



Choice Based Credit System (CBCS)

SYLLABUS

P.G. in Women's Studies

(M.A. Programme)

Centre for Women's Studies

University of Lucknow

[70+30 Scheme]

With Effect from 2020-21

M.A. Women Studies Programme

OBJECTIVES AND IMPORTANCE

Gender study or Women's Study is the most contemporary and versatile of the Social Sciences. It trains students to grasp social and diversified structures, understand social processes map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. It is at once critical and constructive; conceptual and applied; theoretical and empirical. It is a science that cohabits comfortably with literary flair, speculative sensibility, historical imagination and empirical rigour. It is incessantly reflexive about its methods, demanding about its research techniques and standards of evidence. It is ever so subtle about the conceptual distinctions it draws and zealous about its disciplinary boundaries and identity. At the same time, Women Studies is the most open and interdisciplinary of social sciences. The Pursuit of gender study is a systematic effort at recovering, mapping and making sense of our kaleidoscopic collective self under the sign of modernity. It is both historical and comparative. Gender study as an academic discipline is committed to the ideal of generating public knowledge and fostering public reason. It embodies best of enlightenment virtues: scientific reason, tolerance of diversity, humanistic empathy and celebration of democratic ideals.

Program Learning Outcomes:

The Post graduate program in Women Studies is premised on an axiom that a graduate is not mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit the entire program, its operationalization through institutions and collective and concerted efforts of all the stake holders. Every other feature of programme is fused into this. Hence graduate attributes, qualification descriptors and programme learning outcomes may not be described separately since they are innately interconnected.

Teaching Learning Process:

Multiple pedagogic techniques are used in imparting the knowledge both within and outside the classrooms. Listed below are some such techniques:

- Lectures
- Tutorials
- Power-point presentations
- Project work
- Documentary Films on relevant topics
- Debates, Discussions, Quiz

- Talks /workshops
- Interaction with experts
- Outstation field trips.... Surveys designs
- Internships

Assessment Methods:

Besides the formal system of University exams held at the end of each semesters well as mid-semester and class tests that are held regularly, the students are also assessed on the basis of the following:

- ☐ written assignments
- ☐ Projects Reports
- ☐ Presentations
- ☐ Participation in class discussions
- ☐ Ability to think critically and creatively to solve the problems
- ☐ Application of classroom concepts during fieldwork
- ☐ Reflexive Thinking
- ☐ Engagement with peers
- ☐ Participation in extra and co-curricular activities
- ☐ Critical assessment of Articles /Books etc.

Abbreviations:

‘WS’ stands for Women Studies

‘C’ stands for Core Course

‘DSE’ stands for Discipline Elective Course

‘GE’ stands for Generic Elective Course

‘SEC’ stands for Skill Enhancement Course

‘MOOC’ stands for Massive Open Online Course

SCHEME OF INTERNAL EXAMINATION:

- **1 Internal Test-15 Marks**
- **1 Assignment/Presentation/Quiz/Project-10 Marks**
(As per the course teacher/coordinator/Head/Director)
- **Attendance-05 Marks**

Total =100 Marks (Internal= 30 Marks and External=70 Marks)

PREPATORY NOTES

- This P.G. syllabus may be effective from the coming new academic session (2020-21 or 2021-22)
- It will be of 90 (24 Credits in 1st& 2nd Semester, 20 Credits for 3rd Semester and 22 Credits for 4th Semester) Credits comprising 29 courses (13Core (including one dissertation), 05 Discipline Specific Electives, 05 Generic Elective Courses and 4 skill enhancement courses and 01 Value Added Course).
- Each Core course, Elective course (DSE & GE), skill enhancement course (SEC) and Value Added Course comprising 4 credits.
- For one credit 15 lecture hours is to be given and each paper may be given five lectures in a week.
- The Core Courses include the existing compulsory papers that have to be modified to suit the contemporary demands of Women Studies or Gender Study.
- For M.A. 1st Semester students 4 core papers (WS C01, WS C02, WS C03, WS C04) are given and **three new elective papers given**(WS DSE 01, WS GE 01&WS VAC 01)
- For M.A. 2nd Semester students 4 core papers (WS C05, WS C06, WS C07, WS C08) are given and **Four new elective papers given**.(WS DSE 02, WS GE 02 &WS SEC 01, WS VAC09)
- For M.A. 3rd Semester students 2 Core papers (WS C09, WS C10) are given and five new elective papers are given. Two Discipline Specific Elective Course (WS DSE 03 & WS DSE 04) and two Generic Elective Courses (WS GE 03 & WS GE 04) and one Skill Enhancement Course (WS SEC 02).
- For M.A. 4th Semester students 2 Core papers (WS C11, WS C12) and one Discipline Specific Elective (WS DSE 05) and one Generic Elective Course (WS GE 05) and two Skill Enhancement Course (WS SEC 03) and (WS SEC 04).
- One Compulsory project (WS CP13) for 4th Semester M.A. students comprises Field Work, Dissertation and Viva-Voce.
- A student opting for Generic Elective outside the department shall have to take the permission of the HOD/Director/Coordinator before the commencement of the course. Students of other disciplines may also opt for our Generic Elective under the Choice Based Credit System.
- To qualify for the MA degree in Women Studies, students are required to appear for a total of 90 credits, out of which 13 are compulsory core courses including a project of 4th Semester (4 credits each core paper and 6 credits for the project) and 5 Discipline Specific Elective (4 credits each), 5 Generic Elective (4 credits each) and 3 Skill Enhancement Courses (4 credits each) and 1 Value Added Course (4 credits)
- Question pattern and form of examination for both Internal Assessment and End-Term written Examination will be decided by the teacher(s) offering a course. The Project and Dissertation viva voce will be conducted in presence of external examiners.

- MOOC (Online Course) can be opted by the students in any of the semesters and that credit will be added to the student's grade sheet or marks sheet after furnishing the details with proof forwarded through Head/ Director/Coordinator and Dean of Faculty of Arts.
- All other rules including grade points will be at par with the university rules/norms.

M.A. WOMEN'S STUDIES

Centre for Women's Studies

University of Lucknow

CREDIT DISTRIBUTIONS

CORE COURSES (COMPULSORY)	48/ 48
DISCIPLINE SPECIFIC COURSES (DSE) (ELECTIVE)	12 / 20
GENERIC COURSES (GE) (ELECTIVE)	12 / 20
VALUE ADDED COURSE (VAC) / SKILL ENHANCEMENT COURSE (SEC) /MOOC	12/ 24
PROJECT/DISSERTATION/FIELD WORK/INTERNSHIP	06 / 06
TOTAL CREDITS	90 / 118

Semester I: Total Credits= 28

(CORE 16) + (DSE 04) + (GE04) + (VAC 04)

Semester II: Total Credits= 32

(CORE 16) + (DSE 04) + (GE04) + (SEC 04)+ (VAC 04)

Semester III: Total Credits= 28

(CORE 08) + (DSE 08) + (GE08) + (SEC 04)

Semester IV: Total Credits= 30

(CORE 08) + (DSE 04) + (GE04) + (SEC 08) (PROJECT 06)

M.A. WOMEN'S STUDIES

1ST SEMESTER

Sl. No.	Subject Code	Title of the Course	Core/Elective	Credit
1	WS C01	Concepts and Theory: Gender and Feminism	Core	4
2	WS C02	Women, Culture and Society	Core	4
3	WS C03	Women Movements	Core	4
4	WS C04	Women and Economy	Core	4
5	WS DSE 01	Women and Law	Elective	4
6	WS GE 01	Gender and Society in India	Elective	4
7	WS VAC01	Mental Health and Women	Elective	4

Total Credits for First Semester is 28 Credits and Minimum Requirement is 24 Credits

M.A. SEM-I

Concepts and Theory: Gender and Feminism (WS C01)

Objectives: This paper aims to familiarize students with key concepts, issues, and debates in gender and feminism. This course examines the various theories that feminists have offered to explain the matrix of domination from the nineteenth century to the present. It further seeks to introduce the student to the key debates within feminist theorizing as well as the shift in the terrain of the debates.

Outcomes: Through this paper students gain a wide perspective and a grounded knowledge in the evolving of feminism and how women have been placed in the society all throughout. This enables them to broadly articulate the struggles of women across cultures and time and the issues pertaining their status relative to men.

Unit- I Fundamental concepts:

Sex and gender, Social construction of gender, gender shaping Institutions, Theories of the construction of Gender (Biological, Physiological, Psychological, Anthropological, and Sociological.)

