

Course Structure and Syllabus

for

M.A. Women's Studies

Approved by

Board of Studies, Centre for Women's Studies on

4-10-2024



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 and gender 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, documentation and dissemination. 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 contribute in sensitization and awareness of students. 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 and gender relations. 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 and gender relations.

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 PhD programme, the Centre had taken up a special research project titled Women in Pondicherry: Problems and

Prospects.

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 interdisciplinary perspective. The curriculum comprises of areas such as women's movements, laws and legal provisions, development programmes, research related to women's issues, women's political development and similar topics related to it.

The program objective is to develop the capabilities and knowledge of students in the areas of - Women's Studies, Issues of Gender, Sexuality and other Intersections, 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 engage with 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. It will: 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 | |
|-----------|-----------|-------------|----------------|--|-----------|
| I | 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 |
| | II | III | WS511 | Hard Core | 4 |
| | | | WS512 | Hard Core | 4 |
| | | | WS513 | Hard Core | 4 |
| | | | WS514 | Soft Core | 3 |
| | | | WS515 | Soft Core | 3 |
| IV | | IV | WS516 | Soft Core | 3 |
| | | | WS521 | Hard Core | 4 |
| | | | WS522 | Hard Core | 4 |
| | | | WS523 | Hard Core (Project: Dissertation & Viva-voce) | 4 |
| | | | | Total | 72 |

List of Courses

| M.A. Women's Studies | | | |
|-----------------------------|--------------------|---|-----------------|
| Sl. no | Course code | Course title | Page. No |
| Hard Core | | | |
| 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 | 13 |
| 5. | WS422 | Gender, Politics and Leadership | 15 |
| 6. | WS423 | Women and Development | 16 |
| 7. | WS511 | Women and Health | 18 |
| 8. | WS512 | Women and Law | 21 |
| 9. | WS513 | Feminist Research Methods | 23 |
| 10. | WS521 | Women and Work | 25 |
| 11. | WS522 | Gender, Mass Media and Culture | 27 |
| 12. | WS523 | Project: Dissertation & Viva-voce | 29 |
| Soft Core | | | |
| 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 |
| 25. | WS 601 | Motherhood and Feminism | 52 |
| 26. | WS 602 | Queering Feminism: explorations into gender and sexuality | 54 |
| 27. | WS 603 | Sport, gender and society: Interdisciplinary explorations | 56 |
| 28. | WS 604 | Gender, Kinship and Family | 58 |
| 29. | WS 605 | Comprehensive Sexuality Education | 60 |
| 30. | WS 606 | Understanding Masculinities | 62 |

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| Course Code | WS 411 |
| Course Title | INTRODUCTION TO WOMEN'S STUDIES |
| Course Objectives | 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. |
| Course Outcomes | <ul style="list-style-type: none"> • The course provides an insight into the basic concepts related to sex, gender, femininity etc. • The students will understand the rationale for women's studies • It discusses contemporary Gender Equality Issues and Movements and key debates in Women's Studies |
| Syllabus | |
| Unit I | Basic Concepts: Sex – Gender – Femininity – Masculinity- Gender roles Socialisation – Nature vs. Nurture - Gender Equality - Biological Determinism & Social Constructionism - Gender Stereotypes - Doing Gender – Perspectives on non-normative genders |
| Unit II | 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 |
| Unit III | Achieving Gender Equality: Gender Planning - Gender Mainstreaming – Gender Budget – Gender Audit |
| Unit IV | 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 |
| Unit V | Global Issues: Contemporary Gender Equality Issues and Movements – Key debates in Women's Studies; Key institutions engaged in women's empowerment – NCW, state mechanisms, the Indian Association of Women's Studies |
| References | |
| <ul style="list-style-type: none"> • 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. • Anne Minas (ed.), Gender Basics: Feminist Perspectives on Women and Men (2nd Edition), Wadsworth, 2000. • Geetha, V., Patriarchy, Theorizing Feminism series, ed Maithreyi Krishnaraj, Stree Samya, Kolkata, 2007 • Geetha, V., Gender, Theorizing Feminism series, ed Maithreyi Krishnaraj Stree Samya Kolkata, 2002 • Towards a World of Equals: A Bilingual Textbook on Gender, Telugu Akademi, Hyderabad, 2015 • Gerda Lerner, Creation of Patriarchy, New York, Oxford University Press, 1986. • 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. | |

- Inderpal Grewal and Caren Kaplan, *An Introduction to Women's Studies: Gender in a Transnational World* (2nd Edition), Boston, MA, McGraw-Hill, 2006.
- Jane Pilcher and Imelda Wheelan, *50 Key Concepts in Gender Studies*, London, Sage Publications, 2004.
- Judith Lorber, *Paradoxes of Gender*, Yale University Press, 1994.
- Mary E. John (Ed.), *Women's Studies in India: A Reader*, Penguin, New Delhi, 2008.
- 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.

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| Course Code | WS 412 |
| Course Title | WOMEN'S MOVEMENTS |
| Course Objectives | 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. |
| Course Outcomes | <ul style="list-style-type: none"> • The course provides opportunity for students to know the details of women's movements in India and the Western world. • The students will understand the emergence of women's question in India and Women's Activism/Movements in Post-Independence India. • It discusses contemporary debates surrounding Women's Activism/ Movement in India |
| Syllabus | |
| Unit I | Contextualizing Women's Movements: Understanding the category of Woman - Women's Movement as a Social Movement - History of Women's question (Suffrage, Working Women's issues, Birth Control Movement) – Brief overview of Women's Movement in USA, Europe, Africa, Asia and Latin America |
| Unit II | 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 - Anti-war assertions. |
| Unit III | 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 |
| Unit IV | 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 – Movements against sexual violence – Ecological movements |
| Unit V | 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 – the #MeToo movement – cyber-based violence.

References

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- Sharmila Rege, *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*, New Delhi, Kali for Women, 2006.
- Stree Shakti Sanghatana, *We Were Making History: Life Stories of Women in the Telangana People's Struggle*, [Zed Books, 1989] Kali for Women, Delhi, 1994
- Kalpana Kannabiran and Ritu Menon, *From Mathura to Manorama: Resisting Violence Against Women in India*, Women Unlimited, Delhi, 2007.
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- Dale Spender, *There's Always Been a Women's Movement this Century*, London, Pandora Press, 1983.
- Ilina Sen, *Space with the struggle: Women's participation in people's movements*, Zubaan publications, Delhi, 1990
- Indu Agnihotri and Vina Mazumdar, *Changing terms of Political Discourse: Women's Movement in India 1970s –1990s*, EPW, Vol. XXX, No.29, July 22, 1995.
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| Course Code | WS 413 |
| Course Title | WOMEN AND SOCIETY |
| Course Objectives | 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. |
| Course Outcomes | <ul style="list-style-type: none"> • The students will understand the social construction of Gender Roles, in family, kinship, social and community spaces. • The course will enable students to understand Women and Caste, Religion and Caste Patriarchal conceptualization of women. • It discusses Social Structures, Changing Status of Women in India and Contemporary Debates on Indian women and Empowerment. |
| Syllabus | |
| Unit I | Social Structures and Institutions – Notion of Marriage and Family-Forms of Family and Household- Sexual division of labour. |
| Unit II | Women, Caste, and Religion: women as repositories of cultural practices and traditions - Sexual division of labour -, Public-Private Dichotomy – Caste and Religious Patriarchal conceptualization of women. |
| Unit III | 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 |
| Unit IV | 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, Shramshakti Report, Time-Use surveys |
| Unit V | Contemporary Debates: Indian women: Identity and Illusion - Representation and Issues of marginalized women - Violence, victimhood and agency – Empowerment – Education, health and well-being - Non-normative notions of womanhood. |
| References | |
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- Moser, Caroline O.N. & Clark, Fiona, C. (Ed).(2001). Victims, Perpetrators or Actors. Delhi : Kali For Women
- Mohanty, Manoranjan (Ed). (2004). Class, Caste, Gender: Readings in Indian Government and Politics. New Delhi : Sage Publication.
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- Srinivas, M N. (2002). Village, Caste, Gender and Methods: Essays in Indian Social Anthropology. New Delhi: Oxford University Press.
- Subbbamma, Malladi. (1985) Women, Tradition & Culture. New Delhi: Sterling Publishers Private Limited.
- Uberoi, Petricia. (1993). Family, Kinship and Marriage in India. New Delhi: Oxford University Press.
- Walsh, E. Julith. (2004). Domesticity in Colonial India. New Delhi: Oxford University Press.
- Sudhir, H. & Hajarimayum, J. (2005). Violence against Women in North-East India. New Delhi: Akansha Publishing House
- Thapan, Meenakshi. (2009). Living with Body: Embodiment, Womanhood and Identity in Contemporary India. New Delhi : Sage Publication

