, public and private sector, government agencies, media, mass communication, journalism, writing, editing, or any other fields where a conceptual and analytical understanding of issues related to women is required. Persons already employed in various fields (Government employees, NGOs, law, medical field, journalism, media, etc.) may also be interested in taking this program as an avenue of additional knowledge enrichment and for betterment of career opportunities within their respective fields

## M.A. WOMEN'S STUDIES

### COURSE STRUCTURE

#### Semester I

Course code	Course Title	Core	Credits
WS411	Introduction to Women's Studies	Hard Core	4
WS412	Women's Movements	Hard Core	4
WS413	Women and Society	Hard Core	4
		Soft Core	3
		Soft Core	3

#### Semester II

Course code	Course Title	Core	Credits
WS421	Feminist Theories and Critiques	Hard Core	4
WS422	Gender, Politics and Leadership	Hard Core	4
WS423	Women and Development	Hard Core	4
		Soft Core	3
		Soft Core	3
		Soft Core	3

#### Semester III

Course code	Course Title	Core	Credits
WS511	Women and Health	Hard Core	4
WS512	Women and Law	Hard Core	4
WS513	Feminist Research Methods	Hard Core	4
		Soft Core	3
		Soft Core	3
		Soft Core	3

#### Semester IV

Course code	Course Title	Core	Credits
WS521	Women and Work	Hard Core	4
WS522	Gender, Mass Media and Culture	Hard Core	4
WS523	Project: Dissertation & Viva-voce	Hard Core	4

**Total Credits: 72**

## M.A. Women's Studies

### Course Structure

Students must secure a minimum of 72 credits (Hard core min 48 credits)

Year	Semester	Course Code	Type of Papers	Credits	
<b>I</b>	I	WS411	Hard Core	4	
		WS412	Hard Core	4	
		WS413	Hard Core	4	
		WS414	Soft Core	3	
		WS415	Soft Core	3	
	II	II	WS421	Hard Core	4
			WS422	Hard Core	4
			WS423	Hard Core	4
			WS424	Soft Core	3
			WS425	Soft Core	3
			WS426	Soft Core	3
			<b>II</b>	III	WS511
	WS512	Hard Core			4
	WS513	Hard Core			4
	WS514	Soft Core			3
	WS515	Soft Core			3
WS516	Soft Core	3			
IV	IV	WS521		Hard Core	4
		WS522		Hard Core	4
		WS523		Hard Core (Project: Dissertation & Viva-voce)	4
				<b>Total</b>	<b>72</b>

**List of Courses**

<b>M.A. Women's Studies</b>			
<b>Sl. no</b>	<b>Course code</b>	<b>Course title</b>	<b>Page. No</b>
<b>Hard Core</b>			
1.	WS411	Introduction to Women's Studies	7
2.	WS412	Women's Movements	9
3.	WS413	Women and Society	11
4.	WS421	Feminist Theories and Critiques	14
5.	WS422	Gender, Politics and Leadership	16
6.	WS423	Women and Development	17
7.	WS511	Women and Health	19
8.	WS512	Women and Law	21
9.	WS513	Feminist Research Methods	24
10.	WS521	Women and Work	26
11.	WS522	Gender, Mass Media and Culture	27
12.	WS523	Project: Dissertation & Viva-voce	29
<b>Soft Core</b>			
13.	WS 414	Women and Environment	30
14.	WS 415	Rethinking Feminism from Indian Perspectives	31
15.	WS416	Women and Globalization	33
16.	WS417	Women and Entrepreneurship	35
17.	WS 424	Violence against Women	37
18.	WS 425	Women and Local Governance	39
19.	WS 426	Women's Education in India	41
20.	WS427	Menstrual Health and Hygiene	43
21.	WS 514	Women and Politics	45
22.	WS 515	Women's Rights as Human Rights	47
23.	WS 516	Women, Science and Technology	49
24.	WS 517	Indigenous Feminisms	51

<b>Course Code</b>	<b>WS 411</b>
<b>Course Title</b>	<b>INTRODUCTION TO WOMEN'S STUDIES</b>
<b>Course Objectives</b>	This course is designed for people with a strong interest in Women's Studies as a field of academic study. The aim of this course is to enable students to understand their world and themselves better and thereby to empower them to make change.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The course provides an insight into the basic concepts related to sex, gender, femininity etc.</li> <li>• The students will understand the rationale for women's studies</li> <li>• It discusses contemporary Gender Equality Issues and Movements and key debates in Women's Studies</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Basic Concepts: Sex – Gender – Femininity – Masculinity- Gender role Socialisation – Nature vs. Nurture - Gender Equality - Biological Determinism & Social Constructionism - Gender Stereotypes - Doing Gender – Perspectives on Transgender
<b>Unit II</b>	Understanding Patriarchy & Oppression: Understanding “social location” and “the intersectionality of oppression” Androcentrism – Heteronormativity – sexuality and power – Public-Private dichotomy – Sexual/Gendered division of work - Understanding Patriarchy (Individual & Institutional) and oppression
<b>Unit III</b>	Achieving Gender Equality: Gender Planning - Gender Mainstreaming – Gender Budget – Gender Audit
<b>Unit IV</b>	Rationale for Women's Studies: What is Women's Studies? - Why Women's Studies? — Women's Studies as an interdisciplinary field – Development of Women's Studies in India – UGC's initiatives
<b>Unit V</b>	Global Issues: Contemporary Gender Equality Issues and Movements – Key debates in Women's Studies
<b>References</b>	
<ul style="list-style-type: none"> <li>• Anne Fausto-Sterling, “The Bare Bones of Sex: Part I – Sex and Gender”, Signs, Vol. 30, No. 2, pp. 1491-1527, The University of Chicago Press, Winter 2005.</li> <li>• Anne Minas (ed.), Gender Basics: Feminist Perspectives on Women and Men (2<sup>nd</sup> Edition), Wadsworth, 2000.</li> <li>• Gerda Lerner, Creation of Patriarchy, New York, Oxford University Press, 1986.</li> <li>• Gita Sen, Subordination and Sexual Control: A Comparative View of the Control of Women, in Nalini Visvanathan, Lynn Duggan, Laurie Nisonoff (ed), The Women, Gender and Development Reader, Zubaan, 2005, pp-142-150.</li> <li>• Inderpal Grewal and Caren Kaplan, An Introduction to Women's Studies: Gender in a Transnational World (2<sup>nd</sup> Edition), Boston, MA, McGraw-Hill, 2006.</li> <li>• Jane Pilcher and Imelda Wheelan, 50 Key Concepts in Gender Studies, London, Sage Publications, 2004.</li> <li>• Judith Lorber, Paradoxes of Gender, Yale University Press, 1994.</li> </ul>	



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- Sylvia Walby, *Theorising Patriarchy*, *Sociology*, Vol. 23, No. 2, 213-234, 1989.
- Veena Poonacha, *Understanding Women's Studies*, research Centre for Women's Studies, SNDT Women's University, Mumbai, 1999.