Femininity and Masculinity,

Understanding Patriarchy and theories of Patriarchy

Equality and difference,

Private-public Dichotomy

Unit –II Defining Feminism:

Objectives – goals, phases of feminist movement – Seneca Fall convention, First wave, second wave, third wave of feminist movement

Unit –III Liberal feminism and Socialist Feminism

Equality, Rationality, Freedom, Civil liberty, critique

Socialist Feminism: Class & gender dual system v/s unified system theory

– Alison Jaggar, Juliet Mitchell, Iris Young, and Sheila Rowbotham

Unit –IV Marxist Feminism

class, Alienation, production, reproduction, Engels Idea origin of on family, private property and state, Contemporary Marxist Feminist Ideas. Critique

Unit –V Radical feminism

Patriarchy, sexuality, motherhood and reproduction, Androgyny. critique.

Existential Feminism: Simon De Beauvoir's

References:

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Bhasin, Kamla, What is Patriarchy? Kali For Women, New Delhi, 1993.

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Gimenez, Martha. (1998). "Introduction" in Marxist feminism/Materialist Feminism". <http://www.cddc.vt.edu/feminism/mar.html>

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Mary Eagleton, (ed) A concise companion to Feminist Theory, Blackwell publishing, 2003.

Mies, Maria. (1980). "Indian Women and Patriarchy". Concept Publishing Company, New Delhi.

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Feminist Sociological Knowledge". Sage, New Delhi.

Simone De Beauvoir's. (1949). "Second Sex". Translated and edited by H.M. Parshley. Vintage Books, London.

Women, Culture and Society (WS C02)

Objectives: This paper aims to create an intersectional understanding of various social factors which shape the identity of women and responsible for their oppression.

Outcomes: This will equip the students in the realization of the significance of women's studies within the academia and its interdisciplinary nature. They will be able to identify the patriarchal influences on the positioning of women in family, marriage, religion, community, various forms of media and the magnitude of violence women get to face all through their lives and in all these arenas

Unit I: Introduction to Women's Studies:

- Emergence of Women's Studies in India as an academic discipline
- Establishment of Centre for Women's Studies under UGC guidelines
- Women's Studies in International Settings
- Growth and changing perspectives of Women's Studies and Research

Unit II: Basic Concepts:

- Gender shaping Institutions, Theories of Gender construction
- Understanding Sexism and Androcentrism
- Understanding Patriarchy and Theories of Patriarchy, Private – Public dichotomy, Sexual Division of Work
- Patriarchy practices in different institutions and Text Books,

Unit III: Women and Culture

- Family kinship and women
- Women status and various forms of marriage
- Culture, religion and women
- Communalism and women
- Women's role in traditional and modern society

Unit IV: Representation of Women in Culture and Media

- Women and Mass Media- Print Media
- Women and Mass Media-Electronic Media
- Women and Films, Advertisements, Mega Serials
- Stereotyping and breaking the norms of women's roles

Unit V: Women and Violence

- Violence and its forms with reference to women
- Violence against women an overview
- Domestic violence A life cycle approach

References:

- Sharmila Rega, (edt), Sociology and Gender: The Challenges of Feminist Sociological Knowledge, Sage, New Delhi, 2003
- Indu Prakash Singh, Indian Women: The Power trapped, galaxy Pub, New Delhi, 1991
- Basabi Chakrabarti, Women's Studies: Various Aspects. Urbi Prakashani 2014
- Arvind Narrain. Queer: Despised Sexuality Law and Social Change. Book for Change. 2005
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- Flavia Agnes. Law and Gender Inequality: The Politics of Women's Rights in India. Oxford University Press, 2001
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- Radhika Chopra (ed.) : Reframing Masculinities Narrating the Supportive of Man, Delhi, 2006
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- Kamla Bhasin : Exploring Masculinity, New Delhi, 2004
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- Padma Anagol. (2010). "The Emergence of Feminism in India Features". Publisher S Ashgate Publishing Limited.

Women Movements (WS C03)

Objectives: This paper is meant to sensitize students on various organized efforts by women themselves and others to improve the conditions of women and ameliorate various gender based social inequalities and social evils in India and abroad and to raise awareness on women's participation and perspectives on other social issues.

Objectives: Through this paper students will not only gain insights into the collective efforts of women across the world in the quest for equitable societies, but also a deeper acquaintance of the voices of women from their own communities in the context of both Pre-Independence and Post-Independence.

Unit-I Contextualizing Women's Movements

- Women's Movement as a Social Movement,
- History of Women's question (Suffrage, Working Women issues, Birth Control Movement)
- Women's Movement in USA, Europe, Africa, Asia and Latin America

Unit-International Women's Movement

- The socio-economic conditions of women during the age of Industrial revolution
- The Seneca Falls Convention and the Call for Women's Rights 1848
- Women's rights movement 1848-1920, Suffrage Movement, Working Women issues

Unit-III Women's Movements in Pre-Independence period in India

- Historical Developments of Social Reform Movements and their efforts in addressing various women centered issues like women's education, abolition of Sati custom, widow remarriage, abolition of Polygamy, Child marriage, Inheritance and property rights.
- The gendered world of anti-colonial nationalism. Quest for alternative masculinities.
- Women's Participation in the National Movement (with special reference to Women in the Civil Disobedience Movement, Quit India Movement and Women's revolutionary activities.)

Unit –IV Women's Movements in Post-Independence period in India

- Telangana and Tebhaga Movements, Mathura and Nirbhaya: Transforming the laws on rape,
- Dowry murders, Rupkanwar incident and anti-sati agitation, Autonomous Women's Movement
- Dalit Women's Issues, Controversy around Uniform Civil Code and Its Impact on Women's Movement, Women's political movement for 33% reservation in legislation and Triple Talaq Act
- Contribution of women in ecological movements – Chipco, Narmada, Appico

Unit-V Challenges to Women's Movement

- Multiculturalism
- Fundamentalism,
- Casteism,
- Violence,

References:

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in India. Sage. 1991
- Firestone, Shulamith. (1970). “The Dialectic of Sex: The Case for Feminist
Revolution”. William Morrow, New York.

Women and Economy (WS C04)

Objectives:

- To sensitize the students on invisibility of women's work and gender.
- To equip students with knowledge in segmented labour market and gender based segregation.
- To familiarize the students with gender issues in organised and unorganised sectors.

Outcomes: This paper builds the students to analyze the marginalization of women in economy be it in paid or unpaid nature of work, or in both organized as well as informal sectors of work. Students will identify the gender based division of work and the need for equitable responses to make women not only visible but also to recognize as agents of development

Unit I : Women as Workers

- Women and work: unpaid, underpaid and casual work
- Women in primary, secondary and tertiary sectors
- Invisibility of women's work, problems in measurement
- Classification of work in Indian census and NSSO – Main workers, marginal workers, non-workers
- Non-recognition of women's work in national income accounting

Unit II : Gender Inequality in Labor Market

- Segmented Labor Market and Occupational Segregation
- Gendered jobs and Social Inequality
- Sex Segregation at Work Place

Unit III :Organised Sector

- Definition and categories of organised economy
- Women's participation in organised sector
- Gender Discrimination, Marginalisation and Glass Ceiling
- Gender issues at the work place

Unit IV : Unorganised Sector

- Globalisation and its impact on gender
- Concentration of women in informal sector and feminisation of occupations
- Working conditions in unorganised sector
- Issues of wage discrimination and exploitation

Unit V : Women in Indian Planning

- Invisibility of women in official data system

- Absence of gender disaggregated data
- Initiatives towards recognition of women as agents of development from sixth five year plan.

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- Yadav K. P. (ed.) (2010) *Gender Equity and Economic Development*. New Delhi: Sarup and Sons.

Women and Law (WS DSE01)

Objectives: This paper aims to analyze women's participation in politics from a feminist perspective and emphasize the need for political empowerment of women and to acquaint the students about the legal rights conferred on women by laws and legislations and their operational effectiveness in term of fulfilling the objectives of rights.

Outcomes: Students on one hand gain an exposure to a range of legal provisions available within the legal framework to safeguard the rights of women in India, and on the other they recognize the various means to avail these rights.

Unit I: Laws related to Family and Marriage

Rights inside the family: Personal laws, Laws of Marriage (Hindu and Muslim)
Registration of Marriages, Minimum age at marriage, Special Marriage act 1954
Divorce Laws, Judicial Separation and Divorce, Hindu Divorce Laws, Muslim Divorce
Laws, Maintenance Laws: Hindu, Muslim

Unit II: Women and Rights

Women and Property Rights including Right to Succession and Inheritance (with
reference to Hindu and Muslim Laws)
Issues and Rights related to Abortion (Medical termination of pregnancy)
Domestic Violence, Dowry Prohibition Act, Family Court Act 1986
Need for Uniform Civil Code

Unit III: Laws related to Gender based Violence

Laws against Violence and Sexual Crimes
Eve Teasing, Rape, Indecent Representation of Women
Abduction and Kidnapping – Immoral Trafficking
Prevention of Sati – Devdasi act.

