

Women studies I Sem RVR-New Syllabus

Course Title: Understanding Gender and Basic Concepts in Women's Studies		Course Code: HCT1.1	Semester: I
Scheme of Instruction		Scheme of Examination	
Total Duration:	60 Hrs	Maximum Score	100
Periods/Week	4	Internal evaluations	20
Credits	5	End Semesters	80
Instruction Mode	Lecture	Exam Duration	3 Hrs

Course Objectives:

1. To provide the knowledge about the concepts, Genesis and Growth of Women Studies as an academic discipline.
2. To familiarize students about the Global and Indian women's Movements.
3. To sensitize the students towards Gender issues and to create awareness about the role of women organizations in changing profile of Indian Women.

Course Outcome:

1. After completion of this paper student will equip with the Key concepts, Gender issues, Feminist Movements and the Genesis and Growth of women's studies.
2. Learners will understand the need and importance of women's studies, as an academic discipline in Indian Scenario.
3. This paper would provide the opportunity to the students to use Gender as a lens to examine the Society.

Model	Course Contents	Instruction Hours
I	Key concepts: Understanding Gender-Sex and Gender, Masculinity and Femininity, Socialization of Gender, Gender roles, Stereotype, Discrimination, Equity and Equality Dynamics of Patriarchy- Public and Private divide, Gender division of Labour, Domination & Control, Subordination, Oppression, Androcentrism.	
II	Emergence of Women's Studies: Introduction of Women's Studies – Definitions, Objectives, Scope of Women's Studies. Feminist Movements in the west and the Genesis of Women's Studies. Relevance of UN interventions for the promotion of Gender equality and Women's Studies. Women's Studies as an academic discipline, Need and Importance of Women's Studies in Higher Education, Interdisciplinary approach.	
III	Women's Studies in India: Origin and Growth of Women's Studies in India- publication of "Towards Equality" report and the emergence of debates on the status of Indian Women. Women's Movements in post colonial India and the evolution of Women's Studies in India.	
IV	UGC Programs- Guidelines, Establishment of Cells and Centre for Women's Studies. Women's Studies as an academic discipline in Indian Universities. Challenges of Women's Studies in India.	
V	Women's Studies as an action Programs: Role of agencies in changing Profile of Indian Women-Department of Women and Child welfare, National Commission for Women (NCW), State commission for Women (SCW) Indian Association for Women Studies (AIWS), ANVESH research institute for women.	

Reference:

1. Mary John, (2008). Women's Studies in India: A Reader. Penguin: New Delhi
2. Mies, Maria Indian Women and Patriarchy. Delhi: 1980.
3. Maithreyi Krishna Raj Women Studies in India – Some Perspectives (Bombay: Popular Prakasham, 1986).
4. Desai, Neera and Maithrey Krishna Raj. Women and Society in India. Delhi: Ajantha, 1987.
5. Krishnaraj, Maithreyi (Edc). Women and Development: The India Experience. Mumbai, Rawat, 1988.
6. Omvedt, Gail. Violence against Women: New Movements and New Theories in India. New Delhi: 1990.
7. Veen Mazumdar: Emergence of the Indian Association of Women Studies-IAW News Letter- January 1991.
8. Patel .Vibhuti : Women's Challenges of the New Millenium- Gyan Publication House Delhi 2002.
9. Sanghari Kum Kum : Recasting Women, Ratgas University. Press-1990.
10. Neera Desai and Vibhuti Patel: India Women Change and Challenges.
11. Altekar.A.S., The Position of Women in Hindu Civilization, New Delhi, 1978 (Motilal Banarasidas).
12. Maithreyi Krishna Raj Contribution to Women's Studies (Bombay, SNTD, 1991)
13. Shramashakthi, A report on the status of women (Govt. of India, 1989).
14. Sangeetha Purushothaman, The Empowerment of Women in India (Sage Publications, New Delhi, 1998).
15. Upadhyay H.C., Status of Women in India Vol. I & II, (New Delhi: Anmol Publications, 1991).

