



**VIJAYANAGARA SRI KRISHNADEVARAYA  
UNIVERSITY**

**JNANASAGARA CAMPUS, BALLARI – 583 105**

**Department of Studies in Women's Studies**

**SYLLABUS**

**MASTER OF ARTS  
(I to IV Semester)**

**With effect from  
2021-22**



# **Vijayanagara Sri Krishnadevaraya University, Ballari**

## **JNANASAGARA CAMPUS, BALLARI – 583 105**

### **Department of Studies in Women's Studies**

Two Year Post-Graduation Programme  
Structure and Syllabus

#### **Preface**

Women's Studies emerged as part of a broader process of the critical evaluation of issues that structured the way women lived their everyday realities. Issues of violence, communalization of society, rampant caste discrimination, dowry deaths, female feticide and infanticide, sexual harassment, lower female work participation rates, ill effects of globalization and many more are not just real issues that affect women, but they define the very world of education that Women's Studies is a part of it. This makes its task even more crucial because these areas are equally compelling and challenging.

The mandate of Women's Studies has undergone changes from its earlier conceptualization, in terms of challenging its limitations and broadening its spectrum with an emphasis on equity and inclusiveness. If in its embryonic years, Women's Studies was exclusively women-centered, today it has broadened its scope to encapsulate gender non-normative persons, trans people, queer and other groups, marginalized on the basis of their identities and sexual orientation.

Emphases on teaching, training and research have played a key role in Women's Studies classrooms, and there is constant reiteration of the reciprocal and generative relationship between these aspects. Their commitment to interdisciplinarity has challenged higher education to rethink the foundational assumptions of how knowledge is produced, organized and evaluated (Berger 2013). Furthermore, the pedagogical emphasis on the dialectical relationship between "theory" and "praxis" vis-à-vis the women's question is another important contribution.

Women, gender, and sexuality studies students may find employment in a variety of areas depending on their skills and experience. Some women, gender, and sexuality studies graduates choose to work in advocacy or social services-related positions, community development, business, and government. Career-related internships or part-time jobs may be a prerequisite to finding professional-level employment after graduation in these and other fields.

#### **Programme Learning Objectives:**

- Understand women's struggles, achievements, and contributions in past and present societies and across cultures from a feminist perspective
- Knowledge of the conditions of women in various cultures and societies
- Understanding of both the causes and consequences of women's subordination

- Ability to evaluate empirical and normative theories of gender construction and inequality
- Familiar with the strategies and organizational skills needed to address gender inequalities
- Critical and analytical skills, creative approaches to problem solving, and the ability to articulate productive alternatives
- Ability to identify and analyse gender-based assumptions and biases and to recognize their consequences on individual, social, and cultural levels.

**Programme Outcomes:**

After the successful completion of the Women's Studies (MWS) programme, the student will be able to:

**PO1:** Understand Gender and Women's Studies as an academic field of study, be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character.

**PO2:** Recognize the intersections between gender and other social and cultural identities, including but not limited to, race, ethnicity, national origin, religion, class and sexuality.

**PO3:** Analyse the ways in which societal institutions and power structures impact the material realities of women's lives.

**PO4:** Demonstrate adequate skills in listening, speaking, and writing effectively, performing critical thinking and analysis, incorporating feminist theoretical perspectives in problem solving and research methodologies.

**PO5:** Evaluate and interpret information from a variety of sources including print and electronic media, film, video, and other information technologies.

**PO6:** Articulate connections between global, regional, and local issues, and their relationship to women's experiences and human rights, with an awareness of the importance of context.