Unit IV: Laws for working people

Labor Law relating to Women – Minimum Wages Act, - Equal wages & Equal
Remuneration, Maternity Benefit and Child Care, ESI
Sexual Harassment at Work Place and Visakha Judgment.

Unit V: Right for justice

Awareness regarding access to legal and judicial machinery:
Rights at the time of filing FIR in Police Stations
Rights at the time of Arrest and Custody;
Role of Counseling Centres
Legal AID cells, Help line
Right to Information (RTI)

References:

- Flavia Agnes. Law and Gender Inequality: The Politics of Women's Rights in India. Oxford University Press, 2001
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Gender and Society in India (WS GE01)

Objectives: To make the students to have familiarity with the existing socialization pattern in the society, functioning of institutions and disseminate gender sensitive approaches. This course will focus on the study of women from a sociological perspective, (including historical, cultural views) and feminist thought and methodologies. The purpose of the paper is to equip a student of sociology to understand gender in all its dimensions and not merely as women's issues. The students are encouraged to take this course to understand Indian society and the changes occurring in the context of equality, power and politics. The paper is designed to help students of sociology understand both theory and methodology and also the impact of society and culture on gender roles in different cultural settings and economic groups of women. It would be interesting to give examples of regional, ethnic and religious differences to enable the student to grasp social realities.

Outcomes: Students will recognize the institutional/ structural nature of gender inequalities existing in the society and their patterns of reinforcement. They will also identify the intensified discrimination faced by women in difficult circumstances and analyze the inequalities by means of demographical indicators.

Unit –I Gender Concepts:

Sex & Gender, Social construction of Gender, Gender Socialization, Gender discrimination, gender stereotyping, Androgyny, Gender Roles.

Unit –II Structures of Gender Inequality

Patterns of Gender inequality in terms of caste, class and religion

patterns of violence against women (with special reference to Karnataka) Female foeticide, Female Infanticide, child marriage. Dowry, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women

Unit –III Gender and Institutions:

Kinship and Family: Patriarchy: Concept, origin, Matriliney, Matrilocality (case study of Nayers in Kerala and Khasis of Meghalaya) Joint and Nuclear family

Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles, Role conflict
Gender and Education: Gender bias in enrollment, curriculum, content, drop out, recent trends in Women's education

Unit –IV Issues related to Marginalized Women

Status of Dalit women, Tribal women, Minority women, physically challenged women, victims of violence, devdasis

Unit –V Understanding Demographic indicators related to gender (global comparison)

Sex Ratio, Literacy, Life Expectancy, Maternal Mortality Rate, Infant Mortality Rate, Work Participation Rate

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Mental Health and Women (WS VAC 01)

Objectives: This paper will give a practical value to the students in general and women in particular. It will ensure their everyday life difficulties and dilemma. To handle changes and challenges in real life situation, this paper will be in utmost necessary.

Outcomes: This paper equips the students with significant skills for counseling especially in the context of women faced with issues of disability, rape, domestic violence etc. This paper opens up the scope for students to specialize further in the area of counseling with a wide range of possibility for employability.

Unit I: Mental Health and Women

- Historical account of women and mental health
- Concept of Mental Health, Critical issues in Mental Health and Women
- Gender Bias in Mental Health, Sex Differences in Mental Health.
- Psychological Effect during Menarche, Menstruation and Mood, Pregnancy, Childbirth, Postpartum depression after Motherhood and Menopause

Unit II: Women and Disability

- Understanding Disability
- Policies, Legislations and Programmes for persons with disability in India (with special reference to women)
- Role and challenges for mental health professionals

Unit III: Counseling and Guidance Skills

- Concept of Counselling
- Essential elements and Process of Counseling
- Introduction to counselling skills: Attending Skill, Listening Skills: Barriers to Listening; Responding Skills, Empathy and compassion

Unit IV: Counselling and Ethical issues

- Personal and Professional Characteristics / Qualities of a Counselor
- Issues of Confidentiality. Values and Ethics in Counseling
- Family and Group Counseling

Unit V: Application of Psychology and Counselling

- Counselling for trauma related to child sexual abuse, rape, Domestic Violence

- Counselling on different stages of lifespan (Marriage Counselling, Prenatal Counselling, Counselling, Postpartum Depression and Menopause)
- Workplace counselling for women.

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M.A. WOMEN'S STUDIES

2ND SEMESTER

Sl. No.	Subject Code	Title of the Course	Core/Elective	Credit
1	WS C05	Feminist Research Methodology	Core	4
2	WS C06	Women and Development: Approaches and Strategies	Core	4
3	WS C07	Women and Health	Core	4
4	WS C08	Violence against Women	Core	4
5	WS DSE 02	Women and Philosophical Tradition	Elective	4
6	WS GE 02	Women and Psychology	Elective	4
7	WS SEC01	Capacity Building for Women in India	Elective	4
8	WS VAC 09	Garbh Sanskar	Value added Elective	4

Total Credits for Second Semester is 32 Credits and Minimum Requirement is 24 Credits

SEMESTER II

Feminist Research Methodology (WS C05)

Objectives: To acquire knowledge in feminist epistemology and research.

To gain right perspectives of feminist research methods.

To provide skills for feminist writings for different purposes.

Outcomes: Through this paper students acquire the impetus and analytical abilities required for feminist research and writing that are vital during their dissertation in the IV semester, as well as for further research through PhD in feminist research.

Unit I : Feminist Perspectives and Knowledge Building

- ☐ Feminist epistemology
- ☐ Feminist empiricism
- ☐ Feminist standpoint
- ☐ Post Modern
- ☐ Inter disciplinary approach in feminist studies

Unit II : Encountering Methods in Feminist Research

- ☐ Interviews
- ☐ Oral history
- ☐ Biographical research
- ☐ Focus group
- ☐ Grounded theory and situation analysis

Unit III : Analytic Framework

- ☐ Narratives
- ☐ Conversation analysis
- ☐ Discourse analysis

Unit IV: Feminist Research Praxis

- ☐ Feminist ethnography
- ☐ Feminist content analysis
- ☐ Participatory and Action research towards transformatory practices
- ☐ Emergent methods

Unit V: Feminist writing

- ☐ Entering the scene
- ☐ Writing thought
- ☐ Making memorable arguments
- ☐ Writing advice

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Routledge

WOMEN AND DEVELOPMENT: APPROACHES AND STRATEGIES

(WS C06)

Objectives: It is premised on the Gender specific development needs. It seeks to expose the students to feminist critique of development process and development indicators. It aims to train the students in engendering national policies and programmes.

Outcomes: Students while being equipped in the diverse approaches and strategies concerning women and development, will also learn to critique and review various women development programs. This will widen the scope for their job opportunities in various NGO's and Government's developmental projects relating to women empowerment.

Unit I : Introduction

- Conceptual analysis of development, Gender right based capability.
- Theoretical perspectives of Women and Development
- Measures of development
- Gender disparity: Global and Indian scenario
- Literacy
- Labour force participation
- Political participation
- Health

Unit II: Approaches to women development

- Women in Development
- Gender and Development
- Women Empowerment

Unit III: Women development: International initiatives

- Mexico City conference
- Copenhagen conference
- Nairobi Conference
- Beijing Conference
- MDG

Unit IV: Women development: National policies and programs

- Feminist standpoint of development policy
- Gender analysis of development policy
- Engendering development policies
- Women development programs in India
- Critical review of women development programs

Unit V: Women development: Role of non-state actors

- Role of NGOs – Development initiatives
- Role of women's organisations – Mobilising, Networking & Advocacy
- Grass root level initiatives
- Micro finance and micro enterprises
- SHGs as a movement and empowerment

References:

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Gender and Development in India, 1970s-1990s: Some reflections on the constitutive role of context, Mary E. John, *Economic and Political Weekly*, Nov 1996 Women in Development News, FAO regional office for Europe.

WEBSITE

www.fao.org/regional/Europe/wid_rd12.htm

www.womenink.org/

www.ids.ac.uk/bridge/index.html

www.undp.org/toppages/gender/genframe.htm

WOMEN AND HEALTH (WS-C07)

Objectives:

To introduce the feministic perspectives of physical and mental health.

To impart knowledge on health problems of adolescent girls and adult women.

To enable the students to analyse and understand need for gender sensitive health care services.

Outcomes:

Students gain an in depth knowledge of a range of health issues faced by adolescent girls and adult women. They will be exposed to recognize the dearth of health care services concerning women and prepared for advocacy to facilitate adequate gender responsive health care services.