Course Title: Mapping Women's Movements in India.		Course Code: HCT 1.2		Semester: I
Scheme of Instruction		Scheme of Examination		
Total Duration :	60 Hrs	Maximum Score	100	
Periods/Week	4	Internal evaluations	20	
Credits	5	End Semesters	80	
Instruction Mode	Lecture	Exam Duration	3 Hrs	

Course Objectives:

1. This course will introduce students to the history of liberty, equality, freedom and justice.
2. Take the students through the trajectory of the women's movement in the west.
3. Will focus on mapping the different phases of the Indian Women's Movement.

Course Outcome:

1. The course will help students to understand the current scenario in India and to trace transitions within the women's movement.
2. Through the course, students will be enabled to develop a critical understanding of present society from a gendered lens and understand the growth of the women's movement in India and Karnataka in particular.

Model	Course Contents	Instruction Hours
I	Tracing the history of liberty, equality, freedom and justice. Waves of the Feminist Movement in west; (First Wave, Second Wave and Third Wave).	
II	Women as beneficiaries and in need of protection. Women's issues in colonial India: sati, bride price, child marriage and the concerns brought about with teenage mothers, education, plight of widows, religious dedication and prostitution, etc.	
III	Social reform movement and women in colonial India - Abbaka Rani, Rani of Jhansi, Anandi bai Joshi, Rasundari Devi, Rukmabai, Pandita Ramabai, Durgabai Deshmukh, Savitribai Phule, etc.	
IV	Gender and the Nation. Gandhi and Women. Participation in Nationalist movement. Women leaders. Post-Independence and the birth of the Autonomous Women's Movement. Women's issues, movements and growth of NGOisation.	
V	History of Women's Movement in Karnataka: Issues and Concerns. Contemporary women's movements. Social media: movements and challenges.	

Reference:

1. Agnihotri Indu and Vina Mazumdar. 1995. 'Changing terms of Political Discourse: Women's Movement in India 1970s – 1990s' EPW, Vol. XXX, No.29, July 22.
2. Feminist Experience: The Women s Movement in Four Cultures. London: Allen and Unwin. Bystydzienski Jill M and Sekhon Joti (eds.)
3. Democratization and Women's Grassroots Movements. New Delhi: Kali for Women. Desouza Shaila. 2005.

4. *Situating Feminism: From Thought to Action*. London: Sage. Forbes Geraldine. 1999.
5. *Women in Modern India*. Cambridge University Press. Forbes Geraldine. 2005.
6. *Women in Colonial India: Essays on Politics, Medicines and Historiography*. New Delhi: Chronicle Books. Gandhi Nandita and Nandita Shah. 1992.
7. *The Issues at Stake: Theory and Practice in the Contemporary Women s Movement in India*. New Delhi: Kali for Women. Government of India. 2011.
8. *Feminism and Nationalism in the Third World*. Verso Books. Kannabiran K. 1995.
9. The Judiciary, Social Reform and Debate on Religious Prostitution in Colonial India, in *Economic and Political Weekly*, Vol.30 (43) 59-61. Khullar Mala. 2005.
10. *Writing the Women's Movement a Reader*. New Delhi: Zubaan. Krishnraj Maitreyi.2012.
11. *The Women's Movement in India: A 100 year History*. India: Social Change Vol. 42 (3) Sage, 325-333. Kumar Radha. 1993.
12. *The History of Doing 1800 – 1990*. New Delhi: Kali for Women. Murthy Laxmi & Rajashri Dasgupta. 2013.
13. *Our Pictures, Our Words: A Visual Journey through the Women's Movement*. New Delhi: Zubaan Sarkar S.& Tanika Sarkar (eds.).2008.
14. *Women and Social Reform in Modern India: A Reader*, Indiana University Press Spender Dale.1983.
15. *The State and the Women s Movement in India: A Report*. 1995. New Delhi: Indian Association of Women's Studies. Wilson Elizabeth.1986.
16. *Hidden Agendas: Theory, Politics and Experience in the Women's Movement*. London: Tavistock Publications. Zubaan Archive. 2006.