<b>Course Code</b>	<b>WS 412</b>
<b>Course Title</b>	<b>WOMEN'S MOVEMENTS</b>
<b>Course Objectives</b>	Movements are a primary agent of social and political change for nation-states, groups and individuals. The course is structured to briefly review previous women's movements and their central concerns for the purpose of understanding those issues that have been resolved (or still remain) and to discuss how previous movements formed. This is a chance to update women's concerns through the fresh lens of a new generation.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>•The course provides opportunity for students to know the details of women's movements in India and the Western world.</li> <li>•The students will understand the emergence of women's question in India and Women's Activism/Movements in Post-Independence India.</li> <li>•It discusses contemporary debates surrounding Women's Activism/ Movement in India</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Contextualizing Women's Movements: Understanding the category of Woman - Women's Movement as a Social Movement - History of Women's question (Suffrage, Working Women issues, Birth Control Movement) – Brief overview of Women's Movement in USA, Europe, Africa, Asia and Latin America
<b>Unit II</b>	Women's Movements in the Western World: Rise of Feminism as a concept, ideology and practice - Ideas of Enlightenment and the quest for women's rights; History of women's/feminist movements in Western world – women's socio-economic conditions during pre-industrial and industrial times – The Seneca Falls Convention - Suffrage Movement - Waves of Feminism - History of women's/feminist movements in non-Western world.
<b>Unit III</b>	Emergence of Women's Question in India: Colonial/pre-independence times: Women's issues in colonial India, bride price, sati, child marriage, plight of widows, religious dedication etc. Social reform movement - Contribution of women in colonial India - emergence of social reform movements and the Woman's Question – Colonial & Nationalist responses - Women's representation in Karachi Congress Resolution, Women's Participation in National Movement, establishment of important women's organizations such as AIWC - Important women leaders
<b>Unit IV</b>	Women's Activism/Movements in Post-Independence India: Towards Equality Report – select movements and women's participation - Women's groups and organizations, some autonomous Women's Movement- Roop Kanwar incident and anti-sati agitation - Movements for Uniform Civil code and Shah Bano case.
<b>Unit V</b>	Contemporary debates surrounding Women's Activism/ Movement in India: Constitutional rights of women and Hindu civil code; property rights of minority women; Dalit feminism and the question of double marginality; women's participation in civil organizations and public sphere activities; challenges to feminism: globalization and religious fundamentalism - Gender Wage Gaps and Glass Ceiling, development programmes and rural, poor women – Retrieving the forgotten female activists and leaders from colonial to post-independence times – Focus on their selected texts – Challenges to

Women's Movements in India: casteism, moral policing, marginalization of women's issues.

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<b>Course Code</b>	<b>WS 413</b>
<b>Course Title</b>	<b>WOMEN AND SOCIETY</b>
<b>Course Objectives</b>	This course will highlight the social construction of gender in Indian society and the role of social institutions in the socialization process. Gendered family relations do not occur in vacuum and the course work help trace the reasons of gender inequality and gender discrimination.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The students will understand the Social construction of Gender, Gender Roles and Gender stereotyping.</li> <li>• The course will enable students to understand Women and Religion and Religious conceptualization of women.</li> <li>• It discusses Social Structures, Changing Status of Women in India and Contemporary Debates on Indian women and Empowerment.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Social Construction of Gender: Sex and Gender - Nature versus Culture, Equality versus Difference - Gender Roles, Gender stereotyping.
<b>Unit II</b>	Women and Religion: women as repositories of cultural practices and traditions - Sexual division of labour -, Public-Private Dichotomy - Religious conceptualization of women.
<b>Unit III</b>	Social Structures : Kinship - Forms of Family and Household - Institutions of Marriage and Divorce, Politics of reproduction, Dowry, Property Rights - Class/Caste: hierarchy, difference and mobility
<b>Unit IV</b>	Changing Status of Women in India: Women in Ancient and Pre-Colonial India - Women in Colonial Period: Women's participation in the freedom movement, and women's organization - Women in Post-Colonial India: Towards Equality Report, Sharamshakti Report
<b>Unit V</b>	Contemporary Debates: Indian women: Identity and Illusion - Representation and Issues of marginalised women - Violence, victimhood and agency – Empowerment.
<b>References</b>	
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<b>Course Code</b>	<b>WS 421</b>
<b>Course Title</b>	<b>FEMINIST THEORIES AND CRITIQUES</b>
<b>Course Objectives</b>	The course will investigate contemporary feminist thought from a variety of disciplinary perspectives and theoretical orientations. The focus is on key issues in feminist theory such as the sex/gender debate, sexual desire and the body and the construction of masculinity among others. This course aims also to think through the ways in which these issues intersect with race, class, colonialism and the nation. We will discuss
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>•The course will facilitate students to understand feminism and feminist consciousness.</li> <li>•The students will have a detailed understanding of different waves of feminism such as liberal, radical and black feminism.</li> <li>•It familiarizes students with key contributions of pioneers in feminism.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Understanding Feminism – origins and history of feminism – who is a feminist – feminist consciousness – being a woman/ becoming a woman - Why theory?
<b>Unit II</b>	First wave of feminism - Liberal feminism and focus on individualism, liberty, equality, rationality - Marxist feminism and class, alienation, domestic labour, production-reproduction, Socialist feminism and Dual system & unified system theory - critique
<b>Unit III</b>	Second wave of feminism - Radical Feminism – the personal is political – debate on abortion, reproduction, sexuality, pornography - Sisterhood and Sexual Oppression - Radical Rejection of Patriarchy - Feminism of Difference - Politics of the Private Sphere
<b>Unit IV</b>	Questioning Universals - Black feminism and the issue of race – intersectionality - Post-Structural/Post-Modern Feminism and the Rejection of Grand Narrative and Essentialism - Difference and Deconstruction – Backlash against feminism - Queer Theory/perspectives – Psychoanalytic feminism - Masculinities – Ecofeminism – Feminist standpoint theory
<b>Unit V</b>	Focus on key feminist texts – The Feminine Mystique (Betty Friedan), A Vindication of the Rights of Woman (Mary Wollstonecraft), In Search of Our Mother’s Gardens (Alice Walker), The Second Sex (Simone de Beauvoir), The Beauty Myth (Naomi Wolf), The Subjection of Women (J S Mill), Origins of the Family, Private Property and the State (F. Engels) etc.
<b>References</b>	<ul style="list-style-type: none"> <li>• Ann Fausto Sterling, “Should There Be Only Two Sexes?” In <i>Sexing the Body</i> 2000.</li> <li>• Bell Hooks, “Theory as Liberatory Practice” <i>Yale Journal of Law &amp; Feminism</i> 4:1, 1991-1992.</li> <li>• Charlotte Bunch. “Not by Degrees: Feminist Theory and Education” 1979.</li> <li>• Chris Beasley, What is Feminism?, Australia, Allen &amp; Unwin, 1999.</li> <li>• Kamla Bhasin, What is Patriarchy?, Kali For Women, New Delhi, 1993.</li> <li>• Maithreyi Krishnaraj, (Ed). Feminist Concepts: Part 1, 2, and 3, Contribution to Women’s Studies Series-7. Research Centre for Women’s Studies, SNTD Women’s University,</li> </ul>

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<b>Course Code</b>	<b>WS 422</b>
<b>Course Title</b>	<b>GENDER, POLITICS AND LEADERSHIP</b>
<b>Course Objectives</b>	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.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>•The course will focus on the concepts of democracy, politics, gender notion of citizenship etc.</li> <li>•The gendered political participation, struggle for political participation and women in politics are provided in detail.</li> <li>•The students get to understand the critical debates on challenges of gender stereotypes, feminism and biopolitics.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Conceptualizing democracy, politics, gendered notion of citizenship, the citizenship and government – power and participation
<b>Unit II</b>	Historical exploration of women’s struggle for political participation – struggle for suffrage rights – feminist critique of power & ‘malestream’ politics - Why gender and politics?
<b>Unit III</b>	Analysing Gendered political participation and representation globally – reasons for gender gaps in politics – governance and gendered structures
<b>Unit IV</b>	Women in politics: Indian perspective – examining existing and possible barriers – difference made by women in the sphere of politics – politics of reservation – women’s participation in local self-governance - gender and leadership - Do women make a difference?
<b>Unit V</b>	Critical debates: challenging gender stereotypes in political sphere – importance of capacity building - feminism & biopolitics
<b>References</b>	<ul style="list-style-type: none"> <li>• Andrea Fleschenberg and Claudia Derichs (eds.), Women and Politics in Asia: A Springboard for Democracy? Zurich, LIT Verlag, 2011.</li> <li>• Cathy J Cohen, Kathleen B Jones and Joan C Tronto (eds.), Women Transforming Politics: An Alternative Reader, New York &amp; London, New York University Press, 1997.</li> <li>• Nivedita Menon (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 1999.</li> <li>• Pamela Paxton &amp; Melanie M. Hughes, Women, Politics and Power: A Global Perspective, California, Pine Forge Press, 2007.</li> <li>• Valerie Bryson, Feminist Political Theory: An Introduction (Second Edition), New York Palgrave, Macmillan, 2003.</li> </ul>