Unit I : Introduction

- Comprehensive Definition and Dimensions of Health
- Health Indicators and Gender Gap
- Feminist Perspectives of Health
- Women's Health Movements and Initiatives by International Organisations

Unit II: Women's Health in Socio - Cultural Context

- Gender Roles and Health
- Socio-Economic Inequality and Women's Health
- Biological and Psychological Determinants of Women's Health
- Culture, Sexuality and Women's Health
- Poverty, Gender Discrimination and Under Nutrition

Unit III: Problems of Girls and Health Implications

- Women and Physiology
- Women and nutrition
- Epidemiology of Menstruation and Menstrual Disorder
- Adolescent Pregnancy and Sexually Transmitted Infection and HIV/AIDS
- Early Marriage, Unwanted Pregnancy and Unsafe Abortions
- Health issues relating to Violence: Sexual Abuse, Immoral Trafficking, Rape

Unit IV: Health Problems Associated with Women their life span

- Sexual Reproductive Problems
- Problems Associated with Pregnancy and Infertility
- Health Impacts of Contraceptives and Assisted Reproductive Technology
- Patriarchy, Oppression and Mental Health
- Dual Role and Health Impacts
- Health issues related to trans-gender

Unit V: Gender Responsive Health Care Services

- Lack of Access to Health Care Services
- Under Utilisation of Health Care Services
- Need for Gender Sensitive Health Care Services
- Critical Review of Health Care Services and Programmes for Women in India Improving Access and Breaking Barriers

REFERENCES:

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JOURNAL

Journal of gender and health

Journal of women's health

WEBSITE

www.who.int/gender/en

VIOLENCE AGAINST WOMEN (WS C08)

Objectives:

- To present various types and forms of violence against women.
- To enable the students to understand the hidden realities of the society.
- To sensitize students on inhuman practices in the name of culture.
- To provide knowledge on various agencies and mechanism to protect women from violence.

Outcomes:

Students will be exposed and sensitized to the insidious and heinous acts of gendered based violence rooted in patriarchal mindset and directed towards women. Their study on the structural forms of violence against women and the awareness of availability of various state and non-state agencies to address these forms of violence against women equip them to seek employability in such agencies.

Unit I : Introduction

- Definition of violence and gender-based violence
- Classification of gender-based violence
 - Private and public
 - Physical, structural, and cultural
 - Family, community, and the state
- Patriarchal ideology and violence against women
- Violence as human right violation
- Feminist perspective of violence against women

Unit II : Gender Based Violence in Family

- Feminist theories on domestic violence
- Domestic violence: physical, sexual, psychological, and verbal
- Forms of violence against women in family
 - Denial of reproductive rights
 - Female Genital Mutilation (FGM)
 - Female foeticide and infanticide
 - Dowry harassment and death
 - Wife battering
 - Denial of access to resources
 - Child abuse/Incest
 - Neglect, torture, humiliation

Unit III : Gender Based Violence in Community and State

- Community
 - Rape during armed and communal conflicts
 - Sexual abuse and harassment
 - Immoral trafficking
- State violence
 - Custodial violence
 - Violence by law enforcing agency
 - Genocide
- Armed Conflict and Gender Abuse
 - War crimes, Sexual abuse
 - Violence in campus and Workplace

Unit IV: Cultural practices violating women's rights

- Forced polyandry and widowhood
- Devadasi system and mahatma culture
- Honor killing and witch hunting

Unit V : Response to Violence

State response

- National Human Rights Commission
- National Commission for Women
- Law Enforcing Agencies: All Women's Police Stations, Vigilance Cells, Legal Aid Cells
- Judiciary: Family Courts/Mahila Courts

Service Providers

- Helplines
- Women and Children Helplines

Non- State Actors:

- INGOs and NGOs
- Collective protests
- Restorative justice in the context of gender violence

REFERENCES:

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JOURNALS

Violence Against Women - Sage Publication.

Journal of Marriage and Family

Women and Philosophical Tradition (WS DSE 02)

Objectives: The central concern of this paper is to offer a philosophical understanding of feminism as an ideology and its critical study. Further, it seeks to familiarize the students with the major philosophical thinkers/theories associated with historical/cultural developments of women's movement and develop a philosophical approach. The paper is divided into two semesters (with five unit in each semester) where it has been attempted to critically understand western and Indian philosophical approaches towards feminism and their culmination in the form of various types of feminist approaches all over the world.

Outcomes: Students develop a philosophical understanding and approach towards feminism, both in Western and Indian Philosophy in all its forms such as Classic, Modern and Contemporary thinking. This paper thus enhances their impetus for further research in philosophy concerning feminism.

Unit I: Classic Western Philosophy and Women:

- Plato: Ambivalent View
- Aristotle: Against Women

Unit II: Modern Western Philosophy and Women:

- Rene Descartes and Immanuel Kant
- Jeremy Bentham and John Stuart Mill

Unit III: Contemporary Western Philosophy and Women:

- Mary Wollstonecraft
- Simone De Beauvoir

Unit IV: Indian Classic Philosophical traditions and Women:

- *Smriti Sahitya* (Selected Readings)
- Kautiliya's *Arthashastra*

Unit V: Indian Modern Philosophical tradition and Women:

- Toru Dutt and Lalith Ambika Antharajanam
- Ismat Chughtai and Mahashweta Devi

REFERENCES:

1. Rosemarie Tong: *Thought- A Comprehensive Introduction*.
2. Valerie Bryson: *Political Theory: An Introduction*.
3. Bhasin, Kamala & Nighat, Said Khan, *Some Questions on Feminism and Its Relevance in South Asia*, Kali for Women, New Delhi, 1986.
4. Chaudhuri, Maitrayee (Ed.) *Feminism in India*, Kali for Women, New Delhi, 2004.
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7. Sharkey, Sarah Borden, *An Aristotelian Feminism*, 2016, Springer
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11. Wollstonecraft, Mary 'A Vindication of the Rights of Woman' (1792) Rossi, Alice S. (ed.) *Feminist Papers: from Adams to de Beauvoir*, 1973, Northeastern University Press, Boston.
12. Goldman, Emma, 'The Tragedy of Woman's Emancipation' (1906) Rossi, Alice S. (Ed.) *Feminist Papers: from Adams to de Beauvoir* (1973, Northeastern University Press, Boston.
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15. *Tryambakayajvan* (trans. Julia Leslie 1989), *The Perfect Wife - Strīdharmapaddhati*, Oxford University Press.
16. Kautilya (3rd century BCE), Kautilya's *Arthashastra* Vol 2 (Translator: RP Kangle, 2014), Motilal Banarsidas.

Psychology and Women (WS C09)

Objectives:

This paper will enlighten the psychological perspectives with special reference to women. It will also focus the politics of body and mind with respect to family, relationship and society in general.

Outcomes: Students will be acquainted with the feminist activism within psychology, problems and experiences of girls and women, psychology of sex difference, and the various psychological aspects of women such as distress, trauma related to rape, coping strategies concerning psychological wellbeing.

Unit I: Introduction to women psychology

- Women and Gender Psychology
- The importance of critical theories by Indigenous Women
- Feminist activism within psychology

Unit II: Concepts of Girls' and Women's Experiences Throughout the Lifespan

- A gendered Biology
- Body image and representation
- Women aging.

Unit III: Gender Roles and Psychology of Sex Difference

- Conceptualization of gender roles and gender role attitudes
- Gender: Aggression, Achievement, Communication, Friendship and Romantic Relationships
- Sex Differences in Mental Health.

Unit IV: Problem among girl and Women

- Child Abuse, Child Marriage, Female Foeticide and infanticide
- Reproductive Health and Safe motherhood
- Equal access to Health services and Education

Unit V: Psychology of Women

- Women and Distress
- Trauma relating to Rape, Taboo, Childhood Sexual Abuse, Domestic Violence, Sexual Harassment at Workplace, Educational Institutions, Eve Teasing etc.
- Psychological Wellbeing of Women; Dealing with Psychological Distress, Coping Strategies, Personal Growth and Wellbeing.

References:

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- Mary E. John. Women's Studies in India: A reader. Penguin Books. 2008
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- and Empowerment”. Deep & Deep, New Delhi.
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Capacity Building for Women in India (WS SEC01)

Objectives

The aim of this course is to develop the student's understanding of the Constitutional rights and also provide an analysis of the various legal and other rights particularly impacting women in India.

Outcomes

With acquaintance of constitutional rights and the legal remedies concerning the women's rights, students find themselves equipped with necessary knowledge to widen their scope for opting jobs in organizations working for the rights of women.

Unit –I Indian constitution relating to women.

Fundamental Rights, Directive principles and fundamental duties related to Women

Unit –II Legal Rights

Laws related to Marriage, Divorce and maintenance, Inheritance of property Dowry Prohibition Act, Domestic violence Act, Rape and custodial rape, indecent representation of women, Vishaka Judgment laws against sexual harassment in the work place.