**PO7:** Engage in promoting social justice and human right



## VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

### Department of Studies and Research in Women's Studies

**Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System (CBCS) Proposed for PG Programs**

#### Without Practical I-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FIRST	DSC1	21WSD1C1L	Fundamentals of Women's Studies	30	70	100	4	-	-	4	3
	DSC2	21 WSD1C2L	Gender Development and Empowerment	30	70	100	4	-	-	4	3
	DSC3	21 WSD1C3L	Feminist Thought	30	70	100	4	-	-	4	3
	DSC4	21 WSD1C4L	Inequalities and Exclusions: Gender Perspectives	30	70	100	4	-	-	4	3
	DSC5	21 WSD1C5L	Women and society	30	70	100	4	-	-	4	3
	SEC1	21 WSD1S1L/T/LT	Leadership skill	20	30	50	-	2	-	2	2
	DSC2T1	21 WSD1C2T	Gender Development and Empowerment	20	30	50	-	2	-	2	2
<b>Total Marks for I Semester</b>						<b>600</b>				<b>24</b>	

**II-SEMESTER**

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
SECOND	DSC6	21 WSD2C6L	Women's Movements	30	70	100	4	-	-	4	3
	DSC7	21 WSD2C7L	Gender Management System	30	70	100	4	-	-	4	3
	DSC8	21 WSD2C8L	Quantitative Techniques	30	70	100	4	-	-	4	3
	DSC9	21 WSD2C9L	Gender Economics and Budgeting	30	70	100	4	-	-	4	3
	DSC10	21 WSD2C10L	Women and Human Rights	30	70	100	4	-	-	4	3
	SEC2	21 WSD2S2L/T/LT	Computer skills	20	30	50	-	2	-	2	2
	DSC8T2	21 WSD2C2T	Quantitative Techniques	20	30	50	-	2	-	2	2
<b>Total Marks for II Semester</b>						<b>600</b>				<b>24</b>	

### III-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
THIRD	DSC11	21 WSD3C11L	Women and psychology	30	70	100	4	-	-	4	3
	DSC12	21 WSD3C12L	Women: Violence - Management and Prevention	30	70	100	4	-	-	4	3
	DSC13	21 WSD3C13L	Research Methodology	30	70	100	4	-	-	4	3
	DSE1	21 WSD3E1AL	A. Women and Wellness	30	70	100	4	-	-	4	3
			B. Women and Reproductive Health								
			C. Gender Justice and Workplace Security								
	DSE2	21WSD3E2AL	A. Men in Feminism	30	70	100	4	-	-	4	3
			B. Gender and Environment								
			C. Women and Media								
	GEC1	21WSD3G1AL	A. Women Workplace Security	20	30	50	2	-	-	2	2
			B. Gender Justice								
			C. Gender Auditing								
	DSC12T3	21WSD3C3T	Women Violence – Case studies	20	30	50	-	2	-	2	2
<b>Total Marks for III Semester</b>						<b>600</b>				<b>24</b>	

**IV-SEMESTER**

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs.)
				IA	Sem. Exam	Total	L	T	P		
FOURTH	DSC14	21WSD3C14L	Women Entrepreneurship	30	70	100	4	-	-	4	3
	DSC15	21WSD3C15L	Women Work Force in India	30	70	100	4	-	-	4	3
	DSE3	21WSD4E3AL	A. Feminist jurisprudence	30	70	100	4	-	-	4	3
		21WSD4E3BL	B. Women and Technology								
		21WSD4E3CL	C. Rural women								
	DSE4	21WSD4E4AL	A. Globalization and women	30	70	100	4	-	-	4	3
		21WSD4E4BL	B. Women and start-ups								
		21WSD4E4CL	C. Women and self-help groups								
	GEC2	21WSD4G2AL	A. Law and Society - women Perspectives	20	30	50	2	-	-	2	2
		21WSD4G2BL	B. Women in Media								
21WSD4G2CL		C. Women in Rural Development									
SEC3	21WSD 4S3T	Women - Managerial skills	20	30	50	-	2	-	2	2	
Project	21WSD 4C1R	Research Project	40	60	100	-	-	8	4	4	
<b>Total Marks for IV Semester</b>						<b>600</b>				<b>24</b>	

**(I-IV semester)- Total Marks: 2400 and Total credits: 96**

**Note:** Course = paper; L= Lecture; T= Tutorial; P=Practical; DSC= Discipline Specific Core Course; DSE= Discipline Specific Elective; SEC= Skill Enhancement Course; GEC1 = General Elective Course to be taken from within Faculty from another department, GEC2= General Elective Course to be taken outside Faculty.