Course Title: Waves of Feminist Theories		Course Code: HCT 1.3	Semester: I
Scheme of Instruction		Scheme of Examination	
Total Duration :	60 Hrs	Maximum Score	100
Periods/Week	4	Internal evaluations	20
Credits	5	End Semesters	80
Instruction Mode	Lecture	Exam Duration	3 Hrs

Course Objectives:

1. The course will investigate contemporary feminist thought from a variety of disciplinary perspectives and theoretical orientations.
2. 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.
3. 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 Outcome:

1. The course will facilitate students to understand feminism and feminist consciousness.
2. The students will have a detailed understanding of different waves of feminism such as liberal, radical and black feminism.
3. It familiarizes students with key contributions of pioneers in feminism.

Model	Course Contents	Instruction Hours
I	Understanding Feminism – origins and history of feminism – who is a feminist – feminist consciousness – being a woman/ becoming a woman - Why theory?	
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	
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.	
IV	Third wave of feminism - Questioning Universals - Black feminism and the issue of race – intersectionality - Post-Structural/Post-Modern Feminism and the Rejection of Grand Narrative and Essentialism - Difference and Deconstruction – Backlash against feminism - Queer Theory/perspectives – Psychoanalytic feminism - Masculinities – Ecofeminism – Feminist standpoint theory.	
V	Focus on key feminist texts – The Feminine Mystique (Betty Friedan), A Vindication of the Rights of Woman (Mary Wollstonecraft), In Search of Our Mother's Gardens (Alice Walker), The Second Sex (Simone de Beauvoir), The Beauty Myth (Naomi Wolf), The Subjection of Women (J S Mill), Origins of the Family, Private Property and the State (F. Engels) etc.	

Reference:

1. Ann Fausto Sterling, "Should There Be Only Two Sexes?" In *Sexing the Body* 2000.
2. Bell Hooks, "Theory as Liberatory Practice" *Yale Journal of Law & Feminism* 4:1, 1991- 1992.
3. Charlotte Bunch. "Not by Degrees: Feminist Theory and Education" 1979.
4. Chris Beasley, *What is Feminism?*, Australia, Allen & Unwin, 1999.
5. Kamla Bhasin, *What is Patriarchy?*, Kali For Women, New Delhi, 1993.
6. Maithreyi Krishnaraj, (Ed). *Feminist Concepts: Part 1, 2, and 3, Contribution to Women's Studies Series 7*. Research Centre for Women's Studies, SNDT Women's University, Bombay, 1990.
7. Simone de Beauvoir, *The Second Sex*, Translated & Edited by H. M. Parshley, London, Vintage, 1997.

Course Title: Women's Health and Well being		Course Code: HCT 1.4	Semester: I
Scheme of Instruction		Scheme of Examination	
Total Duration:	60 Hrs	Maximum Score	100
Periods/Week	4	Internal evaluations	20
Credits	5	End Semesters	80
Instruction Mode	Lecture	Exam Duration	3 Hrs

Course Objectives:

1. Gain a critical awareness of the social and political forces that shape women's health;
2. Articulate the links between constructions of gender and health, with a particular focus on women and women's bodies;
3. Consider how medical and popular knowledge about health is implicated in the social reproduction of gender difference and gender roles;

Course Outcome:

1. Examine historical concepts that influence women's health.
2. Apply theories and models to assess how behavioral science, psychology, or sociology impact integrative wellness for women.
3. Assess how gender-related multicultural and diversity issues impact women's health across the lifespan.
4. Utilize evidence-based behaviors and strategies for the protection and promotion of women's wellness and prevention of gender specific health issues.