Unit –III Reproductive Rights

Issues and Rights related to abortion, sex selective abortion, Maternity Benefit Act adoption, Surrogacy Reproductive Choice

Unit –IV Political Rights

Women and Political – participation in India. Right to vote, Women and Political parties. 73rd & 74th Constitutional amendment and participation in local governance. Ongoing debate on 33% reservation of women in parliament.

Unit –V Right for justice

Enforcement Machinery: Legislature –Judiciary – Police, Awareness regarding access to legal and judicial machinery:

- Rights at the time of filing FIR,
- Rights in police stations.
- Rights in custody.
- Rights at the time of arrest; Role of counseling centers. Legal AID cells, Help line (Vanita Sahaya Vani in Bangalore) Right to information (RTI) Women's organizations and women's rights

References

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3. FlaviaAgnesLaw and Gender Inequality: The Politics of Women's Rights in India, OUP, New Delhi, 1999
4. DrPareshDiwan, Modern Hindu Law
5. DD Basu, The constitution of India

Garbh Sanskar (GS VAC 09)

Objectives: To understand the role of prenatal care.

To make aware students about all stages of pregnancy and health issues

Objectives: Students will recognize the significance of prenatal care both during pregnancy and the post delivery. They will also get to identify the various factors that influence the fetus and the role of music, yoga and certain rituals.

Unit-1:

- Prenatal Development: Meaning of prenatal Development, concept of conception, Process of conception,
- Early sign of pregnancy, symptoms of pregnancy, physiological changes during pregnancy, complication during pregnancy.

Unit-2

- Sanskar: Scientific aspects of rituals during pregnancy.
- Role of motivational song, stories, and literature.
- Prenatal influences on fetus: family environment, social environment, maternal nutrition, age of mother.

Unit -3:

- Care of pregnant women: Birth process. Maternal care.
- Nutrition during pregnancy.
- Dress during pregnancy.

Unit -4

- Care of the mother after delivery: Ideal practices for the new mother.
- Role of health practitioner.

Unit-5

- Some essential activities during pregnancy.
- Role and importance of yoga as a Garbh Sanskar.

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M.A. WOMEN'S STUDIES

3RD SEMESTER

Sl. No.	Subject Code	Title of the Course	Core/Elective	Credit
1	WS C09	Gender and Media	Core	4
2	WS C10	Women and Education	Core	4
3	WS DSE 03	Women and Environment	Elective	4
4	WS GE 03	Women and Philosophy	Elective	4
5	WS GE 04	Women and Poverty	Elective	4
6	WS DSE 04	Women and Human Rights (WS DSE04)	Elective	4
7	WS SEC02	GENDER TRAINING	Elective	4

Total Credits for Third Semester is 28 Credits and Minimum Requirement is 20 Credits

SEMESTER-III

GENDER AND MEDIA (WS C09)

Objective:

To introduce to the evolution of communication and the emergence of different Mass media in our society.

To sensitize the students on the presentation of gender in different media and develop a critical thinking.

To enable the students to create alternative media with the gender perspective.

Outcomes:

Students will be equipped for a critical thinking concerning the gender insensitive representation and portrayal of women in various forms of media, and to enhance their ability to influence programs and policies in the arena of media and to make media gender sensitive.

Unit I: Introduction

- Communication: Concepts, Definition and Process
- Evolution: Traditional, folk media, Mass media
- Fundamentals of Mass Communication
- Types of Mass media and their Characteristics: theatre, print, electronic, audio, video and New Media.

Unit II: Feminist Communication Theories

- The Structuralist Paradigm
- Muted Group Theory
- Standpoint Theory.

Unit III: Gender Stereotyping in Media

- Gender Stereotyping in Media
- Portrayal of Gender in Print Media
- Portrayal of Gender in Audio Visual Media
- Radio Programmes

Unit IV: Gender and Electronic Media

- Television- Gender Presentation in Serials / Reality Shows / Talk Shows / Game Shows / Advertisements / Comedy / News – TV Culture.

- Films - Gender construct through the history of cinema - Hero Vs Heroine Centric-Representation and Gender Stereotyping- Commercialization and Objectification – Censor Board – Film Appreciation.

Unit V: Gender and Alternative Media

- Gender perception in programmes, policies and planning in media
- Media and activism
- Media and social reality
- Commercial Media- social responsibility
- Strategies for positive social changes.
- Gender in Mass media- Need for Alternative Media.

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J.V. Vilainilam, (2004) *Communication and Mass Communication in India*, B.R. New Delhi: Publishing Corporation. (RGNIYD-2977)

PradeepMandav, (2005) *Visual Media Communication* (2005) New Delhi: Authors Press. (RGNIYD – 2621)

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Alexandra Howson, *Embodying Gender*,(2005) New Delhi: Sage Publication. (RGNIYD-7076)

Indubala Singh, (2007) *Gender Relations and Cultural Ideology in Indian Cinema*, New Delhi : Deep & Deep Publication. (RGNIYD Department – 6110)

Naomi Wolf, (1991) *The Beauty Myth*, London: Vintage Books. (RGNIYD-7403)

Kirk Johnson, (2000) *Television & Social Change in Rural India* New Delhi: Sage Publication (RGNIYD-1673)

Arthur Asa Berger,(2003) *Media and Society; A critical Perspective*, USA: Rowman& Little fieldPublishers.(RGNIYD – 2557)

John D.H. Downing, (2004) *The Sage Handbook of Media Studies* New Delhi: Sage Publication, (RGNIYD -6781)

Bonnie J. Bow, Julia T. Wood, (2006) *The Sage Hand book of Gender and Communication*, New Delhi: Sage Publication (RGNIYD – 7089)

PoojaKataria, (2007) *Women and Media: Changing Roles, Struggle and impact*, New Delhi: Regal Publications. (RGNIYD- 4904)

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Victoria Pruin De Francisco, Catherine Helen Palczewski, *Communicating Gender Diversity: A critical Approach* New Delhi: Sage Publication, New Delhi, 2007 (RGNIYD -6540)

Jitendera Singh, (2005) *Media and Society* Nwe Delhi; Sumit Enterprises. (RGNIYD-3081)

Pamela J. Creedon& Judith Cramer, (2007) *Women in Mass Communication* (Third Edition), New Delhi: Sage Publication. (RGNIYD- 6301)

Women and Education (WS C10)

Objectives: This paper introduces the situation of women in the realm of education, exploring the opportunities and issues at various times. It aims to explore the new educational policy and address issues such as gender bias in the primary education both globally and in the Indian context.

Outcomes: Students will gain a broader understanding of the issues faced by women in education and a statistical analysis concerning higher education. They will also be acquainted with the empowerment strategies for the women managers.

Unit I

- Education issues and opportunities in Ancient and Medieval India
- Women's education in colonial India, issues and events

Unit II

- Contemporary situation of women's education in India: A statistical picture
- New education policy
- Sarvashikshaabhiyan
- Important committees and commission on women education

Unit III

- Gender bias in content and pedagogy of primary education: Global
- Gender bias in content and pedagogy of primary education: Indian

Unit IV

- Women in higher education: Issues and statistical analysis
- Women in educational management
- Empowerment strategies for women managers

Unit V:

- Gender bias in Enrollment, drop out, Curriculum content, values in education,
- Gender stereotyping in textbooks, Initiatives of adult and non-formal education.
- Education for socially and economically backward women, physically challenged women
- Women and Right to Education (RTE), Women in Higher and professional **Education.**

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- Clara Zetkin.** (1988). "Movements for the Emancipation of Women". KamgarPrakashan, New Delhi.
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- LeelammaDevasia and Devasia .V.V.** (1991). "Girl Child in India". Ashish Publishing House, New Delhi.
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- MeeraKosambi.** (1993). "At the intersection of Gender Reform and Religious Belief". RCWS, SNDT, Bombay.
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- RehnaGhadially (ed).** (1988). "Women in Indian Society". Sage Publications, New Delhi.
- SandhanArya.** (2000). "Women Gender Equality and the State". Deep and Deep Publications, New Delhi.
- Susheela Mehta.** (1989). "Revolution and the Status of Women". Metropolitan Bookco.pvt ltd, New Delhi.
- Upadhay .H.C.** (1991). "Status of women in India". Anmol Publications, vol.I&II, New Delhi.
- VeenaPoonacha.** (1995). "Gender within the Human Rights Discourse". RCWS, SNDT, Bombay.

Women and Environment (WS DSE 03)

Objectives: This paper aims to delineate the characteristics and the issues of environment and the involvement of women in balancing eco system. This paper also depicts the integration of gender concerns and perspectives in policies and programmes for sustenance of environment at international, national, regional levels.