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| Course Code | WS 421 |
| Course Title | FEMINIST THEORIES AND CRITIQUES |
| Course Objectives | 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 |
| Course Outcomes | <ul style="list-style-type: none"> •The course will facilitate students to understand feminism and feminist consciousness. •The students will have a detailed understanding of different waves of feminism such as liberal, radical and black feminism. •It familiarizes students with key contributions of pioneers in feminism. |
| Syllabus | |
| Unit I | Understanding Feminism – origins and history of feminism – who is a feminist – feminist consciousness – being a woman/ becoming a woman - Why theory? |
| Unit II | 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 |
| Unit III | 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 |
| Unit IV | 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 – Third wave feminism - Backlash against feminism - Queer Theory/perspectives – Psychoanalytic feminism - Masculinities – Ecofeminism – Feminist standpoint theory – Indigenous feminisms |
| Unit V | Focus on key feminist texts – A Vindication of the Rights of Woman (Mary Wollstonecraft), The Feminine Mystique (Betty Friedan), 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. |
| References | <ul style="list-style-type: none"> • Ann Fausto Sterling, “Should There Be Only Two Sexes?” In <i>Sexing the Body</i> 2000. • Bell Hooks, “Theory as Liberatory Practice” <i>Yale Journal of Law & Feminism</i> 4:1, 1991-1992. • Charlotte Bunch. “Not by Degrees: Feminist Theory and Education” 1979. • Chris Beasley, What is Feminism?, Australia, Allen & Unwin, 1999. • Geetha, V., Gender, Theorizing Feminism series, ed Maithreyi Krishnaraj Stree Samya Kolkata, 2002 • Geraldine Forbes, Women in Modern India. Cambridge: Cambridge University Press, 1999. |

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- Susan Kessler, *The Medical Construction of Gender: Case Management of Intersex Infants*, in *Theorizing Feminism* (eds.) Herrmann and Stewart, Routledge, 2001
- Vandana Shiva, *Staying Alive: Women, Ecology and Development*, New Delhi, 1989.

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| Course Code | WS 422 |
| Course Title | GENDER, POLITICS AND LEADERSHIP |
| Course Objectives | The objective of this course is to develop an understanding of the issues related to political participation of women and the gendered structures of governance and polity. It also aims to sensitize the students about the practical issues concerning gender and politics. |
| Course Outcomes | <ul style="list-style-type: none"> • The course will focus on the concepts of democracy, politics, gender notion of citizenship etc. • The gendered political participation, struggle for political participation and women in politics are provided in detail. • The students get to understand the critical debates on challenges of gender stereotypes, feminism and biopolitics. |
| Syllabus | |
| Unit I | Conceptualizing democracy, politics, gendered notion of citizenship, the citizenship and government – power and participation – The Constitution and Legal sources of rights - Socio-Political Philosophy and Law - Enforcement of Human Rights for women and children |
| Unit II | Historical exploration of women’s struggle for political participation – struggle for suffrage rights – feminist critique of power & ‘malestream’ politics - Why gender and politics? Do women make a difference? |
| Unit III | Analysing Gendered political participation and representation globally – reasons for gender gaps in politics – governance and gendered structures |
| Unit IV | 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 - feminist foreign policy–refugee rights |
| Unit V | Critical debates: challenging gender stereotypes in political sphere – importance of capacity building - feminism & biopolitics |
| References | <ul style="list-style-type: none"> • Anupama Roy, Gender and Citizenship in India, Routledge Handbook of Gender in South Asia, 2014. • Andrea Fleschenberg and Claudia Derichs (eds.), Women and Politics in Asia: A Springboard for Democracy? Zurich, LIT Verlag, 2011. • Cathy J Cohen, Kathleen B Jones and Joan C Tronto (eds.), Women Transforming Politics: An Alternative Reader, New York & London, New York University Press, 1997. • Judith Butler and Joan Scott, Feminists Theorize the Political, Routledge, 1992 • Nivedita Menon (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 1999. • Nivedita Menon, The Elusive Woman: The Women’s Reservation Bill, EPW, 21 Oct 2000 • Pamela Paxton & Melanie M. Hughes, Women, Politics and Power: A Global Perspective, California, Pine Forge Press, 2007. • Valerie Bryson, Feminist Political Theory: An Introduction (Second Edition), New York Palgrave, Macmillan, 2003. |