Model	Course Contents	Instruction Hours
I	The medicalization of women's health: The politics of "women's health", The medicalization of female sexuality, Women and medicalization, From medicalization to healthism, The corporatization of women's health.	
II	Representing gender and women's health: Representations of gender and health in the biomedical sciences, Representations of gender and health in popular culture, Appearance-related health issues in the media: Cosmetic surgery.	
III	The politics of reproduction: The politics of birth CRITICAL THINKING, Reproductive "choice", Caste and reproductive "choice", Reproductive technologies.	
IV	Diversity and experiences of health and health care: Intersectional approaches to health care, Indigenous women's experiences of health care, women's experiences of health care, Sexual diversity and experiences of health care.	
V	The social determinants of women's health: Violence against women, Structural violence and social suffering, Challenging gendered constructions of work and work safety, Domestic labour in the global economy, Globalization, gender, and health.	

Reference:

1. Jejeebhoy, S. J., & Santhya, K. G. (2014). Sexual and reproductive health: Current status and future needs. In S. J. Jejeebhoy, P. M. Kulkarni, K. G. Santhya et al. (Eds.), *Population and Reproductive Health in India: An Assessment of the Current Situation and Future Needs* (pp. 175–246). New Delhi, India: Oxford University Press.
2. Jejeebhoy, S. J., Raushan, M., et al. (2019). *Situation of adolescents in Jharkhand: Findings from a state-wide survey*. Mumbai, India: Dasra.
3. Mishra VK, Retherford RD: Women's Education Can Improve Child Nutrition in India. *NFHS Bulletin* 2000, 15
4. .Torondel, B., Sinha, S., Mohanty, J. R., Swain, T., Sahoo, P., Panda, B., . . . , Das, P. (2018). Association between unhygienic menstrual management practices and prevalence of lower reproductive tract infections: A hospital-based cross-sectional study in Odisha, India. *BMC Infectious Diseases*, 18(1),
5. Banerjee, S. K., Andersen, K. L., Warvadekar, J., & Pearson, E. (2013). Effectiveness of a behavior change communication intervention to improve knowledge and perceptions about abortion in Bihar and Jharkhand, India. *International Perspectives on Sexual and Reproductive Health*, 39(3), 142–151.
6. IIPS (International Institute for Population Sciences) & ICF. (2017). *National family health survey (NFHS-4)*, India, 2015–16. Mumbai, India: IIPS.
7. IIPS (International Institute for Population Sciences) & Population Council. (2010). *Youth in India: Situation and needs 2006–2007*. Mumbai, India: IIPS.
8. Jejeebhoy, S. J., Santhya, K. G., & Zavier, A. J. F. (2014). Demand for contraception to delay first pregnancy among young married women in India. *Studies in Family Planning*, 45(2), 183–201.
9. MOHFW (Ministry of Health and Family Welfare). (2017b). *The assisted reproductive technology (regulation) bill, 2017*.
10. MOHFW (Ministry of Health and Family Welfare). (2019). *The Surrogacy (Regulation) Bill, 2019*.
11. Moore, A. M., Stillman, M., Shekhar, C., Kalyanwala, S., Acharya, R., Singh, S., Alagarajan, M. (2019). Provision of medical methods of abortion in facilities in India in 2015: A six state comparison. *Global Public Health*.
12. Santhya, K. G., & Dasvarma, G. L. (2002). Spousal communication on reproductive illness among rural women in southern India. *Culture, Health and Sexuality*, 4(2), 223–26.
13. Sheela, S. (2016) 'Surrogacy and Gender Justice', *Governance Now*, September 16-30, 7(16): 40-42.
14. Sheela, S. (2018) 'A Transnational Feminist View of Surrogacy Biomarkers in India'. Singapore: Springer Nature Singapore Pte Ltd.

Course Title: Education: Gender Perspective		Course Code: SCT 1.1(a)	Semester: I
Scheme of Instruction		Scheme of Examination	
Total Duration:	60 Hrs	Maximum Score	100
Periods/Week	4	Internal evaluations	20
Credits	5	End Semesters	80
Instruction Mode	Lecture	Exam Duration	3 Hrs

Course Objectives:

1. This course aims to understand and examine how education and schooling are deeply 'gendered' constructs and experiences.
2. It draws on feminist engagement and critiques of education, schooling and state policies to probe how gendered constructions of knowledge and learner shape educational transaction as expressed in curriculum, textbooks and pedagogy.