Outcomes: With more organizations and NGO's working for the environmental issues and sustainable development, students will enhance their job prospective through this paper by their acquaintance and ability to bring in the gender dimension and perspective to address concerns in the field of environment.

Unit –I

Women and Nature some.....Women and Environment: Eco-feminist perspectives, Nature and Feminine Principle, Basic needs in Rural and Urban Environments, women's Dependency on Eco system – Fodder, Fuel wood, water, Minor Forest Produce, Care and Management of Natural Resources , Depletion of Natural Resources , sustainable development

Unit –II

Women and Rural and urban Environment: Women and Rural Environment: Medicinal plants, water Resources, Livestock management, Food Security, Non timber Forest Produce, Social Forestry, Impact of Indoor and Outdoor Pollution, Awareness on Drainage and Sanitation

Urbanization and increasing density: Solid and Liquid Waste, disposal of waste, Solid Waste Management Methods of Recycling of waste and role of women in Waste management

Unit –III

Women's Resistance to environmental destruction 14hrs Collective strength –Joint Forest Management – CHIPKO Movement – Narmada BachaoAandolan Industrial Aqua Culture – Resistance from Coastal people Negating Women's Knowledge and Enterprise in food and Nutrition Reclaiming Women's Environmental Rights – Neem patent Victory Living Democracy Movement for reclaiming life's diversity and freedom

Unit –IV Gender and emerging environmental issues: Professional (Govt) Management Systems and Gender – Proportion of Professional Women in biodiversity management. Conservation: Botanical gardens, gene banks, and home gardens Community Biodiversity Conservation

Gender and Agro biodiversity, Role of women in seed preservation; Community biodiversity projects India's Environmental Policies: Impact on Women. International Conferences on Environment: Focus on Agenda 21 of Rio Conference.

Unit V: Eco Feminism, Sustainable development, women history and issues, Environmental concerns on global agenda: Summits, issues with reference to women, Appiko and Narmada bachaoandolan, Environmental policies of Government and their impact on women, Role of women in natural resource management and conservation, traditional and contemporary, Issue of biodiversity: Environmental degradation , natural and non-natural disasters, pollution and their impact on women, Women and environmental management

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8. **VandanaShivaand Moser, Ingunn (eds).** (1995).“Bio Politics: A Feminist andEcological Reader on Biotechnology”. Zed Books LTD, London.
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10. **Vandana Shiva.** (1988). “Staying Alive”. Kali for Women, New Delhi.
11. **Vandana Shiva.** (2005).Globalisations’s New Wars: Seed, Water and LifeForms”. Women Unlimited, New Delhi.
12. **Venkateshwara, Sandhya.** (1995). “Environment, Development and the Gender Gap”. Sage Publications, New Delhi.

Feminism and Philosophy (WS GE 03)

Objectives: The purpose of this paper is to acquaint the students with the philosophical grounds of feminism, critical as well as feminist study of the prominent philosophical issues. In doing so the paper also introduces the feminist thinker from 18th century to 21st century.

Outcomes: Students will gain an elaborate understanding of the feminist thinking which they were briefly exposed to in the earlier semester. They also develop an understanding on the intersex and transgender movements.

Unit I:Philosophical grounds of feminism

- Liberalism and Liberal feminism
- Marxism and Marxist feminism
- Existentialism and Existential feminism

Unit II:Critical study of the prominent philosophical issues:

- Philosophy of Color and Feminism of Color
- ‘Privileging of Reason’

Unit III:Feminist study of the prominent philosophical issues:

- Gender-biased philosophers
- ‘Care ethics’

Unit IV:Post-Structural/Post-Modern Feminism:

- Rejection of Grand Narrative and Essentialism
- Constitution of Meaning through Difference (Difference and Deconstruction)
- ‘Death of the Subject’ and ‘Queer Theory’

Unit V: Contemporary Contestations:

- Feminist thinkers in 18th, 19th, 20th and 21st Century
- Intersex and Transgender Movements
- Critical Review from a philosopher’s position

References:

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Valerie Bryson: *Political Theory: An Introduction*.

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Tuana, Nancy, *Feminist Interpretations of Plato*, 1994, Penn State Press

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De Beauvoir, Simone 'The Second Sex' (1952) Rossi, Alice S. (Ed.) *Feminist Papers: from Adams to de Beauvoir*, 1973, Northeastern University Press, Boston.

Kishwar, Madhu, "The Daughters of Aryavarta: Women in the Arya Samaj movement, Punjab." In *Women in Colonial India; Essays on Survival, Work and the State*, (ed.) J. Krishnamurthy, Oxford University Press, 1989

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Kautilya (3rd century BCE), Kautiliya's *Arthashastra* Vol 2 (Translator: RP Kangle, 2014), Motilal Banarsidas.

WOMEN AND POVERTY (WS GE 04)

Objectives:

- Present the theoretical and analytical understanding of poverty.
- Open the new horizons of poverty with a gender lens.
- Equip the students with analytical skills to evaluate the anti-poverty policies and measures with gender lens.

Outcomes:

- Students will acquire significant analytical skills that are required for poverty alleviation programs and projects especially by means of building in the gender dimension and strategies to bring out more gender equitable outcomes.

Unit I: Introduction

- Definition and types of poverty
 - Absolute and Relative poverty
 - Objective and Subjective
 - Chronic poverty and transient poverty
 - Income and Choice
- Characteristics of poverty
 - Regional, community, household and individual levels
 - Demographic, economic & socio-cultural characteristics
- Approaches to poverty
 - Poverty line approach
 - Capability approach and functionalism
- Indicators and measurement of poverty
 - Indicators of poverty
 - Measurement of poverty
 - Head count index
 - Poverty gap index
 - Squared poverty gap index

Unit II: Gender dimensions of poverty

- Gender Inequality and poverty
- Women's Work and Household Survival
- Female headed households and Feminisation of poverty
- Displacement, migration and poverty

- Social stratification and poverty
- Poverty and social injustice
- Poverty and right to development

Unit III: Causes of poverty

- Opportunities: unequal economic impacts and unequal access to labour market
- Capacity: unequal access to education, health and resources'
- Security: vulnerability to economic risks, natural disasters, violence and environmental risks
- Empowerment: Lack of access to institutions, lack of voice in local and national policies and limited voice in community decision making

Unit IV: Women in Poverty: Varied contexts

- Rural society
 - Gender disparities in agricultural and non-farm sectors
 - Natural capital and physical assets: Entitlements and deprivations
- Urban society
 - Women in non-formal sector
 - Wage discrimination and exploitation
- Tribal society
 - Dual-role, forest-based economy and entitlements
 - Development displacement, alienation, migration and poverty

Unit V: Poverty reduction: Policies and strategies

- Role of International agencies
 - World Bank
 - UNDP
 - MDG
- National policies and programs for poverty reduction
- Best Practices – Case Studies

REFERENCES:

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- Vepa S. *Bearing The Brunt: Impact of Rural Distress on Women*. Los Angeles :Sage Publications.
- Whitman S (2010) *World Poverty*. New Delhi:Viva Books Limited
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Women and Human Rights (WS DSE04)

Objectives:

The purpose of the course is to develop the student's understanding of human rights in general and women's human rights in particular. It seeks to expand the students' understanding of international human rights laws and their application in the national context. The programme of study places emphasis on increasing understanding of the scope and limits of international human rights law principles and institutions from a gender perspective.

Outcomes:

This paper equips the students with ability to articulate and advocate women's rights as part of human rights and in achieving to translate the international standards of rights concerning women to be seen as local realities.

Unit I Human Rights:

Concept, Typology and Evolution; Women's human rights: Historical Background, Need and Principles of Women's Human Rights, Feminist Critique of the Rights Discourse including three generations of human rights. Complementarity of Development and human rights.

Unit II Promotion of Women's Human Rights at the International level:

UN and Women's Human Rights, International Bill of Rights, Convention on the Elimination of All Forms of Discrimination against Women. Women's Rights in World Conferences:

Women's human rights as a Critical Area of Concern in the 4th World Conference on Women

Vienna Conference on Human Rights, ICPD, Cairo Implementation Machinery: UN Commission on Human Rights, Commission on the Status of Women and CEDAW Committee

Unit III Emerging Issue in Women's Human Rights:

Violence Against women as a violation of women's human rights: Trafficking in Women, Socio-cultural traditions, Domestic Violence, Women in Conflict situations, Reproductive Rights, Right to Development

Unit IV Women's Human Rights in India:

Constitutional Provisions, Violations of Women's Rights, Application of CEDAW by Judiciary in India with reference to Sexual harassment case/s, Protecting Women's Rights: Role of National Human Rights Commission of India, National Commission for Women (NCW)

Unit V Women's Rights, Culture and Customs:

Caste, Religion and Women Rights, Festivals, Rituals and Women Rights, Health Behaviour, Food Habits and Women Rights, Dress Habits and Women Rights, Sports and Women Rights,

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Krishna, Sumi, Women's Livelihood Rights: Recasting Citizenship for Development, Sage, New Delhi, 2007

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GENDER TRAINING (WS SEC 02)

Objectives:

This course is designed with the objective of building capacity for gender sensitization training in the areas of: Social construction of gender, Gender role identity, Patriarchy and oppression, Violence against women and Gender Equity

Outcomes:

This paper trains the students with skills to facilitate capacity building both as trainers in developmental projects and various other organizations in general for gender sensitization, and also to develop, design gender sensitive training material and modules.