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| Course Code | WS 423 |
| Course Title | WOMEN AND DEVELOPMENT |
| Course Objectives | 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 |
| Course Outcomes | <ul style="list-style-type: none"> • The students will understand the key concepts of development, gender and development and gender disparity etc. • The course will enable students to understand different approaches to women development and international interventions. • It discusses national machinery for women's development and international agencies for women's development. |
| Syllabus | |
| Unit I | Introduction: Conceptual analysis of development: class, capitalism, race and gender - Theoretical perspectives of Gender and Development - Measures of development - Gender disparity: Global and Indian scenario – Literacy – Labour force participation in agriculture, industry, services – Political participation – Health - HDI- G D I - GeM – Women in Indian Plans – Women's Perspective Plan |
| Unit II | Approaches to Women and Development: Women in Development (WID) Ester Boserup - Women and Development(WAD) - Gender and Development(GAD) - Beneria and Sen – key issues in Development – From Welfare to Empowerment. |
| Unit III | 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 – Gender and Poverty - MDGs - SDGs. |
| Unit IV | Sustainable Development – New International Division of Labour – Migration of women for employment – Global Care Chains – Corporate Globalization – Microcredit revolution for women's empowerment – women's entrepreneurship - Feminist solidarity across borders |
| Unit V | National Machinery for Women's development: National Commission for Women, Central Social Welfare Board (CSWD) - State Departments of Women and Child Development - Mahila Samakhya - State Commission for Women - International Agencies for Women's Development: UNFPA, UNICEF, FORD Foundation, UNDP, OXFAM, UNWOMEN |
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| Course Code | WS 511 |
| Course Title | WOMEN AND HEALTH |
| Course Objectives | 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. |
| Course Outcomes | <ul style="list-style-type: none"> • The course will facilitate students to understand Women's health, status of women's health in India etc. • The students will know the accessibility of health care services and critical issues in women's health. • It discusses health policy in India and international perspectives on health. |
| Syllabus | |
| Unit I | 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. |
| Unit II | Access to Health Care Services: Maternal and Child health Services in India - Food and nutrition, Anaemia, Pre-natal care, Factors Influencing Women's Health. |
| Unit III | 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 – Lifecycle approach – Care economy- Gender, disability and mental health |
| Unit IV | 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 – Clinical trials and women's bodies – Depo and NetEn. Women's health and the global environment – Hysterectomies scandal - Women as consumers of health care and health insurance - Corporatization of Public health |
| Unit V | 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. |
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| Course Code | WS 512 |
| Course Title | WOMEN AND LAW |
| Course Objectives | 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. |
| Course Outcomes | <ul style="list-style-type: none"> •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. •The course enables students to understand Indian constitution, the specific rights of women and children, laws related to family and marriage etc. •It also discusses laws related to gender-based violence and work, Labour law related to women, women and criminal law etc. |
| Syllabus | |
| Unit I | Understanding Law: Legal Concepts, Law and Feminism, Sources of Law - Primary sources - Religion, Custom and Conventions - The Constitution, Statutes and Judicial Decisions - Convention on the Elimination of all forms of Discrimination against Women – IPC to BNSS |
| Unit II | Indian Constitution: Fundamental rights: directive principles of state policy – rights to equality – rights against exploitation – cultural and educational rights – the right to constitutional remedies. Enforcement of Human Rights for women and children – Anti-trafficking discourse and laws |
| Unit III | Laws related to Family and Marriage: Personal laws, Laws of Marriage (Hindu and Muslim) registration of Marriages, PCMA, Special Marriage Act 1954, Divorce Laws across religions, Women and Property Rights including Right to Succession and Inheritance across religions – Issues & Rights related to abortion (Medical termination of pregnancy), Domestic violence, Dowry prohibition Act and Family court act –Legal Services Authority - |
| Unit IV | Laws related to Gender based Violence and Work: Laws against violence & sexual crimes: sexual harassment, stalking, 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 |
| Unit V | 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 |
| References | <ul style="list-style-type: none"> • Agnes, Flavia, Making laws work for women: the potential of existing laws against domestic violence, Manushi. No. 56; September-October 2006. p.25-31 • Jaising, Indira, Through the looking glass- Indira in Wonderland, From the Lawyers Collective. 22(5); June 2007. p.8-13 • Kapur, Ratna, Subversive sites: feminist engagements with law in India/by Ratna Kapur and |

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| Course Code | WS 513 |
| Course Title | FEMINIST RESEARCH METHODS |
| Course Objectives | The course attempts to provide a description about the methods to be applied in research focusing on women. It provides a link between feminist theories and research while it also addresses the Quantitative and Qualitative approach. |
| Course Outcomes | <ul style="list-style-type: none"> • 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. • The students will understand methods, techniques and tools for research in women's studies. • It discusses sampling and data collection methods, data analysis and reporting. |
| Syllabus | |
| Unit I | 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. |
| Unit II | Feminist Philosophies: 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 - Nancy Fraser – Judith Butler– Postmodernism – Poststructuralism; Black Feminism – Patricia Hill Collins – Feminist Science Studies – Donna Haraway – Gender Trouble - Butler |
| Unit III | Methodologies, Methods, Techniques and Tools: Ethnography, Historical & Experimental methodologies, Case study, Case History, Autoethnography; Oral History methods; Trend studies, Follow-up study and Content Analysis; Discourse Analysis; Techniques -Observation, Indepth Interviews, Focus Group discussions, Survey; Scaling Techniques; Tools - Questionnaire, Schedules |
| Unit IV | Sampling and Data Collection; Sampling methods – Quantitative & Qualitative Data - Collection of Data -Analysis & Interpretation; Use of Qualitative Data Analysis software; Report writing |
| Unit V | Social Sciences Research Methods Vs. Feminist Research Methods: Feminist research concepts – Need for Feminist research methodology – Feminist Ethical concerns and Dilemmas |
| References | |
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- David Silverman and Amir Marvasti, Doing Qualitative Research: A Comprehensive Guide, Sage, 2008.
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- Sandra Harding. (1987). "Feminism and Methodology". Indian University press, India.

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| Course Code | WS 521 |
| Course Title | WOMEN AND WORK |
| Course Objectives | The course focuses on the gendered division of work and inequalities arising out of it. It also examines the vulnerability of women and women's work in the context of globalization. It also draws upon the need for gender segregated data and appropriate policies to address it. |
| Course Outcomes | <ul style="list-style-type: none"> • The students will understand the concept of work, nature of women's work and trends in women's employment. • The course will enable mapping of women in various sectors, globalization and women's work. • It discusses new economic policy and its impact on women's employment, emerging issues of women etc. |
| Syllabus | |
| Unit I | 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 – Reading labour force participation of women |
| Unit II | 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). Law and social protection of women workers – POSH 2013 |
| Unit III | Mapping Women in Various Sectors: Organized sector and unorganized sector - Women in the corporate world – Myth of the gender-pay gap - Women entrepreneurs - Self- Help Groups and women's cooperatives. |
| Unit IV | Globalization and Women's Work: Impact of globalization on women's work - Gender implications of tourism, gender led tourism – Exploitation of Women – Discourse of trafficking and sex work, sexual labour and reproductive labour, performative labour. |
| Unit V | Women's Employment: New Economic Policy and its impact on Women's Employment - Training, skills and income generation - Employment in Export Processing Zones- Women in the gig-economy - Migration of women – Challenges/ Workplace harassment – Gender and the Labour Codes |
| References | |
| <ul style="list-style-type: none"> • Krishnaraj Maithreyi (1990) 'Women's Work in Indian Census: Beginnings of Change' Economic and Political Weekly, December 1990. • Mary E. John and Meena Gopal (eds.), Women in the Worlds of Labour: Interdisciplinary and Intersectional Perspectives, Orient BlackSwan, 2021. • Bardhan, K (1985) 'Women's Work, Welfare and Status: Forces of Tradition and Change in India' Economic and Political Weekly: 20 (50-51) December • Chowdhry P (1993) 'High Participation, Low Evaluation: Women and Work in Rural Haryana' Economic and Political Weekly, 28 (52). • Kalpagam U (1985) 'Women and the Industrial Reserve Army: A Reappraisal' Social Scientist 13 (10-11) | |

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| Course Code | WS 522 |
| Course Title | GENDER, MASS MEDIA AND CULTURE |
| Course Objectives | 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. |
| Course Outcomes | <ul style="list-style-type: none"> • The course will provide insights on key concepts such as gender, media, culture, fundamentals of mass communication etc. • The students will understand importance of media and representation, types of media, women as producers of media etc. • 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 |
| Syllabus | |
| Unit I | Understanding key concepts: gender, media, culture, fundamentals of mass communication – hegemonic ideology – need to study gender in media – importance of studying audiences |
| Unit II | 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 |
| Unit III | 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. bell hooks' oppositional gaze (power) vs Mulvey's (desire as gaze) |
| Unit IV | 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) – pornography and media |
| Unit V | Need for Alternative Media – Perceptions of gender in various media programmes – Commercial Media and social responsibility – strategies for positive social change through media – Feminist theatre as resistance |
| References | |
| <ul style="list-style-type: none"> • Charlotte Krollokke, Anne Scott Sorensen, Gender Communication; Theories and Analysis New Delhi, Sage Publication, 2006. • John Storey, Cultural Theory and Popular Culture: An Introduction, New York, Pearson Longman. 2009. • Bose, Brinda. The Desiring Subject: Female Pleasures and Feminist Resistance in Deepa Mehta's Fire', in Indian Journal of Gender Studies, Vol.7, 2, July-December 2000, pp. 249-262. | |