<b>Course Code</b>	<b>WS 423</b>
<b>Course Title</b>	<b>WOMEN AND DEVELOPMENT</b>
<b>Course Objectives</b>	The course is premised on the Gender specific development needs. It seeks to provide exposure to students regarding development process and development indicators and the place of women in it. It aims to train the students in engendering national policies and programmes
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The students will understand the key concepts of development, gender and development and gender disparity etc.</li> <li>• The course will enable students to understand different approaches to women development and international interventions.</li> <li>• It discusses national machinery for women's development and international agencies for women's development.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Introduction: Conceptual analysis of development - Theoretical perspectives of Gender and Development - Measures of development - Gender disparity: Global and Indian scenario – Literacy – Labour force participation – Political participation – Health - HDI
<b>Unit II</b>	Approaches to Women and Development: Women in Development (WID) - Women and Development(WAD) - Gender and Development(GAD) -Women Empowerment – key issues in Development
<b>Unit III</b>	Women's Development and International Interventions: International Women's Decade - Plan of Action-Mexico 1975 - CEDAW -Programme of Action-Copenhagen1980 - Forward Looking strategies-Nairobi 1985 - Platform for Action-Beijing 1995 – MDGs - SDGs.
<b>Unit IV</b>	National Machinery for Women's development: Ministry of Women and Child Development- National Commission for Women, Central Social Welfare Board (CSWD) - National Institute of Public Co-operation and Child Development (NIPCCD) - Rashtriya Mahila Kosh (RMK) - State Departments of Women and Child Development - Mahila Samakhya - State Commission for Women- GeM
<b>Unit V</b>	International Agencies for Women's Development: UNFPA, UNICEF, UNIFEM, FORD Foundation, UNDP, OXFAM, UNWOMEN
<b>References</b>	<ul style="list-style-type: none"> <li>• Shahrashoub Razavi and Carol Miller, 1995. Conceptual Shifts in the Women and Development Discourse, published by United Nations Research Institute for Social Development and United Nations Development Programme</li> <li>• Jane L. Parpart, M. Patricia Connelly, and V. Eudine Barriteau, 2000. Theoretical Perspectives on Gender and Development (Eds.), published by International Development Research Centre</li> <li>• Gilbert Rist, 2002. The History of Development: From Western Origins to Global Faith, Zed Books.</li> <li>• Damien Kingsbury, 2004. Key Issues in Development, Palgrave Macmillan.</li> </ul>

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- Sher Verick, 2011. Women's labour force participation in India: Why is it so low? Published by ILO.
- Gender Development Report, 2012. Gender differences in employment and why they matter? World Bank.

<b>Course Code</b>	<b>WS 511</b>
<b>Course Title</b>	<b>WOMEN AND HEALTH</b>
<b>Course Objectives</b>	The course discusses the issues of Women's health and policies and programmes in India to address health care of women. It also stresses the potential for women's agency and autonomy with respect to improving their health and environments.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The course will facilitate students to understand Women's health, status of women's health in India etc.</li> <li>• The students will know the accessibility of health care services and critical issues in women's health.</li> <li>• It discusses health policy in India and international perspectives on health.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Conceptualizing Women's Health: Health as a Gender Issue - Status of Women's health in India - Maternal Morbidity, Maternal mortality, Infant Mortality, Life Expectancy and Fertility.
<b>Unit II</b>	Access to Health Care Services: Maternal and Child health Services in India - Food and nutrition, Anaemia, Pre-natal care, Factors Influencing Women's Health.
<b>Unit III</b>	Critical Issues in Women's Health: Sexual and Reproductive health, Mental health, Occupational health, Environmental health - Family planning - Impact of violence on women's health. Women as care givers and Feminization of elderly.
<b>Unit IV</b>	Health Policy in India: Welfare to Empowerment - Family Planning, Surrogacy Laws, Maternity Benefit Act. Reproductive health and health care - Debates around Pre-Conception and Pre-Natal Diagnostic Test (PCPNDT) Act, abortion and medical termination of pregnancy - Women's health and the global environment - Women as consumers of health care and health insurance.
<b>Unit V</b>	International Perspectives on Health: Health as a Critical area of concern in the Beijing platform for action - Women's health at ICPD, WHO, UNICEF, UNESCO, CARE and others - MDG's, SDG's and women's health.
<b>References</b>	<ul style="list-style-type: none"> <li>• Das Gupts Monica &amp; Krishnan T.N. (1998). "Women and Health". Oxford, New Delhi.</li> <li>• J.R. Park and K.Prak. (1983). "Text Book of Preventive and Social Medicines". Habalpure, M.S.Banarside.</li> <li>• K.AjitDalal and Subha Ray. (2005). "Social Dimensions of Health". Rawat Publications, Jaipur.</li> <li>• KrishnarajMaithrey (ed). (1999). "Gender, population and development". Oxford, New Delhi.</li> <li>• Mohan Rao (Ed). (2004). "The Unheard Scream: Reproductive Health and Women's Rights in India". Zubaan, New Delhi.</li> <li>• Rosalind Pollack Petchesky. (2003). "Gendering Health and Human Rights". Jed Book, London.</li> <li>• Shukla P.K. (1982). "Nutritional Problems of India". Prentice Hall of India, New Delhi.</li> </ul>

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<b>Course Code</b>	<b>WS 512</b>
<b>Course Title</b>	<b>WOMEN AND LAW</b>
<b>Course Objectives</b>	The basic aim of the course is to provide an overview of various laws enacted for women based on international initiatives and local specific requirements. It also provides specific information regarding the core laws so that the students have greater confidence to utilise it for self or to apply it in future work life or community life.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>•The course will focus on the legal concepts, law and feminism, sources of law etc. and students will have an understanding of the foundational aspects of women and law.</li> <li>•The course enables students to understand Indian constitution, the specific rights of women and children, laws related to family and marriage etc.</li> <li>•It also discusses laws related to gender based violence and work, Labour law related to women, women and criminal law etc.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Understanding Law: Legal Concepts, Law and Feminism, Sources of Law - Primary sources - Religion, Custom and Conventions - Socio-Political Philosophy and Law - Secondary Sources - The Constitution, Statutes and Judicial Decisions - Convention on the Elimination of all forms of Discrimination against Women
<b>Unit II</b>	Indian Constitution: Fundamental rights: directive principles of state policy – rights to equality – rights against exploitation – cultural and educational rights – the right to constitutional remedy. Enforcement of Human Rights for women and children
<b>Unit III</b>	Laws related to Family and Marriage: Personal laws, Laws of Marriage (Hindu and Muslim) registration of Marriages , Minimum age at marriage, Special Marriage act 1954, Divorce Laws, Judicial Separation and Divorce, Hindu Divorce Laws, Muslim Divorce Laws - Women and Property Rights including Right to Succession and Inheritance (with reference to Hindu and Muslim Laws) – Issues & Rights related to abortion (Medical termination of pregnancy), Domestic violence, Dowry prohibition Act and Family court act –Legal Services Authority -
<b>Unit IV</b>	Laws related to Gender based Violence and Work: Laws against violence & sexual crimes: eve teasing, rape, abduction and kidnapping – Immoral trafficking – prevention of sati – Devadasi act. Laws for working women: Labour law relating to women – minimum wages act, - Equal wages & Equal remuneration – Maternity benefit & child care – ESI – sexual harassment at work place and Visakha Judgment - POCSO
<b>Unit V</b>	Women and Criminal Law: Indian penal code, 1860 – Bigamy, Adultery, Rape, Cruelty to Wife; Criminal Procedure Code, 1973 - Indecent Representation of Women (prohibition) Act, 1986 - Protection in cases of Arrest and Detention of Women in Police Custody – women & criminal law amendment - Rape Laws - Adoption Laws – Surrogacy laws
<b>References</b>	<ul style="list-style-type: none"> <li>• Agnes, Flavia, Making laws work for women: the potential of existing laws against domestic violence, Manushi. No. 56; September-October 2006. p.25-31</li> </ul>