- **Unit I: Introduction**
 - Basic concepts: Training, education and teaching
 - Concept and scope of training
 - Key facets and levels of training
 - Steps in training design
 - Origin of a training program
 - Training needs analysis
 - Setting out program objectives
 - Preparation of action plan
 - Considerations in designing a program

Unit II: Training methods

- Determinants of the choice of training methods
- Lecture method
- Case study

Unit III: Training techniques

- Role play
- Management games
- Assignments
- Panel discussion and brain storming
- Demonstrations and field trips

Unit IV: Gender components of a training strategy

- Objectives of different training approaches

- Training in sensitization or awareness raising
- Skill transfer in gender analysis and diagnosis
- Translation of skills into planning practice
- Training in motivational factors
- Defining the target group
- Operationalizing training within an institution
- Content of training, Evaluation procedures

Unit V: Practical - Areas of gender sensitisation

- Social construction of gender
- Gender roles, socialisation, identity formation
- Gender identity: femininity and masculinity
- Patriarchy and oppression
- Social institutions: A gender lens
- Violence against women, Gender equality

REFERENCES:

Agochiya D. (2009) *Every trainer's handbook*. New Delhi: Sage

Blanchard P. N & Thacker J. W (2008) 3rd edition, *Effective training: systems, strategies and practices*. New Delhi: PHI learning pvt.Ltd.

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M.A. WOMEN'S STUDIES

4TH SEMESTER

Sl. No.	Subject Code	Title of the Course	Core/Elective	Credit
1	WS C11	Women and Literature	Core	4
2	WS C12	Women, Politics and State	Core	4
3	WS DSE 05	Sociology of Gender	Elective	4
4	WS GE 05	Women and Indian Society	Elective	4
5	WS SEC 03	Project Management	Elective	4
6	WS SEC 04	Introduction to Entrepreneurship Skills for Women	Elective	4
7	WS CP 13	Dissertation/Fieldwork/Internship	Compulsory	6

Total Credits for Fourth Semester is 30 Credits and Minimum Requirement is 22 Credits

Women and Literature (WS C11)

Objectives: This paper highlights the male dominance in the literature and provides various feminist critiques in its first Unit. In the rest of the Units it elaborately examines the Indian feminist writings and the writers.

Outcomes: Students learn to recognize the silencing of women in literature, issues and concerns relating to women in literature. They also develop a critical thinking both in the feminist critiques in general and as well in their encounters with the Indian writers and their writings.

Unit I

- Language as a patriarchal construct, silencing of women
- Women and Literature: Issues and concerns
- Anglo American Feminist literary criticism
- French Feminist Literary criticism
- Indian Feminist literary Criticism
- Simone de Beauvoir: The second sex
- Virginia Woolf: A room of one's own

Unit II

- Prabhakhaitan: Chinnamasta
- Premchand: Nirmala
- Anita Desai: Fire on the mountain
- Mahashwetsa Devi: Draupadi

Unit III

- Mahadevi Varma
- MridulaGarg: Kathgulab
- ManjuKapoor: Difficult daughters
- TasleemaNasreen: Lajja

Unit IV

- Pandita Rama BaiSaraswati : A high caste Hindu woman
- Amrita Pritam: Rasidi Ticket
- Kamla Das: My story
- Rasa sundaridevi: Amar Jiban

Unit V

- MamtaKalia: Naisadikipehchaan
- Halmstorm: Inner Courtyard and other stories
- MaitreyiPushpa: GomaHastihai

REFERENCES:

KrisnarajMaithreyi andThorner Alice. (2000). “Ideals Images and Real Lives: Women in Literature and History”.OrientLongman,New Delhi.

Brinda Bose, 2017. The Audacity of Pleasure: Sexualities, Literature and Cinema in India. Gurgaon(Haryana) : Three Essays Collective.

Women, Politics and State (WS C12)

Objectives: This paper aims at defining politics and explores the situation of women in politics. It highlights the representation of women in politics, issues faced by them and the statistical analysis of their status with reference to the constitutional guarantees.

Outcomes: This paper provides the students with a broader framework for understanding women in the Indian politics and the role of the state, thus also helps them to identify relevant areas within the political realm for further research.

Unit I: Power and Politics

- Definition of power and politics
- Types of power
- Justice, equality and inequality
- Formal and informal politics, concept and history

Unit II: Women and Politics in India

- Political Representation of Women
- Different Bills
- Reservation of Women in the parliament, Local Bodies and Panchayats
- Debate regarding Women's Reservation Policies

Unit III

- Emergence of state and feminist perspectives
- Women in politics, issues and statistics
- Women as leaders, voters, contestants and citizens

Unit IV

- Structure of the state
- Constitutional guarantees for Women
- Statistical analysis of status of women with reference to constitutional guarantees

Unit V

- Women and state policies and programmes
- Indian state of patriarchy

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Flavia Agnes, Sudhir Chandra, Monmayee Basu. Women and Law in India. Oxford India paperbacks. Oxford University Press, 2016

Narayan, R.S., Advancing Women and Human Rights, Indian Pub, Delhi, 2007.

Poonacha, Veena, Gender within The Human Rights Discourse, Research Centre for Women's Studies, SNDT Women's University, Bombay, 1995.

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Flavia Agnes, (2004). "A Study of Family Courts in West Bengal". West Bengal Commission for Women, Kolkata

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Ritu Menon and Kamala Bhasin. (1998). "Borders and Boundaries: Women in India's Partition". Kali for Women, New Delhi.

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Archana Parashar, (2008). "Redefining Family Law in India". Routledge, London.

Swapna Mukhopadhyay. (1998). "In the Name of Justice: Women and Law in Society". Manohar, New Delhi

Catherine MacKinnon, Feminism Unmodified: Discourses on Life and Law, Cambridge, MA: Harvard University Press, 1989.

D. K. Bansal, (2006) Gender Violence. New Delhi: Mahaveer and Sons.

S. Khanna, (2009) Violence against Women and Human Rights. Delhi: Swastik Publishers and Distributors.

V. Prabhakar, (2011) Gender Violence: Women Victims in Man's World. New Delhi: Wisdom Press.

Revathi (2009). Laws relating to domestic violence. Hyderabad: Asia Law House.

M. Wykes, and K. Welsh, (2009) Violence, Gender and Justice. London: Sage.

T. Abraham, (ed.) (2002) Women and the Politics of Violence. New Delhi: Har-Anand Publications Pvt. Ltd.

Savita Bhatt, (2010) Women and Human Rights. New Delhi: Altar Publishing House Ltd.

Sociology of Gender (WS DSE05)

Objective:

This course will focus on the study of women from a sociological perspective, (including historical, cultural views) and feminist thought and methodologies. The purpose of the paper is to equip a student of sociology to understand gender in all its dimensions and not merely as women's issues. The students are encouraged to take this course to understand Indian society and the changes occurring in the context of equality, power and politics. The paper is designed to help students of sociology understand both theory and methodology and also the impact of society and culture on gender roles in different cultural settings and economic groups of women. It would be interesting to give examples of regional, ethnic and religious differences to enable the student to grasp social realities.

Outcomes:

Students will develop the ability to examine the various perspectives on women in society and as well learn to critically look at different approaches to feminist methodology. This paper will deepen their understanding on the social construction of gender and the various demographic parameters of women in society.

Unit-I: Social Construction of Gender: Gender vs. Biology, Equality vs. Difference, Women in Family, Socialization and Gender, Culture vs. Gender, Gender roles, Sexual Division of Labour, Masculinity vs. Femininity.

Unit-II: Perspectives on Women in Society: Liberal, Radical, Marxian, Socialist, Postmodernist and the Third Wave.

Unit-III: Approaches to Feminist Methodology: Criticism of 'Malestream' Research, Masculine vs. Feminine Models of Interviewing, and Feminist Epistemology and Feminist Sociology of Knowledge.

Unit-IV: Women and Society in India: Demographic Profile, Economy, Polity, Education, and Health; Crime and Violence against Women; Women Empowerment.