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- Susan J. Douglas, *Where the Girls Are: Growing Up Female with the Mass Media*. New York: Three Rivers Press, 1994

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| Course Code | WS 523 |
| Course Title | PROJECT - DISSERTATION AND VIVA-VOCE |
| Course Objectives | The course aims to provide the opportunity to carry out a short term research using the training provided through course work in the semesters. |
| Course Outcomes | <ul style="list-style-type: none"> •The students will understand the basics in conducting research in women's studies. •The students will have hands on experience in conducting research on issues related to women. |
| Syllabus | |
| | 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. |

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| Course Code | WS 414 |
| Course Title | WOMEN AND ENVIRONMENT |
| Course Objectives | 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. |
| Course Outcomes | <ul style="list-style-type: none"> • The students will understand the meaning of ecology, relationship between women and environment and Nature. • The course will provide inputs for understanding the negative impact of ecological/environmental destruction on women and rise of ecofeminists philosophy and activism. • It discusses need for environmental awareness and challenges faced by ecofeminism. |
| Syllabus | |
| Unit I | Introduction: Meaning of ecology, environment, development, feminism etc. – reasons for various environmental movements across the globe – Natural resources management |
| Unit II | Relationship between women and environment – understanding nature-culture divide – challenging binary representations of nature and culture - concept of mother nature |
| Unit III | 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 – Gender and climate change issues |
| Unit IV | Rise of Ecofeminist philosophy & activism - Perspectives on Ecofeminism from developed and developing worlds |
| Unit V | Need for environmental awareness – contribution of ecofeminists – challenges faced by ecofeminism – Focus on key ecofeminist texts – from Central India and the North-East - Criticisms. |
| References | <ul style="list-style-type: none"> • Bina Agarwal, A Field of One's Own: Gender and Land Rights in South Asia, Cambridge, Cambridge University Press, 1994. • Carolyn Merchant, Earthcare: Women and the Environment, New York, Routledge, 1996. • Karen J Warren, (ed.) Ecofeminism: Women, Culture, Nature, Bloomington, Indiana University Press, 1997. • Maria Mies & Vandana Shiva, Ecofeminism. Nova Scotia, Fernwood Publications, 1993. • Ramachandra Guha, Environmentalism: A Global History, New York, Longman, 2000 • Tiplut Nongbri . Development, ethnicity and gender, Rawat Publications, 2003 • Temsula Ao. These hills called Home. Zubaan, 2012. |

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| Course Code | WS 415 |
| Course Title | RETHINKING FEMINISM FROM INDIAN PERSPECTIVES |
| Course Objectives | <p>This course is designed to meet the following specific objectives:</p> <ul style="list-style-type: none"> • 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. • To help students understand the significance of situating woman-centric or feminist inquiry in appropriate and culturally sensitive philosophical or theoretical frameworks. • 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. |
| Course Outcomes | <ul style="list-style-type: none"> •The course will help students to understand and appreciate the need for Indian perspectives on feminism, the ideal and practice of Indigenous feminisms. •It discusses the post-colonial perspectives on feminism in India and rethinking feminism from materialist perspective. |
| Syllabus | |
| Unit I | 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. |
| Unit II | 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 – Gender relations in Early India and its implications for contemporary times. Women's concerns in colonial and post-colonial India |
| Unit III | Indian women reflect 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. |
| Unit IV | 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? |
| Unit V | 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 |
| References | <ul style="list-style-type: none"> • Chakravarti U, 2006.<i>Gendering Caste: through a Feminist Lens</i>. Calcutta: Stree. • Rege S. 2006. <i>Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies</i>. New Delhi, Zubaan Publications • Sangari K and Vaid S. (Eds)1989. <i>Recasting Women: Essays in Colonial History</i>. New Delhi: Kali for Women. • Sen, Iina (ed.) (1990) <i>A Space within the Struggle: Women's Participation in People's Movements</i>, Kali for Women, New Delhi. • Kumar, Radha(1993) <i>A History of Doing: An Illustrated Account of Movements for</i> |

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| Course Code | WS 416 |
| Course Title | WOMEN AND GLOBALIZATION |
| Course Objectives | 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 |
| Course Outcomes | <ul style="list-style-type: none"> •The students will understand the concept of globalization, its economic and social aspects and the impact of globalization on women. •The course will help students to understand the structural adjustment program and employment of women, unemployment etc. •It discusses Organization of Production and the Institutional Support |
| Syllabus | |
| Unit I | 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. |
| Unit II | 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 – feminist foreign policy |
| Unit III | 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 |
| Unit IV | 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 |
| Unit V | 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 |
| References | |
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| Course Code | WS 417 |
| Course Title | WOMEN AND ENTREPRENEURSHIP |
| Course Objectives | 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. |
| Course Outcomes | <ul style="list-style-type: none"> • The students will understand the concept of entrepreneurship and competing theories of entrepreneurship. • The students will enhance skills on self-assessment, entrepreneurial process and the business idea. • It discusses methods of generating innovative ideas and special aspects in entrepreneurship |
| Syllabus | |
| Unit I | 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. Microfinance and the discourse of entrepreneurship. Rural women and entrepreneurship |
| Unit II | 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. |
| Unit III | 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 – MSMEs and start-ups: case studies – Make in India – MUDRA – state & central govt. programmes |
| Unit IV | Methods of Generating Ideas: Product Planning and development Process: Establishing evaluation criteria - Establishing role in creative groups - Taking the lead in Group problem solving |
| Unit V | Special aspects in Entrepreneurship: Intra-preneurship - International Entrepreneurship: Problems and Opportunities - Entrepreneurship in Rural sectors and Service Institutions - Ecological Niches - Legal aspects |
| References | |
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| Course Code | WS 424 |
| Course Title | VIOLENCE AGAINST WOMEN |
| Course Objectives | This course will discuss the forms of violence and how it gets legalized by social custom and tradition. The aim of the course is to explore the connection between gender, sexuality, culture and violence. The evolution of society's response to violence and the laws, programmes and services to address violence will be discussed. |
| Course Outcomes | <ul style="list-style-type: none"> • The course will help students to understand the issues related to violence on women, different forms of violence, causative factors etc. • It discusses violence against women, Nirbhaya and after, violence and media reporting etc. |
| Syllabus | |
| Unit I | 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 |
| Unit II | 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. Caste based and communal violence and targeting of women in these communities. |
| Unit III | Violence against women: weapon in war - child abuse – self-inflicted violence and suicide, female genital mutilation, molestation and teasing, trafficking. |
| Unit IV | 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 |
| Unit V | Violence and media reporting: Case studies (National and Local) -Indecent Representation of Women and trolling. |
| References | |
| <ul style="list-style-type: none"> • Agnes Flavia. 2008. My Story... Our story of rebuilding broken lives. Forum Against Oppression of Women (F.A.O.W) • Butalia, Urvashi. 1998. Other side of Silence: Voices from Partition. New Delhi: Penguin. • Chandiramani Radhika, Geetanjali Misra. 2008. Sexuality, Gender and Rights. New Delhi: Sage. • Chatterjee Partha. 2002. Community, Gender and Violence. Delhi: Permanent Black. • Connell R. 1995. Gender and Power: Society, the Person and Sexual Politics. Cambridge: Polity Press. • D'cruze Shani, Anupama Rao. 2005. Violence, vulnerability and embodiment. Oxford: Blackwell. • Datar Chhaya (ed.). 1993. Struggle Against Violence, Kolkata: Stree. • Das, Veena, 1995, Critical Events: An Anthropological Perspective on Contemporary India, OUP • Hossain Sara. 2006. Honour. New Delhi: Zubaan. | |