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<b>Course Code</b>	<b>WS 513</b>
<b>Course Title</b>	<b>FEMINIST RESEARCH METHODS</b>
<b>Course Objectives</b>	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.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The course will make students to understand the research strategies in women’s studies, streams of feminism and scope and significance of women’s studies.</li> <li>• The students will understand methods, techniques and tools for research in women’s studies.</li> <li>• It discusses sampling and data collection methods, data analysis and reporting.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Research in Women’s Studies: Scope and significance of Women’s Studies- Doing social science research as a feminist - Exploring the interconnections of Epistemology, Methodology and Method.
<b>Unit II</b>	Streams of Feminism: Liberal Feminism: Equality – Rationality - Freedom - Mary Wollstonecraft - Betty Friedan - Harriet Taylor - J.S Mill ; Marxist Feminism: Marx and Engels -Production – Reproduction – Class – Alienation - Marriage and Family.
<b>Unit III</b>	Methods, Techniques and Tools: Historical, Experimental, Case study, Case History, Trend study, Follow-up study and Content Analysis; Techniques - Observation, Interview, Survey; Scaling Techniques; Tools - Questionnaire, Schedules
<b>Unit IV</b>	Sampling and Data Collection; Sampling methods – Quantitative & Qualitative Data - Collection of Data -Analysis of data; Interpretation; Conclusion and Generalization - Research Report: Reporting- General format; Styles of report writing; bibliography, proof reading; synopsis.
<b>Unit V</b>	Social Sciences Research Methods Vs. Feminist Research Methods: Feminist research concepts – Need for Feminist research methodology
<b>References</b>	
<ul style="list-style-type: none"> <li>• Babbie Earl. (1979). “The practice for social Research”. Himalaya publishing house, Bombay.</li> <li>• Caroline Ramazanoglu and J.Holland. (2003). “Feminist Methodology, Challenges and choices”. Sage publications, New Delhi.</li> <li>• Davis, Martin Brett. (2007). “Doing a Successful Research Project: Using Qualitative or Quantitative Methods”. Palgrave, Hampshire.</li> <li>• Eichler M. (1991). “Non-Sexist Research Methods: A Practical Guideline”.Routledge Chapman &amp; Hall.</li> <li>• Goode and Hatt. (1952). “Methods in social Research”.Macgrawhill, Bombay.</li> <li>• Helen Roberts (ed). (1984). “Doing Feminist Research”. Rutledge and Kegan Paul, London.</li> <li>• Kothari, C.R. (1995). “Research Methodology: Methods and Techniques”. Willey Fastern</li> </ul>	

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<b>Course Code</b>	<b>WS 521</b>
<b>Course Title</b>	<b>WOMEN AND WORK</b>
<b>Course Objectives</b>	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.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The students will understand the concept of work, nature of women's work and trends in women's employment.</li> <li>• The course will enable mapping of women in various sectors, globalization and women's work.</li> <li>• It discusses new economic policy and its impact on women's employment, emerging issues of women etc.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Concept of Work: Understanding the concept of work – Unpaid domestic work and care giving - Gender role expectations and work - Gendered division of domestic labour -Estimating Women's Work
<b>Unit II</b>	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 - Work and the access to power and resources – Trends in Women's employment (formal, informal, self-employment)
<b>Unit III</b>	Mapping Women in Various Sectors: Organized sector and unorganized sector - Women in the corporate world - Women entrepreneurs - Self-Help Groups and women's cooperatives.
<b>Unit IV</b>	Globalization and Women's Work: Impact of globalization on women's work - Gender implications of tourism – Exploitation of Women
<b>Unit V</b>	Women's Employment: New Economic Policy and its impact on Women's Employment - Training, skills and income generation - Employment in Export Processing Zones- Migration of women – Challenges/ Workplace harassment
<b>References</b>	<ul style="list-style-type: none"> <li>• Gupta, Abha and Sinha, Smita (eds.) Empowerment of Women: Language and Other Facets, Mangal Deep Publications, Jaipur, 2005.</li> <li>• Hearn, Jeff, The Gender of Oppression: Men, Masculinity and the Critique of Marxism, Wheatsheaf Books, Sussex, 1987.</li> <li>• Judge, P.S., Mapping Social Exclusion in India: Caste, Religion and Borderlands, Cambridge University Press, Delhi, 2014.</li> <li>• Khullar, Mala, (ed.), Writings in Women's Studies: A Reader, Zubaan Publications, New Delhi, 2005.</li> <li>• Lal, Malashri &amp; Kumar, Sukrita Paul (eds.), Women's Studies in India: Contours of Change, IAS, Shimla, 2002.</li> <li>• Lotika Sarkar, 1995, Women's Movement and the Legal Process, Occasional Paper No. 24 Centre for Women's Development Studies, New Delhi</li> </ul>

<b>Course Code</b>	<b>WS 522</b>
<b>Course Title</b>	<b>GENDER, MASS MEDIA AND CULTURE</b>
<b>Course Objectives</b>	The purpose of this course is to explore the relationship between gender, race and mass media. Topics to be discussed will include: theories of mass communication and the process of studying gender, race and class in media; representations of race, class and gender in media; media's role in covering issues of concern to discrete groups. This course will help students to understand how media structure our understandings of gender.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>•The course will provide insights on key concepts such as gender, media, culture, fundamentals of mass communication etc.</li> <li>•The students will understand importance of media and representation, types of media, women as producers of media etc.</li> <li>•Through discussions on cultural construction of gender, need for alternative media, Indian women and media it provides better understanding of gender related issues in mass media</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Understanding key concepts: gender, media, culture, fundamentals of mass communication – hegemonic ideology – need to study gender in media – importance of studying audiences
<b>Unit II</b>	Media and representation- Different Types of Mass Media and their characteristics – gender representation in various media: Posters, Pamphlets, Newspapers, Magazines, Special Supplements, Journals, radio programmes, films, theatres etc. – gendered representation through jokes, articles, stories, advertisements, illustrations
<b>Unit III</b>	Cultural construction of gender - Understanding the Male Gaze - Trivialization, Gender Stereotype, negative portrayals and commodification of female body in media - Feminist challenges to cultural constructions of gender in literature, visual arts, film, posters, science and technology and sports – muted group theory etc.
<b>Unit IV</b>	Women as producers of Media - Women as consumers of Media – Indian women and media – legal strategies against indecent representation of women – media as a tool for empowerment of women - Cyber Crimes through social media (Twitter, Facebook, Instagram, Snapchat)
<b>Unit V</b>	Need for Alternative Media – Perceptions of gender in various media programmes – Commercial Media and social responsibility – strategies for positive social change through media
<b>References</b>	
<ul style="list-style-type: none"> <li>•Charlotte Krollokke, Anne Scott Sorensen, Gender Communication; Theories and Analysis New Delhi, Sage Publication, 2006.</li> <li>•John Storey, Cultural Theory and Popular Culture: An Introduction, New York, Pearson Longman. 2009.</li> <li>•Laura Mulvey, Visual and Other Pleasures, New York, Plagrave, 1989.</li> <li>•Mary Celeste Kearney, The Gender and Media Reader, New York, Routledge, 2012.</li> <li>•Meera Kosambi (ed), Women's Oppression in the Public Gaze: Analysis of Newspaper</li> </ul>	

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<b>Course Code</b>	<b>WS 523</b>
<b>Course Title</b>	<b>PROJECT - DISSERTATION AND VIVA-VOCE</b>
<b>Course Objectives</b>	The course aims to provide the opportunity to carry out a short term research using the training provided through course work in the semesters.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>•The students will understand the basics in conducting research in women's studies.</li> <li>•The students will have hands on experience in conducting research on issues related to women.</li> </ul>
<b>Syllabus</b>	
	Readings from the courses on Research Methodology, Feminist Theory, Women and Society, Women and Health and from the specialised topic of the elective course will guide students in preparing and carrying out research. Based on this they will write a dissertation and be evaluated through a viva voce.