READINGS:

Abbot, P. and C. Wallace. 1990. *An Introduction to Sociology: Feminist Perspectives*, London: Routledge&Kegan Paul.

D. H. J. 1986. "Gender" in R. Burgess (ed.) *Key Variables in Social Investigation*, London: Routledge&Kegan Paul.

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- Haralambos, M. and Holborn, M. 2000. *Sociology: Themes and Perspectives*, (5th ed.), London: Collins.
- Oakley, Ann. 1972. *Sex, Gender and Society*, London, Temple Smith.
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- Pawson, R. 1992. "Feminist Methodology" in M. Haralambos (ed.) *Developments in Sociology*, vol. 8, Ormskirk: Causeway Press.

Women in Indian Society (WS GE05)

Objectives: This paper aims at understanding history from a gender lens by examining the status of women in Ancient, Medieval and the Colonial India and the reforms that took place. It highlights some of the demeaning practices of the society and the engagement of women in India's struggle for independence.

Outcomes: Students learn to re-read history from a gender perspective that helps them to acknowledge both the struggles faced by women throughout the history as well as the invaluable contribution made by women in India's Independence.

Unit I

- Examining history from a gender perspective
- Status of women in Ancient Indian Society

Unit II

- Women in Medieval India
- Reform movements and women

Unit III

- Indian society Sati and Child marriage
- Widowhood in India
- Foeticide and Infanticide in India

Unit IV

- Women in colonial India, status and reforms
- **Women and India's struggle for Independence**

REFERENCES:

1. Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.
2. Singh, InduPrakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
3. Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004
4. Census Document Karve, Irawati 1961 : Hindu Society: An Interpretation Poona : Deccan College
5. Ahuja, Ram (1993/2002) Indian Social System, Rawat, Jaipur

PROJECT MANAGEMENT (WS SEC03)

Objectives: This paper will develop an employability skill among the students. They can be inducted to various research organisations, institutes and NGOs. Also there may opportunities from UNDP, UNICEF, WHO, ADBI, ILO etc.

Outcomes: This paper provides the students with skills required for project managers with training in aspects such as planning, implementation, monitoring and evaluation, impact assessment etc.

Unit I: Identifying issues, relevant materials and funding agencies for the project

- Identifying issues
- Fact-finding and analysis in the community
- Writing a project proposal
- Format of the proposal
- Identifying the funding agencies
- Identifying the thrust areas of the funding agencies for projects
- Understanding agency specific proposal formats
- Writing convinceable project proposal

Unit II : Implementation of the project

- General planning for the project in the field
- Building rapport with the community
- Implementing project in phases as mentioned in the proposal
- Monitoring implementation and its effects periodically
- Gathering of data for making changes in the action plan

Unit III: Monitoring and evaluation of the project

- Evaluation designs using available information
- Internal agency-based evaluation
- External agency-based evaluation
- University-based evaluation
- Feed-back from the beneficiaries
- Feed-back from the staff involved
- Understanding pros and cons of each stages through evaluation

Unit IV: Support system after the completion of the project

- Evaluating results obtained based on the framework
- Publishing the results of the project
- Needs assessment

- Response from the community and providing support systems
- Sustaining through community participation

Unit V: Impact Assessment

- Structuring, supporting and development of policies.
- Assessing the impact in phases
- Comparing objectives of the project with the actual impact

REFERENCES:

Becker, H.A. & Vanclay, F. (Eds.) (2003) *The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances*. UK: Edgar Elgar Publishing Limited.

Desai, V., and Potter, R.B. (2006) *Doing Development Research*. London: Sage Publications. Devereux, S. And Hoddinott, J. (eds) (1992) *Fieldwork in Developing Countries*. Hemel Hempstead: Harvester Wheatsheaf.

Kapp, S.A. and Anderson, G. R. (2010) *Agency-based Program Evaluation: Lessons from Practice*. London: Sage Publications.

Koshy, E., Koshy, V., and Waterman, H. (2011) *Action Research in Health Care*. London: Sage Publications.

Scheyvens, R. And Storey, D. (eds) (2003) *Development Fieldwork: A Practical Guide*. London: Sage Publications.

Introduction to Entrepreneurship Skills for Women(W.S SEC 04)

Objectives: This paper aims at introducing the concept of entrepreneurship and its process with an emphasis on developing woman entrepreneurs. It also explores on the subject of business idea and the various methods involved in generating such ideas.

Outcomes: With a detailed knowledge on entrepreneurship skills for women, this paper provides a scope for students to seek job opportunities in NGO's and Organizations that work for generating employment for women groups.

Unit I: Introduction and Concept of Entrepreneurship

- Nature and Development of Entrepreneurship,
- Entrepreneurial traits. types, Culture and structure,
- competing theories of Entrepreneurship Entrepreneurial motivation –
- Establishing Entrepreneurial Systems, development of woman entrepreneurs and the future of entrepreneurship.

Unit II: Self-Assessment and The 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, the bright idea,
- Consumers, existing companies, distribution channels, Government and Research and Development
- Purposeful innovation and principles of innovation.

Unit IV: Methods of Generating Ideas

- Linear techniques for idea Generation: Matrix and Morphological Analysis - Force Field Analysis, Attribute Listing, Decision Trees, Value Analysis etc. Intuitive Techniques: Imagery, Brainstorming, Analogy, Dreams, Drawing, Meditation etc.
- Product Planning and development Process: Establishing evaluation criteria - idea Stage; Concept Stage - Product Development Stage and Test marketing.
- Stage Group Innovation: Establishing role in creative groups, Taking the lead in Group problem solving, Business Innovation with a purpose, vision, and strategy.

Unit V: Special Aspects in Entrepreneurship

- Intrapreneurship International Entrepreneurship: Problems and Opportunities
- Entrepreneurship in Rural sectors and Service Institutions
- Ecological Niches - Legal aspects.

Reference:

1. Entrepreneurship - Starting, Developing, and Management a new Enterprise – Hisrich and – Peters-Irwin
2. Innovation and Entrepreneurship – Practice and Principals - Peter F. Drucker Affiliated East-west press Ltd
3. Entrepreneurship Development – Principles Policies and Programmes - P. Saravanavel- Ka Ess pee Kay publishing House.
4. Entrepreneurship Development in India - Dr. C.B. Gupta, Dr. N.P. Sirivasan sultan Chand and Sons.
5. The Creative Edge -William C. Miller & Addison Wesley WSC1622C: WOMEN'S EDUCATION IN

PROJECT/ DISSERTATION/FIELD WORK (WS CP 13)

Objectives:

Research skills are very important for sociological analysis. Through this course, in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research project as a part of the academic activity. This project course will help to:

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1. Develop the ability to conceptualize, formulate and conduct simple research projects.
2. Learn to assess the research studies and findings.
3. Develop the skills for library work and documentation for research.
4. Develop favorable attitudes for the integration of research and theory.
5. Develop logical thinking and critical analysis.

Outcomes:

Students gain a hands-on experience of practically applying their learning's from the various papers of this M.A program. This will facilitate them to translate their conceptual knowledge into its practical outworking thus building their confidence for further research and employment opportunities.

Guideline for Research Project:

1. A Student shall select the research topic in the Semester IV itself in consultation with the faculty member assigned as Supervisor or Guide for Research Project Course and report the same to the Head of the Department/College Principal in writing.
2. Topic of such research project shall be relevant to sociology course on the whole.
3. The topic of such research project shall be finalized only after the Department/College approves the same.
4. The tools of data collection should be finalized and data collection shall be completed by the mid of the Semester IV.
5. The student has to submit two bound copies of Research Dissertation to the Head of the Department/College Principal on or before the last working day of the Semester IV in a prescribed format.
6. Each student shall be compulsorily supervised in the Research Project by a faculty member. The Supervisor will guide the student in methodology and the course of the study.
7. The allotment of the students to a faculty for supervision shall be done by the Department Council.
8. Periodic individual conference, related to Research Project of each student, shall be
9. conducted by the supervisor.
10. Each student shall be required to take part in Classroom Presentations in the context of Research Project. Assignments regarding such presentations (colloquium) shall be related to research methodology and tools of research being developed by the student.

11. The student's performance in such assignments is considered in assigning the Internal Assessment marks allocated for Research Project.
12. The type of research project (qualitative, quantitative or combined) should be based on the consensual decision of both the student and the supervisor.
13. The sample size for quantitative research shall not be less than 50 respondents; and minimum of 10 cases if it is qualitative.
14. Not less than 5 class hours per week or 60 hours in 4th semester shall be spent by the student for such Research Project.
15. A total of 4 Credits shall be allocated to the Research Project Course. The project course will be evaluated on the basis of the dissertation and the internal assessment. 4 Credits for Dissertation & Field work and 2 Credits for Viva-Voce