A credit is a unit of study of a fixed duration. For the purpose of computation of workload as per UGC norms the following is mechanism be adopted in the university: One credit (01) = One Theory Lecture (L) period of one hour; One credit (01) = One Tutorial (T) period of one hour; One credit (01) = One practical (P) period of two hours.

A Tutorial is supplementary practice to any teaching –learning process that may consist of participatory discussion/self-study, desk work, seminar presentations by students and such other novel methods that help a student to absorb and assimilate more effectively the contents delivered in the Lecture Sessions/ Class, Seminars, Case study, Discussion Session etc.

**Subject Code Description:**

**21** – Year of Establishment

**WSD** – Program Code (here it is Women’s Studies)

**1/2/3/4** – Semester

**C1/S1/G1/E1** – Course subject 1/SEC1/GEC1/DSE1

**L**-Lecture,

**T**-Tutorial

**P**-Practical

**R** – Research Project



## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Fundamentals of Women's Studies	Course Code: 21WSD1C1L
Teaching Hours/Week(L-T-P): 4-0-0	No. of Credits: 04
Internal Assessment: 30: Marks	Semester End Examination Marks: 70

### Course Objectives

1. To Introduce Students to the Discipline of Women's Studies and Gender its Specific Purposes and Perspectives.
2. To understand the basic concepts of Women's Studies

COs No.	Course Outcomes
CO-1	Define the concepts of women studies.
CO-2	Able to interpret and identify the gender issues and problems.
CO-3	Develop critical thinking and analysing in conventional sector

<b>Unit I</b>	<b>Introduction</b>	10 Hours
	Introduction to Women's studies - Origin and Growth – Need for Women's Studies – Objectives - Scope of Women's Studies - Women's Studies as an academic discipline – Relevance of Women's Studies in Indian Context	
<b>Unit II</b>	<b>Concepts</b>	12 Hours
	Key Concepts in Women's Studies – Sex - Gender - Feminism - schools of Feminism – Patriarchy – Matriarchy – Androcentrism - Gynocentric – Sexuality - Gender Roles – Gender Taboos - Gender Mainstreaming – Gender Budgeting – Gender discrimination – Gender Division of Labour – Gender gap - Invisibility of Women's Work – Gender Equity – Gender Equality – Empowerment	
<b>Unit III</b>	<b>Need for Women's Studies:</b>	12 Hours
	Scope of Women's Studies-Women's Studies as An Academic Discipline Women's Movements-Pre-Independent, Post Independent and Current Women Movements National Committees and Commissions for Women-Government Organization for Women and Child Development	
<b>Unit IV</b>	<b>Emergence of Women's Studies:</b>	10 Hours
	Feminist Critique of Construction of Knowledge and Emergence of Women's Studies Evolution of Women's Studies as An Academic Discipline Women's Movement to Academic/Curriculum Development in Women's Study.	
<b>Unit V</b>	<b>Women's Studies as an Academic Discipline:</b>	12 Hours
	Growth and Development of Women's Studies as A Discipline Internationally and In India. Role of UGC in promoting Women's Studies – Origin, growth and objectives of Women's Studies Centers in India – Employment opportunities – Constraints – Emerging needs - future of women's studies The Link Between Women's Studies and The Women's Movement.	

### References:

1. Amy S. Wharton. (2005). "The Sociology of Gender: An Introduction to Theory and Research". (Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.
2. Devaki Jain and Pam Rajput (Ed). (2003). "Narratives from the Women's Studies Family: Recreating Knowledge, Sage, and New Delhi.
3. Jasbir Jain (Ed). (2005). "Women in Patriarchy: Cross Cultural". Rawat Publications, Jaipur.
4. Kumkum Sangaree and Sudesh Vaid. Recasting Women: Essay in Colonial History".
5. Lerner, Gerda. (1986). "The Creation of Patriarchy". Oxford University Press, New Delhi.
6. Maithreyi Krishna Raj. (1986). "Women Studies in India: Some Perspectives". Popular Prakashana, Bombay.
7. Mala Khullar, (Ed). (2005). "Writing the Women's Movement: A Reader". Zubaan, Kali for Women, New Delhi.
8. Mie's, Maria. (1980). "Indian Women and Patriarchy". Concept Publishing Company, New Delhi.
9. Sharmila Rege, (Ed.). (2003). "Sociology of Gender: The Challenge of Feminist Sociological Knowledge". Sage, New Delhi.
10. Veena Majumdar. (1974). "Report on the committee on the Status of Women: Towards Equality". Journal of Women Studies

## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Gender Development and Empowerment	Course Code: 21WSD1C2L
Teaching Hours/Week(L-T-P): 4-0-0	No. of Credits: 04
Internal Assessment: 30: Marks	Semester End Examination Marks: 70

### Course Objectives

1. To understand the Gender Development concepts-theories and models.
2. To highlight the government initiatives for gender development.