<b>Course Code</b>	<b>WS 414</b>
<b>Course Title</b>	<b>WOMEN AND ENVIRONMENT</b>
<b>Course Objectives</b>	This course will focus on the links between feminist activism and environmental activism. It will also try to introduce students to the relationship between women and environment and to make them aware about the history of the gendered constructions of nature/environment. Students will be expected to look into the disproportionate goal of environmental degradation and its impact on women and children especially in the developing/under-developed nations.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The students will understand the meaning of ecology, relationship between women and environment and Nature.</li> <li>• The course will provide inputs for understanding the negative impact of ecological/environmental destruction on women and rise of ecofeminists philosophy and activism.</li> <li>• It discusses need for environmental awareness and challenges faced by ecofeminism.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Introduction: Meaning of ecology, environment, development, feminism etc. – reasons for various environmental movements across the globe – Natural resources management
<b>Unit II</b>	Relationship between women and environment – understanding nature-culture divide – challenging binary representations of nature and culture - concept of mother nature
<b>Unit III</b>	Negative impact of ecological/environmental destruction on women - development programmes and women – food, fuel, water crisis faced by rural poor women in developing countries – environment & tribal women
<b>Unit IV</b>	Rise of Ecofeminist philosophy & activism - Perspectives on Ecofeminism from developed and developing worlds
<b>Unit V</b>	Need for environmental awareness – contribution of ecofeminists – challenges faced by ecofeminism – Focus on key ecofeminist texts – Criticisms.
<b>References</b>	<ul style="list-style-type: none"> <li>• Bina Agarwal, A Field of One's Own: Gender and Land Rights in South Asia, Cambridge, Cambridge University Press, 1994.</li> <li>• Carolyn Merchant, Earthcare: Women and the Environment, New York, Routledge, 1996.</li> <li>• Karen J Warren, (ed.) Ecofeminism: Women, Culture, Nature, Bloomington, Indiana University Press, 1997.</li> <li>• Maria Mies &amp; Vandana Shiva, Ecofeminism. Nova Scotia, Fernwood Publications, 1993.</li> <li>• Ramachandra Guha, Environmentalism: A Global History, New York, Longman, 2000</li> <li>• Rosi Braidotti, Ewa Charkiewicz, Sabine Hausler &amp; Sasika Wieringa, (eds.) Women, the Environment and Sustainable Development, London, Zed Books, 1994.</li> </ul>

<b>Course Code</b>	<b>WS 415</b>
<b>Course Title</b>	<b>RETHINKING FEMINISM FROM INDIAN PERSPECTIVES</b>
<b>Course Objectives</b>	<p>This course is designed to meet the following specific objectives:</p> <ul style="list-style-type: none"> <li>• To help students develop an appreciation of how different cultural perspectives on selfhood, gender identity, relation between individual and society, human existence and aims of life result in different conceptual and theoretical frameworks for sociological inquiry.</li> <li>• To help students understand the significance of situating woman-centric or feminist inquiry in appropriate and culturally sensitive philosophical or theoretical frameworks.</li> <li>• To help students gain an appreciation of the need to rethink feminism in the light of the Indian vision of gradual and progressive evolution of consciousness – individually and collectively.</li> </ul>
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The course will help students to understand and appreciate the need for Indian perspectives on feminism, the ideal and practice of Indigenous feminism.</li> <li>• It discusses on the post-colonial perspectives on feminism in India and rethinking feminism from consciousness perspective.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Need for Indian Perspectives on Feminism: Overview of the Course - Why do we need Indian Perspectives on Feminism and Women-centric Inquiry? - Indian Views on Culture, Relation between Individual and Society, Aims of Life, Human Development.
<b>Unit II</b>	The Ideal and Practice: A Historical Look at the Women's Status in India: Women in Ancient Indian Society and the Gradual Change in Indian Women's Status - Ancient Indian Perspectives on the Ideal Relation between Man and Woman: Ideal and Practice; Implications for Today Women in Today's India – Realities, Victories, Challenges, Solutions
<b>Unit III</b>	Shakti Feminism: Indian views on Womanhood, Selfhood, Gender Identity - Indian View of Shakti and the Divine Feminine: Rethinking Feminism - Wisdom, Courage, Love & Harmony, Execution & Organisation: Four-fold Development of Women - Women Pioneers in India – Examples from Ancient to Contemporary Times.
<b>Unit IV</b>	Post-colonial Perspectives on Feminism in India: Post-colonial/Anti-colonial Critiques to Western Feminism: Significance for Indian Feminism - Feminism or Women's Movement in India – Imitative or Indigenous?
<b>Unit V</b>	Rethinking Feminism from Consciousness Perspective: Rethinking Feminism in the Light of Indian Views of Freedom, Diversity, Equality, Harmony - Rethinking Women's Issues as Societal Issues in the Light of Indian Vision of Gradual and Progressive Evolution of Consciousness
<b>References</b>	<ul style="list-style-type: none"> <li>• A research-based textbook developed by SAFIC, which provides Indian perspectives on some of the class topics.</li> <li>• Sri Aurobindo and The Mother. <i>On Women: Compiled from the writings of Sri Aurobindo and the Mother</i>. Pondicherry: Sri Aurobindo Society.</li> <li>• Selections from the Mother, <i>Complete Works of the Mother (CWM)</i>. Pondicherry: Sri Aurobindo Ashram Trust. Selections from volumes 2, 6, 7, 8, 9, 10, 12, 14.</li> </ul>



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<b>Course Code</b>	<b>WS 416</b>
<b>Course Title</b>	<b>WOMEN AND GLOBALIZATION</b>
<b>Course Objectives</b>	The course is to make the students aware of the various key issues in the process of globalization and its impact on women across regions
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>•The students will understand the concept of globalization, its economic and social aspects and the impact of globalization on women.</li> <li>•The course will help students to understand the structural adjustment program and employment of women, unemployment etc.</li> <li>•It discusses Organization of Production and the Institutional Support</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Globalization – Economic and social Aspects – Implications for Less Developed countries and women – Impact of Globalization in the light of multiple role of women – Globalization from the perspective of Developed countries - Dimensions -Diverse and Adverse Effects – Implications for Women and Men.
<b>Unit II</b>	Impact of Globalization on women – Feminization of poverty – Rapid Casualization – Contract Labour System – Mechanization – Changing cropping Pattern –non-agricultural use of land and implications on Women’s Employment – Environment Degradation – Deforestation – Women as Social Capital – Networking of Women - Conservation – bearing on resources, index of failure of Government – LPG policies & women
<b>Unit III</b>	Structural Adjustment Program and Employment of Women – Widening wage differentials between men and women – Set back in Education – Decline in Health and Food security Standards – Corporatization of resources: Denial and Loss - Commercial exploitation and lack of access to resources – Losing water security - Decline of Income in Women Headed Households. Unemployment – Displacement from traditional roles– Constantly lags in skills and skill development
<b>Unit IV</b>	Organization of Production and Institutional Support – Quantum jump in Professionalism – Access to Credit and Assets – Letting out System – Assembly Line Production - Developing Women’s Organizations – State Policies for redefinitions on Women Empowerment – Redefined self-Image – Collective emancipation
<b>Unit V</b>	Globalization and Changing consumerist culture –Feminism under Consumerism – Westernization – Influence of Media – Advertisement Ethics – Commodification – and Degrading women – Reinforcing Gender Stereotyping - Need for changing role of Media in the Globalization context – Freedom of Career choice – Consequences of Characteristic of Modernity – Information Flooding – Increasing Violence – Trafficking-recommendations & reforms
<b>References</b>	<ul style="list-style-type: none"> <li>•Malini Bhattacharya (ed), Women and Globalization, Tulika Books in Association of School of Women’s Studies, Jadapur University, New Delhi, 2005.</li> <li>•Papola and Sharma (ed), Gender and Employment in India, Indian Society of Labour</li> </ul>