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| Course Code | WS 425 |
| Course Title | WOMEN AND LOCAL GOVERNANCE |
| Course Objectives | Primary objectives of this course are to present the political participation of women in Local Governance and enable to understand the issues related to women's participation and leadership in local governance. The course will also sensitize students on Gender Equality in local governance |
| Course Outcomes | <ul style="list-style-type: none"> •The students will understand the political participation of women in Local Governance, differential representation of women in Local Governance etc. •The students will also understand the significance of mainstreaming Women in Local Governance, gender auditing, and budgeting in local governance. •It discusses Women and Good Governance and Women and Political Empowerment. |
| Syllabus | |
| Unit I | 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. 73 rd & 74 th amendments in the light of recent constitutional amendments like abrogation of Art 370 etc. |
| Unit II | Representation of Elected Women leaders in Local Governance: Differential representation of women in Local Governance- Intersectionality of caste, class and gender -Responses of various stakeholders -Dalit women's representation in Local Governance |
| Unit III | 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 and Autonomous/District Hill Councils |
| Unit IV | Women and Good Governance: Feminist perspectives of Power - Gender Responsive Local Governance across countries - Governance practices by women leaders -Women and Social Capital |
| Unit V | 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 |
| References | |
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http://swtn.org/publications/Women_Component_Plan_A_Holistic_Gender_Budgeting_Tool_2003.pdf
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| Course Code | WS 426 |
| Course Title | WOMEN'S EDUCATION IN INDIA |
| Course Objectives | The course provides scope to understand the present status of women with regard to education. It also traces the causes for gender gap in education and its key interlink with various other gender inequalities. |
| Course Outcomes | <ul style="list-style-type: none"> • The students will understand the perspectives of women's education, status of women in education, the relevance of education on health etc. • The students will understand the relevance of education in women's empowerment and recent trends in women's education. • It discusses the role of women in development and national perspective plan for women's education. |
| Syllabus | |
| Unit I | 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 |
| Unit II | 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. |
| Unit III | 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. |
| Unit IV | 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. |
| Unit V | 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 |
| References | |
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| Course Code | WS 427 |
| Course Title | MENSTRUAL HEALTH AND HYGIENE: CREATING AWARENESS AND CULTURAL SENSITIVITY |
| Course Objectives | 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. |
| Course Outcomes | <ul style="list-style-type: none"> •The course focuses on need for creating greater awareness and cultural sensitivity on the topic of menstruation, menstrual health and other related areas. •The students will understand menstrual health and hygiene; menstruation and menstrual health. |
| Syllabus | |
| Unit I | 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. |
| Unit II | Evaluating and decoding contemporary research and debates on menstruation in India - Modernity vs. Tradition: Significance for today - Menstruation, Fertility and Womanhood: Some deeper insights |
| Unit III | 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 |
| Unit IV | Menstruation and menstrual health: A public health issue - The impact of commercially available menstrual hygiene products on the health of the environment; sustainable alternatives |
| Unit V | Training and Awareness: Training for creating awareness and cultural sensitivity about menstruation and menstrual health - Training apprenticeship |
| References | |
| <ul style="list-style-type: none"> • 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. • Bhartiya, A. (2013). Menstruation, Religion and Society. International Journal of Social Science and Humanity, 3 (6), 523-527. • Gaikwad, R. S., Rekha C Kuwar. R.C., & Pashte, S. (2017). Rajaswala Paricharya: an Ayurvedic Management to Prevent Menstrual Disorders. IOSR Journal of Nursing and Health Science, 6 (1) 61-63. | |

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| Course Code | WS 514 |
| Course Title | WOMEN AND POLITICS |
| Course Objectives | 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 |
| Course Outcomes | <ul style="list-style-type: none"> •The students will understand the political participation of women in Pre-independent and independent India and politics of reservation bill for women. •The course will provide updated information on the role of women in Local Governance. •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. |
| Syllabus | |
| Unit I | 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 |
| Unit II | 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. |
| Unit III | 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 |
| Unit IV | Women and Governance: Feminist Critique of Power- Weber - Governance and Gender Structures - Gender Issues in Governance - Role of women for good governance |
| Unit V | Gender and Political Empowerment: Political conscientisation of women - Challenging gender stereotypes in political sphere - Leadership development - Capacity building – pending reservation bill |
| References | |
| <ul style="list-style-type: none"> • Ambedkar, S. N. and Nagendra, Shilaja, (2005). Women Empowerment and Panchayati Raj. Jaipur: ABD Publishers. • Brody, Alyson, (2009). Gender and Governance Overview Report. • Brush, Lisa D., (2007). Gender and Governance. New Delhi: Rawat Publications. • Jensen, Laura S., (2008). Government, the State and Governance, Polity, 40(3):379-385. • Jha, Ashok Kumar, (2004). Women in Panchayat Raj Institutions. New Delhi: Anmol Publications Pvt. Ltd. • Jha, Deepika, (2010). Women in World Politics. New Delhi: Pearl Books. | |

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| Course Code | WS 515 |
| Course Title | WOMEN'S RIGHTS AS HUMAN RIGHTS |
| Course Objectives | 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. |
| Course Outcomes | <ul style="list-style-type: none"> • The course will enable students to understand the feminist theory, rights theory and rights critique. • The students will comprehend gendering Human Rights, development discourse and women's international human rights. • It will provide deeper understanding gender specific needs woman's rights and human rights. |
| Syllabus | |
| Unit I | 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. |
| Unit II | 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 |
| Unit III | 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? |
| Unit IV | Reproduction and women's human Rights: gender identity & sexual freedoms as human rights - trafficking |
| Unit V | 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 |
| References | <ul style="list-style-type: none"> • 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. • Charlotte Bunch & Samantha Frost, 'Women's Human Rights: An Introduction', 2000. • 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. • Convention on the Elimination of Discrimination Against Women (CEDAW) |

- 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)

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| Course Code | WS 516 |
| Course Title | WOMEN, SCIENCE AND TECHNOLOGY |
| Course Objectives | The course provides basic knowledge about the intersection of gender, science and technology. The course will focus upon how gender theories can provide analyses of women, science and technology. Further technology transfer can be facilitated to bridge the gender divide. |
| Course Outcomes | <ul style="list-style-type: none"> • 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. • Students can connect between women and technology, women and information technology and technology transfer. |
| Syllabus | |
| Unit I | 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 |
| Unit II | Gender-Just Science: Integrating Gender Perspective in Science Education and Research - Emerging ethical questions – Science - Sustainability and Indian Values |
| Unit III | Women and Technology: A historical perspective – Technology as masculine culture – Household technology – medical technology: New Reproductive technologies – Impact of Technological Change on Women. |
| Unit IV | 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. |
| Unit V | 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 |
| References | <ul style="list-style-type: none"> • Anil Kumar, (2007). Women Entrepreneurship in India, Regal Publications, New Delhi. • Chetana Kal (ed), (1991). Women and Development Discovery Publishing Home, New Delhi. • Deepak. M. Walolar, (2001). Women Entrepreneurs, Himalaya publishing House, New Delhi. • Eric A. Morse, Ronald K. Mitchell, (2007). Cases in Entrepreneurship: The Venture Creation Process, Sage Publications, New Delhi. • Gehlawant, S.K. and Kant, K., (1987). Strategies for Rural Development, Arnold Publishers, New Delhi. • Jain S.C., (1985). Women and Technology, Rawat Publication, Jaipur. |