COs No.	Course Outcomes
CO-1	Recognize various stages of gender development and empowerment.
CO-2	Describe familiarity of concept of gender development and empowerment.
CO-3	Critically analyse various dimensions and challenges of women development

<b>Unit I</b>	<b>Concept and Theories of Development:</b>	10 Hours
	Concepts and Development – Definition, meaning and scope – women and Development – Women in Development – Gender and Development Human Development Index – Gender Development Index.	
<b>Unit II</b>	<b>Connecting, Extending, Revising:</b>	12 Hours
	Socio Economic Development of women's Development – Education, Employment, Health, Political Participation and Mass Media Housing. Connecting, Extending, Revising: Development from a gender perspective (A detailed review of the perspectives of Vandana Shiva, Maria Mie's and Naila Kabir)	
<b>Unit III</b>	<b>Gender and Practical Concerns</b>	12 Hours
	Women and Literacy, Women and Population Dynamics, Women and Health, Concept of Nutrition. Women and Politics, Sexuality and Health;	
<b>Unit IV</b>	<b>Gender Development and the Planning:</b>	10 Hours
	Women - Definitions - dimensions - Needs for assessing quality of life – Basic needs, welfare needs, security needs, identity needs, freedom needs. Towards Equality, Sharma shakti Report, NPP, National Commission for Women, Five Year Plans, Gender Mainstreaming Beijing and After Programs for Women's Development: Central and State Social Welfare Boards (CSWB), Department of women and children, Women Development Corporation.	
<b>Unit V</b>	<b>Policies and Programmes for Women's Empowerment:</b>	12 Hours
	DWCRA, New Economic Policy, Gender Budgeting, National Policy for the Empowerment of women, Mother and Child Tracking System (MCTS), Indira Gandhi Matritva Sahyog Yojana (IGMSY), Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG), National Mission for Empowerment of Women (NMEW), Swarna Jayanti Shahari Rozgar Yojana (SJSRY), Girl Child Protection Scheme, NRHM, MNEREGA, Beti Bachao Beti Padhao Scheme, Kishori Shakti Yojana.	

### References:

1. IAWS, Feminist Approaches to Economic Theories A Report, IAWS, New Delhi, 1995.

2. Pramila Kapoor (ed), Empowering Indian Women, Publication Division, Government of India, New Delhi, 2000.
3. Kaila H.L, Women, Work and the Family, Rawat Publications, Jaipur, 2005.
4. Malcom Harper, Profit for the Poor – Cases in Microfinance, Oxford and IBH Publishing House, New Delhi, 1998.
5. Sheela Varghese, Employment of Women in the unorganized manufacturing sector, University Book House Private Limited, Jaipur, 2003.
6. Balakrishnan A., Rural Landless women Laboure’s – Problems and Prospects, Kalpaz Publications, New Delhi, 2005.

## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Feminist Thought	Course Code: 21WSD1C3L
Teaching Hours/Week(L-T-P): 4-0-0	No. of Credits: 04
Internal Assessment: 30: Marks	Semester End Examination Marks: 70

### Course Objectives

1. This paper gives an understanding about concepts of Feminist Theories
2. It introduces the phases of Feminism in India and abroad.

COs No.	Course Outcomes
CO-1	Describe the concept and trend of feminist thought.
CO-2	Explain various thoughts in the protection of women rights.
CO-3	Evaluate mobilization of feminist thought in India and Abroad.