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<b>Course Code</b>	<b>WS 417</b>
<b>Course Title</b>	<b>WOMEN AND ENTREPRENEURSHIP</b>
<b>Course Objectives</b>	The paper provides scope to understand and apply entrepreneurship for empowerment. It deals with the concept, process, and strategies considering the group in individual and collective growth. The paper also provides scope to understand the opportunities and challenges in entrepreneurship.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The students will understand the concept of entrepreneurship and competing theories of entrepreneurship.</li> <li>• The students will enhance skills on self-assessment, entrepreneurial process and the business idea.</li> <li>• It discusses methods of generating innovative ideas and special aspects in entrepreneurship</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Introduction: Concept of Entrepreneurship - Nature and Development of Entrepreneurship - Entrepreneurial decision process - Entrepreneurial traits – types - Culture and structure - competing theories of Entrepreneurship - Entrepreneurial motivation - Establishing Entrepreneurial Systems - development of woman entrepreneurs and the future of entrepreneurship.
<b>Unit II</b>	Self-Assessment and Entrepreneurial Process: Identifying and evaluation the opportunity - developing a business plan - resources required and the managing the enterprise. Strategic orientation - commitment to opportunity – resources - control of resource and management structure. Entrepreneurial Careers – education – training - Entrepreneurial Ethics.
<b>Unit III</b>	The Business Idea: Sources of new ideas: The unexpected - incongruities - process need - industry and market structures – demographics - changes in perception - new knowledge – Consumers - existing companies - distribution channels – start-ups – Make in India – MUDRA – state & central govt. programmes
<b>Unit IV</b>	Methods of Generating Ideas: Product Planning and development Process: Establishing evaluation criteria - Establishing role in creative groups - Taking the lead in Group problem solving
<b>Unit V</b>	Special aspects in Entrepreneurship: Intra-preneurship - International Entrepreneurship: Problems and Opportunities - Entrepreneurship in Rural sectors and Service Institutions - Ecological Niches - Legal aspects
<b>References</b>	
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<b>Course Code</b>	<b>WS 424</b>
<b>Course Title</b>	<b>VIOLENCE AGAINST WOMEN</b>
<b>Course Objectives</b>	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.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>•The course will help students to understand the issues related to violence on women, different forms of violence, causative factors etc.</li> <li>•It discusses violence against women, Nirbhaya and after, violence and media reporting etc.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Women and Violence: Masculinity and male identity – role of social customs and tradition- subtle forms of gendered violence and cultural sanction. Crimes against women as under the IPC, understanding the status from Statistics
<b>Unit II</b>	Different forms of Violence: Physical and Non-Physical violence -dowry, domestic violence, rape, including custodial rape (Mathura Rape Case), intimate partner violence (Marital rape debate), Honour related violence.
<b>Unit III</b>	Violence against women: weapon in war - child abuse – self-inflicted violence and suicide, female genital mutilation, molestation and teasing, trafficking.
<b>Unit IV</b>	Nirbhaya and after: Legal Interventions, Criminal Amendment Act 2013, society's response, role of media, services and programmes - feminisation of elderly and violence against elderly citizens (protection) – CEDAW, PCPNDT etc.
<b>Unit V</b>	Violence and media reporting: Case studies (National and Local) -Indecent Representation of Women and trolling.
<b>References</b>	<ul style="list-style-type: none"> <li>• Agnes Flavia. 2008. My Story... Our story of rebuilding broken lives. Forum Against Oppression of Women (F.A.O.W)</li> <li>• Butalia, Urvashi. 1998. Other side of Silence: Voices from Partition. New Delhi: Penguin.</li> <li>• Chandiramani Radhika, Geetanjali Misra. 2008. Sexuality, Gender and Rights. New Delhi: Sage.</li> <li>• Chatterjee Partha. 2002. Community, Gender and Violence. Delhi: Permanent Black.</li> <li>• Connell R. 1995. Gender and Power: Society, the Person and Sexual Politics. Cambridge: Polity Press.</li> <li>• D'cruze Shani, Anupama Rao. 2005. Violence, vulnerability and embodiment. Oxford: Blackwell.</li> <li>• Datar Chhaya (ed.). 1993. Struggle Against Violence, Kolkata: Stree.</li> <li>• Hossain Sara. 2006. Honour. New Delhi: Zubaan.</li> <li>• Kannabiran Kalpana. 2005. Violence of Normal Times, New Delhi: Women Unlimited.</li> <li>• Menon Nivedita. 2004. Recovering Subversion: Feminist Politics Beyond the Law. New</li> </ul>

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<b>Course Code</b>	<b>WS 425</b>
<b>Course Title</b>	<b>WOMEN AND LOCAL GOVERNANCE</b>
<b>Course Objectives</b>	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
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>•The students will understand the political participation of women in Local Governance, differential representation of women in Local Governance etc.</li> <li>•The students will also understand the significance of mainstreaming Women in Local Governance, gender auditing, and budgeting in local governance.</li> <li>•It discusses Women and Good Governance and Women and Political Empowerment.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Introduction: Political Participation of Women in Local Governance - Significance of 73 rd and 74 th Amendment for women empowerment -Women in Local Governance : Rhetoric and Reality-Mainstreaming women in politics- localizing SDGs
<b>Unit II</b>	Representation of Elected Women leaders in Local Governance: Differential representation of women in Local Governance-Intersectionality of caste, class and gender -Response of various stakeholders -Dalit women's representation in Local Governance
<b>Unit III</b>	Mainstreaming Women in Local Governance: Participatory democracy – Enabling environment in Local Self Governance - Gender auditing, and budgeting in local governance - Best Practices in Women Leadership -Assertive Women Leaders in Panchayat Raj Institutions
<b>Unit IV</b>	Women and Good Governance: Feminist perspectives of Power - Gender Responsive Local Governance - Good governance practices by women leaders -Women and Social Capital
<b>Unit V</b>	Women and Political Empowerment: Political conscientisation of women -Challenging gender stereotypes in political sphere - Leadership development -Capacity building- Networking – Concerns of the marginalised – MGNREGA - SHGs
<b>References</b>	<ul style="list-style-type: none"> <li>• Antrobus, Peggy,(2004). 'Global Women's Movement Origin, Issues and Strategies', Bangalore: Books for change.</li> <li>• Baviskar, B. &amp; Mathew, G. (2009). 'Inclusion and exclusion in local governance: Field studies from rural India. New Delhi: Sage publications.</li> <li>• Buch, N. (2010). 'Oppression to Assertion: Women and panchayats in India', New Delhi: Center for Women's Development Studies.</li> <li>• Chaudhary. S.N (2004). 'Dalit and Tribal Leadership in Panchayats,' New Delhi: Concept</li> </ul>