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

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| Course Code | WS 517 |
| Course Title | INDIGENOUS FEMINISMS |
| Course Objective | This course will enable students to think critically about the politics of visibility and invisibility even in progressive movements and require them to reflect on questions of location and privilege especially in relation to scholarship and activism. It will also examine feminist scholarship that speaks to these concerns, contextualizing them within and around debates on colonialism, post-colonialism, and globalization. The course will engage contemporary debates around sexuality, nationalism, racism, casteism, and morality to name only some, examining them in relation to questions of agency, claim, and co-optation. |
| Course Outcomes | <ul style="list-style-type: none"> • The students will understand the concepts relevant to indigenous feminism such as indigenism, indigenesness, aboriginal, native, postcolonial, transnational etc. • The course provides deeper insights on the indigenous feminism and the importance of it. • It discusses Indigenous feminism & diverse perspectives from North America, Africa & Latin America and Asia. |
| Syllabus | |
| Unit I | Introduction: Conceptualizing indigenous, indigenism, indigenesness, aboriginal, native, postcolonial, transnational – definitional dilemmas of ‘indigenous people’ – postcolonial and indigenous thinking and resistance practices |
| Unit II | Women and the indigenous: Indigenous communities – women in indigenous communities - Indigenous feminism – differences between indigenous and western feminisms – alternatives to western or white feminism? |
| Unit III | 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 |
| Unit IV | 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. |
| Unit V | Indigenous feminism & diverse perspectives from Asia: Globalization & Chinese women - Dalit, Muslim, Tribal and Queer Women experiences with hegemonic feminism etc. |
| References: | <ul style="list-style-type: none"> • Andrea Smith, “Indigenous Feminism without Apology.” <i>New Socialist</i>, Vol.58, 2006, pp. 16-17. • Audre Lorde, “The Master’s Tools will Never Dismantle the Master’s House”, UK, Penguin Random House, 2018. • Bell Hooks, “Ain’t I a Woman: Black Women and Feminism”, New York & London, Routledge, 2015. |

- Chandra Talpade Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses”, *Boundary 2*, Vol.12, No. 3, Duke University Press, 1984, pp. 333-358.
- 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.

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| Course Code | WS 601 |
| Course Title | Motherhood and Feminism |
| Course Objectives | This course examines the following questions: what it means to be a woman; to examine the intersections of patriarchy and motherhood across cultures; to analyse key theoretical frameworks and foundational texts on motherhood |
| Course outcomes | to critically engage with feminist perspectives on motherhood to explore feminist critiques of reproduction and voluntary childlessness; to understand the alternative mothering practices by understanding the diverse forms of motherhood |
| Syllabus | |
| Unit I | Patriarchy and Motherhood What is a woman? - Understanding womanhood & motherhood under patriarchy in different cultures – sexual division of labour – politics of care - the politics of reproduction |
| Unit II | Socio-Cultural Construction of Motherhood Ideologies surrounding motherhood – mothering and motherhood – mothers internalizing motherhood stereotypes - motherhood penalty vs fatherhood premium – mommy myth/motherhood myths – maternal subjectivity – Nation as mother – Nature as mother - Media and Representation of mothers |
| Unit III | Theoretical Understandings of Motherhood Origin and Evolution of Motherhood Studies – Theories of Motherhood – Foundational Texts – Of Woman Born: Motherhood as Experience and Institution (Adrienne Rich) – Maternal Theory Essential Readings (Andrea O'Reilly) |
| Unit IV | Feminist Perspectives on Reproduction and Motherhood and Rejecting Motherhood - Shulamith Firestone – Adrienne Rich – Andrea O'Reilly – Mary Wollstonecraft – Simone de Beauvoir – Ann Oakley – Alexandra Kollontai – Reproductive Rights and Politics of Reproduction – Manifesto of 343 – Veil Act – Roe vs Wade – Voluntary Childlessness – Social Stigmas and Stereotypes – Feminism and Reproductive Autonomy – Psychological and Social Dimensions – Depiction of Childfree Women in Popular Culture – Antinatalism |
| Unit V | Other Mothers and Alternative Mothering Practices - Other Mothering and Collective Care – ARTs and motherhood – ovarian mothers – uterine mothers – social mothers – lesbian mothers – trans mother child less and child free women – Adoption – Surrogacy |
| References: | |
| <ul style="list-style-type: none"> • Adams, Heather Brooks (2017). Rhetorics of Unwed Motherhood and Shame. <i>Women's Studies in Communication</i>, 40, 91-110. • Andrea O'Reilly (Ed.) <i>Maternal Theory: Essential Reading</i>. Toronto: Demeter Press, (pp. 6-10) • Aneja A, Vaidya S (2016) <i>Embodying Motherhood: Perspective from Contemporary India</i>. New Delhi, Sage. • Bagchi, Jasodhara (2017). <i>Interrogating Motherhood</i>, Kolkata, Sage-Street. • Bhargava V (2005) <i>Adoption in India: Policies and Experiences</i>. other mother New Delhi: Sage. • Collins, Patricia Hill (2007). <i>Shifting the Center: Race, Class, and Feminist Theorizing about Motherhood</i>. | |

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- Jaishree Misra, (ed.), (2017), *Of Mothers and Others: Stories, essays, poems*, New Delhi, Zubaan.
- Johnson, Bethany and Quinlan, Margaret M. (2015). Technical Versus Public Spheres: A Feminist Analysis of Women's Rhetoric in the Twilight Sleep Debates of 1914-1916. *Health Communication*, 30, 1076-1088
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- Katrak KH (2006) *Politics of the Female Body: Postcolonial Women Writers of the Third World*. New Brunswick: Rutgers University Press.
- Krishnaraj M (2010) *Motherhood in India: Glorification Without Empowerment?*. New Delhi: Routledge.
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- Nandy, Amrita (2017). *Motherhood and Choice: Uncommon Mothers, Childfree Women*, New Delhi, Zubaan.
- O'Reilly A (2010) *Encyclopedia of Motherhood*. Thousand Oaks: Sage.
- Politics of Reproduction and Representation Martin, E. (1991). The Egg and the Sperm. *Signs: Journal of Women and Culture in Society*. 16(3).
- Rich A (1986) *Of Woman Born: Motherhood as Experience and Institution*. New York: Norton.
- [Sarojini N](#), [Vrinda Marwah](#), (eds.), (2014) *Reconfiguring Reproduction: Feminist Health Perspectives on Assisted Reproductive Technologies*
- Ulrich, M. & Weatherall, A. (2000). Motherhood & Fertility: Viewing Motherhood through the Lens of Infertility. *Feminism & Psychology*, 10, 323-336.
- Zinia Mitra, (ed.), (2020), *The Concept of Motherhood in India: Myths, Theories and Realities*, UK, Cambridge Scholars Publishing.