Course Outcome:

1. Explain key concepts related to gender and different feminist perspectives on education;
2. Demonstrate familiarity with key policies, issues and debates around gender and education in contemporary India;
3. Examine gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversation.

Model	Course Contents	Instruction Hours
I	Understanding Gender: Concepts and Lived Experience, conceptualizing knowledge, education and schooling, exploring contested aims and understandings of education, knowledge and learning; idea of an educated person; how women have grappled with knowledge, Education as a Means of Socialisation and Social Control, (re)/production and transmission of knowledge, learning and social relations, social transformation.	
II	Ideal of educated women: colonial, social reformist and nationalist responses, Conceptualizing Gender inequality in schooling: Issues of access, enrolment, drop out; Limits of the discourse of access, Unequal access with respect to formal/non-formal, public/private, rural/urban, caste, tribe, religion and states, Gender and education in policy discourse in India, Educating the girl child in the era of globalization: Inter/national Policy Discourse and Initiatives; Role of international donors, Indian State and NGO's	
III	Gendered texts: Curriculum, Textbooks and nation, Teacher attitudes and classroom processes, Producing the Gendered Self, Nurturing Masculinities and Femininities, Gender, Nation and Education.	
IV	Women's employment in education in India, Care, teaching and 'feminization' of teaching profession (?), Women's participation and employment in non-formal education, NGOs and movement-based	

	interventions; discourses of women's involvement in community empowerment and school improvement; PTAs/MTAs	
V	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.	

Reference:

1. Agrawal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.
2. Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.
3. Arya Sadhna (1999), Women, Gender Equality and the State, New Delhi, Deep & Deep Publications.
4. Bakshi, S.R. (2002), Empowerment of Women and Politics of Reservation, Guwahati, DVS Publishers.
5. Dakshi, S.R. (1999), Welfare and Development of Women, New Delhi, Deep & Deep Publications.
6. Gupta Mukta (2000), Women and Educational Development, Guwahati, DVS Publishers.
7. Joshi, S.T (2003), Women and Development: The changing scenario, Guwahati, Nivedita Book Distributor.
8. Joshi, S.T. (1999), Women and Development-The Changing Scenario, New Delhi, Mittal Publications.
9. Kanhere U. S. (1987), Women and Socialisation, New Delhi, Mittal Publications.
10. Menon Latika.(1998), Women Empowerment and Challenge of Change, New Delhi, Kanishka Publishers.
11. Narasimhan Sakuntala(1999), Empowering Women, New Delhi, Sage Publications.
12. Ranganathan Sarala (1998), Women and Social order: A Profile of Major Indicators and Determinants, New Delhi, Kanishka publishers.
13. Seth Mira (2001), Women and Development, New Delhi, Sage Publications

WNB SCT 12

Course Title: Gender Entrepreneurship and Skill Development		Course Code: SCT 1.1(b)	Semester: I
Scheme of Instruction		Scheme of Examination	
Total Duration:	60 Hrs	Maximum Score	100
Periods/Week	4	Internal evaluations	20
Credits	5	End Semesters	80
Instruction Mode	Lecture	Exam Duration	3 Hrs

Course Objectives:

1. Understand the role of women entrepreneurship in different facets of society.
2. Know the various livelihood supports for women Employment opportunities.

Course Outcomes:

1. To impart basic knowledge of entrepreneurship and small business, prerequisites of starting own venture and the support available from various government and non-government institutions
2. Elucidate the role of various developmental schemes supporting women entrepreneurship.

Model	Course Contents	Instruction Hours
I	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	
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.	
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.	
IV	METHODS OF GENERATING IDEAS Linear techniques for idea Generation: Matrix and Morphological Analysis - Force Field Analysis - Attribute Listing – Scamper - Alternative Scenarios - Forced or Director Association - 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	

V	SPECIAL ASPECTS IN ENTREPRENEURSHIP Intrapreneurship - International Entrepreneurship: Problems and Opportunities - Entrepreneurship in Rural sectors and Service Institutions - Ecological Niches - Legal aspects.	
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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 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.