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- The Sustainable Development Goals what local governments need to know  
[https://www.uclg.org/sites/default/files/the\\_sdgs\\_what\\_localgov\\_need\\_to\\_know\\_0.pdf](https://www.uclg.org/sites/default/files/the_sdgs_what_localgov_need_to_know_0.pdf)
- Women Component Plan - A Holistic Gender Budgeting Tool
- [http://swtn.org/publications/Women\\_Component\\_Plan\\_A\\_Holistic\\_Gender\\_Budgeting\\_Tool\\_2003.pdf](http://swtn.org/publications/Women_Component_Plan_A_Holistic_Gender_Budgeting_Tool_2003.pdf)
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[https://www.jstor.org/stable/4408775?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/4408775?seq=1#page_scan_tab_contents)

<b>Course Code</b>	<b>WS 426</b>
<b>Course Title</b>	<b>WOMEN'S EDUCATION IN INDIA</b>
<b>Course Objectives</b>	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.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The students will understand the perspectives of women's education, status of women in education, the relevance of education on health etc.</li> <li>• The students will understand the relevance of education in women's empowerment and recent trends in women's education.</li> <li>• It discusses the role of women in development and national perspective plan for women's education.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Perspectives of Women's Education: Women's education: Objectives, Significance and Scope of education for girls and women Historical perspective of Women's Education in India Early, Colonial and Modern Periods
<b>Unit II</b>	Status of Women, Education and Health conditions, Sex Ratio, Family Planning and Welfare - Education: Literacy & Gender Bias - Work Related Issues: Existing Prejudices, Sex Related Violence, Gender Discrimination - Political participation: Lack of women's representation - Economic Conditions: Prostitution - Social Conditions: divorce, rape, domestic violence.
<b>Unit III</b>	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 - Curriculum content - Dropouts negative capability in education - Values in education-Vocational education - Recent trends in Women's education.
<b>Unit IV</b>	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 - A brief account of the growth of Women's Education - Trends of research in Women's Education.
<b>Unit V</b>	National Perspective Plan for Women's Education: Women's Education - Literacy and Population Growth - Role of UGC, MHRD, National policy of education- 1968, 1986, Constitutional Provision; Committees and Commissions on Women's Education - Radhakrishnan, Mudaliar and Kothari Commission.Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee - NCERT
<b>References</b>	<ul style="list-style-type: none"> <li>• Agrawal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.</li> <li>• Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.</li> <li>• Arya Sadhna (1999), Women, Gender Equality and the State, New Delhi, Deep &amp; Deep</li> </ul>

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- Seth Mira (2001), Women and Development, New Delhi, Sage Publications.

<b>Course Code</b>	<b>WS 427</b>
<b>Course Title</b>	<b>MENSTRUAL HEALTH AND HYGIENE: CREATING AWARENESS AND CULTURAL SENSITIVITY</b>
<b>Course Objectives</b>	This course is organised under THREE closely inter-related parts, each building upon the other and together facilitating a holistic understanding of the subject matter of various issues related to menstruation, promote a deeper awareness and cultivate a greater awareness and sensitivity toward menstrual health and hygiene practices and action-oriented training to work in their local communities, and/or reach out to schools and colleges in their areas and promote the much-needed awareness about this significant public health issue.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>•The course focuses on need for creating greater awareness and cultural sensitivity on the topic of menstruation, menstrual health and other related areas.</li> <li>•The students will understand menstrual health and hygiene; menstruation and menstrual health.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Need for creating greater awareness and cultural sensitivity on this topic of menstruation, menstrual health and other related areas. - Cross-cultural views on menstruation and menstruation related practices: Indian traditions, Ancient Western traditions, other Indigenous Traditions. - Views on menstruation in various religious traditions: Hindu, Jain, Buddhism, Sikhism, Judaism, Christianity, Islam.
<b>Unit II</b>	Evaluating and decoding contemporary research and debates on menstruation in India - Modernity vs. Tradition: Significance for today - Menstruation, Fertility and Womanhood: Some deeper insights
<b>Unit III</b>	Menstrual health and hygiene: Personal practices - Insights from Ayurveda and Yoga on menstruation and menstrual health - Paying attention to emotional and psychological aspects; issues concerning identity and self-worth
<b>Unit IV</b>	Menstruation and menstrual health: A public health issue - The impact of commercially available menstrual hygiene products on the health of the environment; sustainable alternatives
<b>Unit V</b>	Training and Awareness: Training for creating awareness and cultural sensitivity about menstruation and menstrual health - Training apprenticeship
<b>References</b>	
<ul style="list-style-type: none"> <li>• Alton, H. (n.d.). The Moon and Menstruation: A Taboo Subject. Selected extracts from Robert Briffault's 'The Mothers'. The Radical Anthropology Group, School of Humanities and Social Sciences, University of East London.</li> <li>• Bhartiya, A. (2013). Menstruation, Religion and Society. International Journal of Social Science and Humanity, 3 (6), 523-527.</li> <li>• Gaikwad, R. S., Rekha C Kuwar. R.C., &amp; Pashte, S. (2017). Rajaswala Paricharya: an Ayurvedic Management to Prevent Menstrual Disorders. IOSR Journal of Nursing and Health Science, 6 (1) 61-63.</li> </ul>	

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<b>Course Code</b>	<b>WS 514</b>
<b>Course Title</b>	<b>WOMEN AND POLITICS</b>
<b>Course Objectives</b>	The course provides an overview of political participation in pre and post-independent India. It also enables students to understand issues related to women leadership, participation in local governance and gender issues in governance
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The students will understand the political participation of women in Pre-independent and independent India and politics of reservation bill for women.</li> <li>• The course will provide updated information on the role of women in Local Governance.</li> <li>• Through discussions on women and governance, gender issues in governance and gender and political empowerment the students will gain on ground information on the practical realities on Women and Politics.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Introduction: Political Participation of Women in Pre-Independent India - Political Participation of Women in Independent India - Significance of 73rd and 74th Amendment for women empowerment - Politics of Reservation Bill for Women
<b>Unit II</b>	Political Participation of Women: Gender Imbalance in Political Representation in Parliament and Legislative Assembly - Gender perspectives of Voting Behaviour and Electoral Process - Gender Discrimination in Indian Polity - Political Participation of Women: Opportunities and constraints.
<b>Unit III</b>	Women in Local Governance: Women Leaders in Panchayati Raj Institutions (PRI'S) - Women's Participation in Local Self Governance - Factors Affecting Women's Participation in Local Governance - Gender auditing, and budgeting in local governance - Best Practices in Women Leadership
<b>Unit IV</b>	Women and Governance: Feminist Critique of Power- Weber - Governance and Gender Structures - Gender Issues in Governance - Role of women for good governance
<b>Unit V</b>	Gender and Political Empowerment: Political conscientisation of women - Challenging gender stereotypes in political sphere - Leadership development - Capacity building – pending reservation bill
<b>References</b>	
<ul style="list-style-type: none"> <li>• Ambedkar, S. N. and Nagendra, Shilaja, (2005). Women Empowerment and Panchayati Raj. Jaipur: ABD Publishers.</li> <li>• Brody, Alyson, (2009). Gender and Governance Overview Report.</li> <li>• Brush, Lisa D., (2007). Gender and Governance. New Delhi: Rawat Publications.</li> <li>• Jensen, Laura S., (2008). Government, the State and Governance, Polity, 40(3):379-385.</li> <li>• Jha, Ashok Kumar, (2004). Women in Panchayat Raj Institutions. New Delhi: Anmol Publications Pvt. Ltd.</li> <li>• Jha, Deepika, (2010). Women in World Politics. New Delhi: Pearl Books.</li> </ul>	