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| Course Code | WS 602 |
| Course Title | Queering Feminism-explorations into sexuality and gender |
| Course Objective | The course explores ideas of gender normativity and othering as well as heteronormative structures, trying to understand their constitution through the historical, scientific, structural, cultural and experiential, using as starting points various moments in the history of movements. Feminist movements in India have also had varying degrees of engagement with these strands, and have increasingly felt the need to explore this tension. |
| Course Outcomes | <ul style="list-style-type: none"> • Students are introduced to ideas and instances of lived experience of the othering within society of both the sexual and the gendered experience • The students are familiarized with structures and domains which marginalised all experiences and identities that 'deviate' from the normative with respect to gender and sexuality. |
| Syllabus | |
| Unit I | Historical contexts: this unit will look at structures of nation-state, modern scientific and medical institutions, and the heteropatriarchal family, among others, through which ideas of the sexual and gendered other come into being, tracing the shifts in these structures over time |
| Unit II | Challenges to the norm: Following how the sexual and gendered other are constituted and to look at the languages in which resistance has been framed, politicized and articulated, how this has led to a radical revisioning of categories of analysis |
| Unit III | New understanding of identities: This focuses on the contemporary focus and push toward theorizing on the gender spectrum as fluid rather than on the gender binary. This will be done through examination of curricular material in disciplines, the changing language of feminist movements, and changes in policy. |
| Unit IV | Political Movements and dialogues: this unit will explore the tensions between feminist and queer movements in the context of some of these challenges, both in Indian and other contexts, and the intersections and dialogues with anti-caste, labour, disabilities and other movements |
| Unit V | Fields and forms of life: this unit will explore the diverse and disaggregated practices and experiences that are visible in various fields and walks of life, that are neither spoken for within State nor movement discourse, and yet continue to push the envelope of the normative |
| References: | <ul style="list-style-type: none"> • Achuthan, Asha. "Darmiyan... search for an in-between." <i>Inter-Asia Cultural Studies</i> 3, no. 3 (2002): 419-436. • Foucault, Michel. <i>The History of Sexuality: An Introduction/Transl. from the French by Robert Hurley</i>. Penguin Books, 1984. • Laqueur, Thomas Walter. <i>Making sex: Body and gender from the Greeks to Freud</i>. Harvard University Press, 1992. • O'Flaherty, Wendy Doniger. <i>Women, androgynes, and other mythical beasts</i>. University of Chicago Press, 1982. • Rich, Adrienne. "Compulsory heterosexuality and lesbian existence." <i>Signs</i> (1980): 631-660. |

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| Course Code | WS 603 |
| Course Title | Sports, Gender and Society: Interdisciplinary Explorations |
| Course Objective | This course attempts to understand social relations in society, using the lens of sport with a specific focus on gender. Sport offers space for leisure, play and performance through body cultures as well as serve as an avenue for democracy and equality in aspirations in society. Yet, the realm of sport has been co-opted for capitalist gains through the values of competition, political and market clout, masculinist assertion, discrimination and violence. |
| Course Outcomes | <ul style="list-style-type: none"> • Explore sports as a lens to examine society and social relations, the gendered dimensions of sport, and how sport mediates market relations and nationalist posturing. • Introduce students to interdisciplinary engagements on sport and body cultures at the intersections of race, caste, ethnicity/religion, region/nation, sexuality, disability and other social locations • Understand the role of sports for development, and labour markets and citizenship through sport |
| Syllabus | |
| Unit I | Sport within Body Cultures – Sport and colonial legacies – The modern character of sport – Competition, quantification and measurement – the history of the Olympics and other international competitions |
| Unit II | Sports as a capitalist militaristic appendage - Sport cultures and sports markets – Sport in the making of the Nation – Sport and state patronage – State support to sporting institutions and bodies |
| Unit III | Gender essentialism as core of the culture of sport - Gender segregation in sport and other scientific exclusions – Body, disability and sport – Gender testing and the targeting of non-normative bodies – Race, class and gender normativity in sport |
| Unit IV | Nurture, care and social reproduction in sport – Sports commons and the democratic cultures around sport – inclusive sport and marginal communities – para sports |
| Unit V | Sport for peace and internationalism - Youth and sport for development – Sport spectacles and spectators – Media and Sports |
| References: | <ul style="list-style-type: none"> • S. Janaka Biyanwila (2018) <i>Sports and the Global South: Work, Play and Resistance in Sri Lanka</i>, Palgrave Macmillan: UK [Introduction and select chapters] • Meena Gopal and Padma Prakash (eds.) (2021) <i>Sports Studies in India: Expanding the Field</i> [Introduction and select chapters] • Bryan S. Turner (2012) ‘Introduction: The Turn of the Body’ in Bryan S. Turner (ed) <i>Routledge Handbook of Body Studies</i>, Routledge: New York, p.1-17. |

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- Samiha Dabholkar (2020) 'The Case for Industrialising Sports in India,' *The Wire*, Economy, Sport, 6 August, accessed at <https://thewire.in/sport/sport-khelo-india-olympics>
- Payoshni Mitra (2014) 'Challenging Stereotypes: The Case of Muslim Female Boxers in Bengal,' *The International Journal of the History of Sport* vol 26, no 12, p.1840-1851
- Madeleine Pape (2019) 'Expertise and Non-binary Bodies: Sex, Gender and the Case of Dutee Chand,' *Body and Society*, vol 20 (10) p.1-26, DOI: 10.1177/1357034X19865940
- Lindsay MC Mayinurst (2011) 'Corporatising Sport, Gender and Development: postcolonial IR feminisms, transnational private governance and global corporate social engagement,' *Third World Quarterly*, vol 32, no 3, p.531-549.
- Kari Fasting and Trond Svela Sand (2015) 'Narratives of sexual harassment experiences in sport,' *Qualitative Research in Sport, Exercise and Health*, vol.7, no.5, pp.573-588. doi.org/10.1080/2159676X.2015.1008028

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| Course Code | WS 604 |
| Course Title | Gender, Kinship and Family |
| Course Objective | This course will examine the nature of gender bias in structures like kinship, family and marriage. Gendered kinship and familial relationship do not occur in vacuum and the course work will help trace the reasons for gender inequality and gender discrimination. The course work will also highlight the importance of inclusion of women's perspective in institutions of family, marriage and kinship. |
| Course Outcomes | <ul style="list-style-type: none"> • The students will be able to describe and reflect upon concepts of gender, kinship, family and marriage. • The course will enable the students to critically examine the gendered lens of kinship, family and marriage and its associated gender roles and gender inequality • The students will be able to articulate and critique subordination and hierarchy within the structures of family, kinship and marriage |
| Syllabus | |
| Unit I | Social Structures and Institutions: Kinship- Groups, Terminology, Rules of Descent and Lineage – Indian notion of Marriage and Family-Forms of Family and Household- Sexual division of labour. |
| Unit II | Women and Kinship: Descent and Lineage – Rules of Inheritance- Rules of Residence- Patriarchal hold on kinship roles- Public and Private Domain- Conflicting Identities of women within Kinship |
| Unit III | Women and Family: Nature and Forms of Family-Gender Socialisation, Reproduction and the family- Sexuality, heteronormativity and family |
| Unit IV | Women and Marriage: Forms of Marriage, Gender Roles- Motherhood and Fatherhood- Reproduction and Surrogacy, Patriarchy and Maternal body, Women and Divorce. |
| Unit V | Contemporary Debates: Women and property rights, Issues of Dowry and Domestic violence, Women in Customary Laws, Changing structures of kinship and family, |
| References: | <ul style="list-style-type: none"> • Agarwal, Bina, 1994, A Field of One's Own; Gender and Land Rights in South Asia, Cambridge, Cambridge University Press • Butler, Judith (2002), "Is Kinship Always Already Heterosexual?" Differences: A Journal of Feminism and Cultural Studies, Vol. 13, No. 1, pp. 14-44 • Dube, Leela, 1974, Sociology of Kinship, Bombay, Popular Prakashan • Dube, Leela, 2001, Anthropological explorations in Gender: Intersecting fields, Bombay, Sage Publications • Gore, M.S., 1968, Urbanisation and Family Change in India, Bombay, Popular Prakashan • Jane Pilcher and Imelda Wheelan, 2004, 50 Key Concepts in Gender Studies, London, |