<b>Unit I</b>	<b>Feminism</b>	10 Hours
	Definition of feminism, Meaning and Scope of feminism and Roots of Feminism, stop feminism.	
<b>Unit II</b>	<b>Waves of feminism</b>	12 Hours
	Waves of feminism: First wave feminism, second wave feminism; Third wave Feminism changing thoughts of feminism and contemporary view.	
<b>Unit III</b>	<b>Theoretical perspective of Feminism:</b>	12 Hours
	Liberal feminism, Marxist Feminism, Radical Feminism, Psychoanalytic Feminism, Socialist Feminism, Existential Feminism.	
<b>Unit IV</b>	<b>New dimensions of Feminism</b>	10 Hours
	Strands of feminist ethics. The post- structuralist turns in feminist ethics. Problems of representing: Who speaks for Women? Can the woman speak in a male world? Democracy, Radical Politics and Deconstruction. Queer Perspective Intersectional Approach.	
<b>Unit V</b>	<b>Interrogating Universals</b>	12 Hours
	Agency and Identity of Women, Race and Ethnicity, Black Feminism. Eco-feminism: Greens, Peace and Women. Third World Feminisms: Dalit and Indigenous women. Post Modern Feminism and the Post-structuralist Turn Postmodernism and post structuralism and its impact on Feminism	

### References

1. Basu, Aparna. (1990). "The Role of Women in the Indian Struggle for Freedom". In .R.Nanda (Ed). "Indian Women: From Purdah to Modernity". Nehru Memorial Museum and Library and Vikas/ Radiant Pub, New Delhi.
2. Gandhi, Nandita&Nandita Shah. (1992). "The Issues at Stake:Theory and Practice in the Contemporary Women's Movement in India". Kali, New Delhi.
3. Goonesekere, Savitri (ed). (2004). "Violence, Law and Women's Rights in South Asia". Sage, New Delhi.

4. Khullar Mala, (ed.). (2005). "Writings in Women's Studies: A Reader". Zubaan Publications, New Delhi.
5. Kuumba, M. Bahati. (2003). "Gender and Social Movements". Rawat Publications, New Delhi.
6. Mazumdar, Vina. (1989). "Peasant Women Organize for Empowerment: The Bankura Experiment". (Occasional Papers), CWDS, New Delhi.

## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Inequalities and Exclusions: Gender Perspectives	Course Code: 21WSD1C4L
Teaching Hours/Week(L-T-P): 4-0-0	No. of Credits: 04
Internal Assessment: 30: Marks	Semester End Examination Marks: 70

### Course Objectives

1. To Map gender as a focal point linking all other exclusions as patriarchal domination creates hierarchies and exclusions within class, caste community and nation.
2. Understand how the dominant groups have the capacity to lay down norms.

COs No.	Course Outcomes
CO-1	Demonstrate knowledge on theoretical conceptions of social stratification and inequality
CO-2	Analyse and apply classical and contemporary theoretical perspectives to the various dimensions of social inequality
CO-3	Predict a critical understanding of social exclusion, its causes, factors, forms and consequences

<b>Unit I</b>	<b>Introduction</b>	10 Hours
	Meaning of social exclusion Key concepts: difference, stigma and notions of othering; the concept and experience of exclusion, inter sectionality Unit.	
<b>Unit II</b>	<b>Exclusions based on control over material resources</b>	12 Hours
	Land, water, forests, minerals; Creating unequal life chances: fragile livelihoods Historic inequalities in resource control: failure of land reform and struggles over resources: the demand for land, wages, conditions of labour; forest use. Denotified and Nomadic communities and historic inequalities and new struggles in the era of predatory capital: forests and mines.	
<b>Unit III:</b>	<b>Caste Based Exclusions</b>	12 Hours
	Caste based exclusions, denial of land and water Stigma as the basis of permanent exclusions, the role of violence in the perpetuation of inequalities.	
<b>Unit IV</b>	<b>Nation and its Periphery</b>	10 Hours
	The nation and its periphery: exclusions based on race, ethnicity, region, culture, religion: The cultural other: normative people at the centre and the 'other' at the periphery: manifesting difference through class, region and state power as the basis of unequal control over territory, people and resources: The South Asian experience.	
<b>Unit V</b>	<b>Citizenship - Sexualities and Exclusions</b>	12 Hours
	The socially excluded subordinate citizen: creating the disabled by social and civil invisibilisation. Sexual preference as the basis of difference: the powerful normative stigmatizes the other.	