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<b>Course Code</b>	<b>WS 515</b>
<b>Course Title</b>	<b>WOMEN'S RIGHTS AS HUMAN RIGHTS</b>
<b>Course Objectives</b>	This course examines the human rights framework through a gender lens. It explores why and how women as a group continues to experience discrimination as a consequence of their gender and to what extent human rights can be useful to challenge the social, economic and political position of women.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The course will enable students to understand the feminist theory, rights theory and rights critique.</li> <li>• The students will comprehend gendering Human Rights, development discourse and women's international human rights.</li> <li>• It will provide deeper understanding gender specific needs woman's rights and human rights.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Understanding feminist theory, rights theory and rights critique - What are Human Rights? - Need for balance between rights and duties - International discourse on human rights- various international human rights documents etc.
<b>Unit II</b>	Gendering Human Rights – What are Women's Human Rights - its origins both as a movement and as policy approach – Protecting & Institutionalizing women's Human rights - key international laws and conventions governing women's human rights – movements that mobilized for the reforms
<b>Unit III</b>	Tensions & debates: Religion, Culture and Gender equality – Marriage and family rights – women's rights in war and in times of peace state sponsored violence against women – development discourse & women's international human rights - international protections, national compliance?
<b>Unit IV</b>	Reproduction and women's human Rights: gender identity & sexual freedoms as human rights - trafficking
<b>Unit V</b>	Women's human rights in India - concept of Substantive Equality as reflected in the Constitution of India - systems of access to justice - legislating women specific legislation such as Protection of Women from Domestic Violence Act, 2005, and judgments such as Vishaka Judgment – 16 days of activism against gender based violence – Human Rights Day
<b>References</b>	<ul style="list-style-type: none"> <li>• Arvonne S. Fraser, Becoming Human: The Origins and Development of Women's Human Rights, Human Rights Quarterly, Vol. 21, No. 4 (Nov., 1999), pp. 853-906 Published by: The Johns Hopkins University Press.</li> <li>• Charlotte Bunch &amp; Samantha Frost, 'Women's Human Rights: An Introduction', 2000.</li> <li>• Charlotte Bunch, Women's Rights as Human Rights, Human Rights Quarterly, Vol. 12, No. 4, (Nov. 1990), pp. 486-498, The Johns Hopkins University Press.</li> <li>• Convention on the Elimination of Discrimination Against Women (CEDAW)</li> </ul>



- Gender Inequality Index
- Hilary Charlesworth, What are “Women’s International Human Rights?” in *Human Rights of Women*, 1994, pp. 58-84.
- IPPF Charter Guidelines on Sexual and Reproductive Rights
- Millennium Development Goals
- Olivia Ball & Paul Gready, A powerful idea’ in the No-Nonsense Guide to Human Rights, 2006, pp. 11-30
- The Cairo Declaration of Human Rights.
- The Universal Declaration of Human Rights (UDHR)

<b>Course Code</b>	<b>WS 516</b>
<b>Course Title</b>	<b>WOMEN, SCIENCE AND TECHNOLOGY</b>
<b>Course Objectives</b>	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.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The course will enable students to understand the present position about women in science and need for gender-just science, integrating gender perspective in science education and research.</li> <li>• Students can connect between women and technology, women and information technology and technology transfer.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Women in Science: Concepts of Gender and Science - Myths about women in science - Feminist critique of science - Women in Science: Women's career in science, Exclusion of women from scientific research
<b>Unit II</b>	Gender-Just Science: Integrating Gender Perspective in Science Education and Research - Emerging ethical questions – Science - Sustainability and Indian Values
<b>Unit III</b>	Women and Technology: A historical perspective – Technology as masculine culture – Household technology – medical technology: New Reproductive technologies – Impact of Technological Change on Women.
<b>Unit IV</b>	Women and Information Technology: The Digital Divide: Unequal Access, Unequal Effects – Outcome and impact of ICT's Policies and projects for women – Women's Agency and IT Industry.
<b>Unit V</b>	Technology Transfer: Women and value orientation - Family primacy, Fatalism, aversion to risk taking, short time goals, mechanisms for technology transfer - Appropriate Technology for Women - Characteristics, Low cost, quality output; Adaptability process – Awareness evaluation and trail, decision stage – acquisition – basic principles of certain Technologies – Technology replacing women & technology serving women
<b>References</b>	<ul style="list-style-type: none"> <li>• Anil Kumar, (2007). Women Entrepreneurship in India, Regal Publications, New Delhi.</li> <li>• Chetana Kal (ed), (1991). Women and Development Discovery Publishing Home, New Delhi.</li> <li>• Deepak. M. Walolar, (2001). Women Entrepreneurs, Himalaya publishing House, New Delhi.</li> <li>• Eric A. Morse, Ronald K. Mitchell, (2007). Cases in Entrepreneurship: The Venture Creation Process, Sage Publications, New Delhi.</li> <li>• Gehlawant, S.K. and Kant, K., (1987). Strategies for Rural Development, Arnold Publishers, New Delhi.</li> <li>• Jain S.C., (1985). Women and Technology, Rawat Publication, Jaipur Begh.</li> </ul>

- Saif Siddiqui, (2008). Women Entrepreneurs in Export Trade, Regal Publications, New Delhi.
- Sami Uddin, (1989). Entrepreneurship Development in India, Mittal publications, New Delhi.

<b>Course Code</b>	<b>WS 517</b>
<b>Course Title</b>	<b>INDIGENOUS FEMINISMS</b>
<b>Course Objective</b>	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.
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• The students will understand the concepts relevant to indigenous feminism such as indigenism, indigenesness, aboriginal, native, postcolonial, transnational etc.</li> <li>• The course provides deeper insights on the indigenous feminism and the importance of it.</li> <li>• It discusses Indigenous feminism &amp; diverse perspectives from North America, Africa &amp; Latin America and Asia.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Introduction: Conceptualizing indigenous, indigenism, indigenesness, aboriginal, native, postcolonial, transnational – definitional dilemmas of ‘indigenous people’ – postcolonial and indigenous thinking and resistance practices
<b>Unit II</b>	Women and the indigenous: Indigenous communities – women in indigenous communities - Indigenous feminism – differences between indigenous and western feminisms – alternatives to western or white feminism?
<b>Unit III</b>	Indigenous feminism & diverse perspectives from North America: lived experiences of Native American & First Nations women – decolonization, indigenous sovereignty – sexual victimization of Native American women & girls - The Missing and Murdered Indigenous Women (MMIW) - aboriginal and native feminist theories
<b>Unit IV</b>	Indigenous feminism & diverse perspectives from Africa & Latin America: Race and the appropriation of Black women in struggle and scholarship – influence of machismo culture and hypermasculinity in Latin America etc.
<b>Unit V</b>	Indigenous feminism & diverse perspectives from Asia: Globalization & Chinese women - Dalit, Muslim, Tribal and Queer Women experiences with hegemonic feminism etc.
<b>References:</b>	<ul style="list-style-type: none"> <li>• Andrea Smith, “Indigenous Feminism without Apology.” <i>New Socialist</i>, Vol.58, 2006, pp. 16-17.</li> <li>• Audre Lorde, “The Master’s Tools will Never Dismantle the Master’s House”, UK, Penguin Random House, 2018.</li> <li>• Bell Hooks, “Ain’t I a Woman: Black Women and Feminism”, New York &amp; London, Routledge, 2015.</li> </ul>

- Chandra Talpade Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses”, *Boundary 2*, Vol.12, No. 3, Duke University Press, 1984, pp. 333-358.
- 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.
- Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference*, New Jersey, Princeton University Press, 2000.
- 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.
- Lata Mani, *Contentious Traditions: The Debate on Sati in Colonial India*, California, University of California Press, 1998.
- Uma Narayan, *Dislocating Cultures: Identities, Traditions, and Third-World Feminism*, New York & London, Routledge, 1997.