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- Kolenda, Pauline, 1987, Regional Differences in Family Structures in India, Jaipur, Rawat Publication
- Lerner, Gerda, 1986, Creation of Patriarchy, New York, Oxford University Press
- Lewin E, (ed.) (2006), Feminist Anthropology: A Reader, Blackwell
- Palriwala, Rajni (ed.) (1999), Shifting Circles of Support: Contextualising Kinship and Gender Relation in South Asia and Sub-Saharan Africa, Delhi, Sage Publication
- Stone, Linda, (2006), Kinship and Gender, Westview Press
- Uberoi, Patricia (ed.), 1994, Family , Kinship and Marriage in India, New Delhi, Oxford University Press

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| Course Code | WS 605 |
| Course Title | Comprehensive Sexuality Education |
| Course Objective | This course provides a comprehensive overview of the principles, models, and components of comprehensive sexuality education (CSE). It equips learners with the knowledge and skills to design and implement effective CSE programs that are culturally and contextually adapted |
| Course Outcomes | <ul style="list-style-type: none"> • Understand the principles of comprehensive sexuality education. • Identify and explain major models in comprehensive sexuality education and the cultural and contextual relevance of comprehensive sexuality education • Design strategies and modules for implementing comprehensive sexuality education |
| Syllabus | |
| Unit I | Introduction to Comprehensive Sexuality Education - Significance of CSE - Rights, Equity, and SDGs - UN Model of CSE and IPPF model |
| Unit II | Relationships and Values – Culture and Rights – Gender Violence and Safety – Human development and sexuality – sexual behaviour |
| Unit III | Components of CSE – Health and Wellbeing – Sexual and Gender Diversity – SRHR – Communication and Consent |
| Unit IV | SOGIESC Inclusivity and CSE - Building up Evidence Base - CSE to Prevent Child Abuse - Involving Parents and Community |
| Unit V | Challenges in implementing CSE in India – Adapting existing CSE models – Misconceptions around CSE |
| References: | <ul style="list-style-type: none"> • Coleman, E., Corona-Vargas, E., & Ford, J. V. (2021). Advancing Sexual Pleasure as a Fundamental Human Right and Essential for Sexual Health, Overall Health and Well-Being: An Introduction to the Special Issue on Sexual Pleasure. <i>International Journal of Sexual Health</i>, 33(4), 473–477. • Zaneva, M., Philpott, A., Singh, A., Larsson, G., & Gonsalves, L. (2022). What is the added value of incorporating pleasure in sexual health interventions? A systematic review and meta-analysis. <i>PLoS ONE</i>, 17(2), e0261034. (Module 4, 5) • UNESCO. (2015). <i>Emerging evidence, lessons and practice in comprehensive sexuality education: A global review</i>. (Module 2, 3, 4) • UNESCO, UNAIDS, UNFPA, UNICEF, UN Women, & World Health Organization. (2018). <i>International technical guidance on sexuality education: An evidence-informed approach</i>. UNESCO. (Module 1, 2, 3, 4) • Banerjee, D., & Rao, T. S. S. (2022). Comprehensive Sex Education—Why Should We Care? |

Journal of Psychosexual Health, 4(2), 73–75. (Module 1, 3)

- International Planned Parenthood Federation. (2021). *Comprehensive Sexuality Education for adolescents*. London: International Planned Parenthood Federation.
- Berglas, N. F., Constantine, N. A., & Ozer, E. J. (2014). A Rights-Based Approach to Sexuality Education: Conceptualization, Clarification and Challenges. *Perspectives on Sexual and Reproductive Health*, 46(2), 63–72. (Module 3, 4)
- Chandra-Mouli, V., Plesons, M., Hadi, S., Baig, Q., & Lang, I. (2018). Building support for adolescent sexuality and reproductive health education and responding to resistance in conservative contexts: Cases from Pakistan. *Global Health: Science and Practice*, 6(1), 128-136. <https://doi.org/10.9745/GHSP-D-17-00285>
- Kismödi, E., Cottingham, J., Gruskin, S., & Miller, A. M. (2015). Advancing sexual health through human rights: The role of the law. *Global Public Health*, 10(2), 252-267. <https://doi.org/10.1080/17441692.2014.986175> (Modules 2, 3, 4)
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- Lottes, I. L. (2013). Sexual rights: Meanings, controversies, and sexual health promotion. *Journal of Sex Research*, 50(3-4), 367-391. <https://doi.org/10.1080/00224499.2013.764380> (Modules 2, 3, 4)
- Macintyre, A., Montero Vega, A. R., & Sagbakken, M. (2015). From disease to desire, pleasure to the pill: A qualitative study of adolescent learning about sexual health and sexuality in Chile. *BMC Public Health*, 15(1), 1-12. <https://doi.org/10.1186/s12889-015-2371-z> (Modules 2, 3, 4)
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| Course Code | WS 606 |
| Course Title | Understanding Masculinities |
| Course Objective | This course explores the diverse expressions of masculinity, critically examines their impact on gender equality and development outcomes, and emphasizes the importance of redefining traditional masculine norms to foster a more equitable society. |
| Course Outcomes | <ul style="list-style-type: none"> • Understand the Concepts such as hegemonic and subordinated/ transgressive masculinities • Examine the Role of Masculinities in Gender Equality • Critically assess the role of power dynamics in shaping gender and masculinities • Evaluate the implications of masculinities on social behaviour, development, and gender relations |
| Syllabus | |
| Unit I | The Construction of Masculinity - Hierarchies in Society - Gendered Socialization - the Gendered Individual - physiological, psychological, and social factors |
| Unit II | Understanding Masculinity - Transgressive Masculinities - Hegemonic and Subordinated Masculinities |
| Unit III | Masculinity in the Public Sphere - The Manosphere and Masculinity - Concerns Around Violence - Multidimensionality of Masculinity - Masculine Norms and Mental Health |
| Unit IV | Masculinity and Political Ideologies - Masculinity and Social Movements – Masculinity and Sexual Health - the Global Anti-Feminist Discourse |
| Unit V | Addressing Masculinities - Creating Supportive Spaces - Feminist Reclamation - Masculinity as Allyship – Models and Interventions |
| References: | <ul style="list-style-type: none"> • Kimmel, Michael. (2013). <i>Angry white men: American masculinity at the end of an era</i>. New York: Nations Books (Module 1) • Foste, Zak and Davis, Tracy L. (2018). “Am I doing this right?”: A qualitative exploration of how college men make meaning of gendered expectations.” <i>Men and Masculinities</i>, 21, 583-602 (Module 3, 4) • Mutua, A. (2013). Multidimensionality is to Masculinities What Intersectionality is to Feminism. <i>Nevada Law Journal</i>, 13, 341–367. (Module 2, 3) • Mishra, P. (2018, March 17). The crisis in modern masculinity. <i>The Guardian</i>. https://www.theguardian.com/books/2018/mar/17/the-crisis-in-modern-masculinity (Module 2, 3, 5) |

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