### References

1. Addlakha Renu (2007) *Gender, Subjectivity, and Sexual Identity: How Young People with Disabilities conceptualize the body, sex, and marriage in urban India*, New Delhi, CWDS.

2. Butalia Urvashi (2002) *Speaking Peace*, New Delhi: Kali for Women (introduction).
3. Chakravarti Anand, (2004) 'Caste and Agrarian Class: A view from Bihar' in Mohanty (ed), *Class, Caste and Gender*, New Delhi: Sage Publications.
4. Chowdhry Prem (ed), (2009) *Gender Discrimination in Land Ownership*, New Delhi: Sage (introduction and chapters 4, 6 and 10).
5. D'souza Dilip, (2001) *Branded by Law*. New Delhi: Penguin.
6. *Dalit Women Speak*, Report by AIDMAM, Zubaan, 2011.
7. Deshpande Ashwini (2011) *The Grammar of Caste*, New Delhi: Oxford (chapter6).
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9. Ghai Amita (2003) *(Dis)-embodied Form: Issues of Disabled Women*, New Delhi: Haranand Publications.



## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Women and Society	Course Code: 21WSD1C5L
Teaching Hours/Week(L-T-P): 4-0-0	No. of Credits: 04
Internal Assessment: 30: Marks	Semester End Examination Marks: 70

### Course Objectives

1. Aims to Create an Intersectional Understanding of Various Social Factors Which Shape the Identity of Women and Responsible For Their Oppression.
2. Aims to understand gender and its impact on various issues

COs No.	Course Outcomes
CO-1	Distinguish opinion from fact gender bias process.
CO-2	Demonstrate positive social change towards an egalitarian society.
CO-3	Engage in promoting social justice

<b>Unit I</b>	<b>Patriarchy, Caste and Gender Inequality</b>	10 Hours
	Perpetuation of Gender Inequality Under Patriarchy: Socialization and Role of Social Institutions – Family, Marriage, Kinship Caste and Gender – Structuralist, Materialist and Dalit Perspective on Caste, Position of Women Within Caste System. Endogamy and Exogamy, Khap Panchayats and The Reinforcing of Marriage Structures, Reservation Policy and Its Implication for Women	
<b>Unit II</b>	<b>Women and Education</b>	12 Hours
	Various Committees and Commissions on Women's Education Gender Bias in Enrolment, Drop Out, Curriculum Content, Values in Education, Gender Stereotyping in Text Books, 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.	
<b>Unit III:</b>	<b>Differential Status of Women</b>	12 Hours
	Dalit Women, Tribal Women, Minorities Women (Muslim, Christian, Sikh). Rural Women, Urban Women, Widow, Physically Challenged Women, Single Mother, And Victims of Sexual Offenses, Devadasis, Sex Workers and Domestic Workers	
<b>Unit IV</b>	<b>Engendering Social, Economic, Cultural and Political Contexts</b>	10 Hours
	Concept of Engendering: Strategic Gender Needs, Practical Gender Needs, Gender Budgeting, Gender Auditing, State/National Policy on Women's Empowerment, Demographic Indicators on Status of Women in India	
<b>Unit V</b>	<b>Women's Education</b>	12 Hours
	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-Committees and Commissions on Education Adult Literacy and Non-Formal Education for Women's Development.	

### References

1. Anusaksena. (2004). "Gender and Human Rights". Shipra, New Delhi.
2. Clara Zetkin. (1988). "Movements for The Emancipation of Women". Kamgarprakashan, New Delhi.
3. Evorett, Jana, Matson. (1979). "Women in Social Change in India". Heritage Publication, New Delhi.
4. Ghosh .S. K. (1989). "Indian Women Through The Ages". Ashish Publishing House, New Delhi.
5. Government Of India. (1974). "Towards Equality Report Of The Committee On The Status Of Women". Ministry Of Educational Social Welfare, December.
6. Leelammadevasia And Devasia .V.V. (1991). "Girl Child In India".Ashish Publishing House, New Delhi.
7. Madhushastri. (1990). "Status Of Hindu Women". Rbsa Publishers, Jaipur.
8. Meerakosambi. (1993). "At The Intersection Of Gender Reform And Religious Belief". Rcws, Sndt, Bombay.
9. Neera Desai And Maithreyikrishnaraj. (1987). "Women And Society In India".Ajantha Publications, New Delhi.
10. Paul Chowdary. (1992). "Women Welfare And Development". Inter India Publications, New Delhi.
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12. Regina Pappa B. (2003). "Gender Perspective Curriculum in Higher Education". Women"S Studies Division, Alagappa University, Karaikudi.
13. Rehnaghadially (Ed). (1988). "Women in Indian Society". Sage Publications, New Delhi.
14. Sandhanarya. (2000). "Women Gender Equality and The State". Deep and Deep Publications, New Delhi.
15. Susheela Mehta. "Revolution And The Status Of Women".Metropolitan Book Co.Pvt Ltd, New Delhi. (1989).

### FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Leadership Skill	Course Code: 21WSD1SILT
Teaching Hours/Week(L-T-P): 0-4-0	No. of Credits: 02
Internal Assessment: 20: Marks	Semester End Examination Marks: 30

#### Course Objectives

1. Understand the status of women in leadership roles in a variety of industries, and be able to articulate reasons to explain the lack of women in senior-level positions.
2. Recognize and advocate useful strategies that can be employed by men who want to partner in advancing women in leadership.

COs No.	Course Outcomes
CO-1	Challenge stereotypes about gender and leadership.
CO-2	Eliminate habits which lead to burnout, work strategically and lead with intention.
CO-3	Find solutions to real-life problems and challenges as a female leader

Unit I	The Current Status of Women Leaders:	08 Hours
	Messaging to women; History; Facts/Figures; Women leaders in India and abroad; Where are the Women? The Concepts of Gender and Leadership in Indian Culture Gender and Difference; Understanding and Evaluating Different Theoretical Positions.	
Unit II	Leadership and Traits	08 Hours
	Leadership and Style/Situation, Leadership Effectiveness, Evidence of Discrimination, Nature of Discrimination. Women in male dominated professions; differences leadership and communication styles; discrimination and prejudice.	
Unit III:	Media Representations of Women Leaders	12 Hours
	Gender and Household Responsibilities, Legal Issues and Gender in the Workplace Challenge's men face, how do Women Find Their Way Through the Labyrinth? Women in Public Service; Family and motherhood Women in Business; Pay Differential; intersection with other underrepresented groups Career Planning and Solutions	

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## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Gender Development and Empowerment	Course Code: 21WSD1C2T
Teaching Hours/Week(L-T-P): 0-4-0	No. of Credits: 02
Internal Assessment: 20: Marks	Semester End Examination Marks: 30

### Course Objectives

1. To enhance self-esteem and self-confidence of women.
2. building a positive image of women by recognizing their contribution to the society.

COs No.	Course Outcomes
CO-1	Recognize various stages of gender development and empowerment.
CO-2	Describe familiarity of concept of gender development and empowerment.
CO-3	Critically analyse various dimensions and challenges of women development

<b>Unit I</b>	<b>Unit – 1 WOMEN'S EMPOWERMENT – PROGRAMMES &amp; POLICIES</b>	08 Hours
	Concept of women empowerment – Women development and empowerment – Programmes Central and State Government - IRDP – DWACRA – SGSY – Streeshakti, MGNREGA	
<b>Unit II</b>	<b>Unit – 2 SUPPORT SERVICES TO WOMEN EMPLOYMENT</b>	08 Hours
	Employment Generation Schemes - Approaches and Access to Credit (from traditional form of credit to microcredit), Microfinance revolution - SHGs and Economic Empowerment	
<b>Unit III:</b>	<b>Unit – 3 GENDER PLANNING</b>	12 Hours
	Human Development Index – Methods of Activity at Gender Based Analysis – Gender Related Development Index - Gender Empowerment Measures – Mainstreaming Gender development policies – Paradigm shift from women well-being to Women's Empowerment; Gender needs –practical and strategic.	

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