

**Vijayanagara Sri Krishnadevaraya University**  
**Department of Studies in Women's Studies**  
'Jnana Sagar' Campus, Vinayak Nagar, Cantonment, Ballari - 583105



**New CBCS Syllabus**  
(in-line with NEP-2020)

for

**Master of Arts in Women's Studies**  
**I-Semester**

*With effect from 2024-2025*

**Vijayanagara Sri Krishnadevaraya University**  
**Department of Studies in Women's Studies**  
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**Programme:** Master of Arts (M.A) in Women's Studies

**Duration:** 2 Years (4 semesters)

**Programme Overview:**

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 Educational Objectives (PEOs):**

After the completion of the programme the graduates will be able to:

- PEO1:** Understand women's struggles, achievements, and contributions in past and present societies and across cultures from a feminist perspective
- PEO2:** Knowledge of the conditions of women in various cultures and societies
- PEO3:** Understanding of both the causes and consequences of women's subordination
- PEO4:** Ability to evaluate empirical and normative theories of gender construction and inequality
- PEO5:** Familiar with the strategies and organizational skills needed to address gender inequalities
- PEO6:** Critical and analytical skills, creative approaches to problem solving, and the ability to articulate productive alternatives
- PEO7:** Ability to identify and analyse gender-based assumptions and biases and to recognize their consequences on individual, social, and cultural levels

**Programme Outcomes (POs):**

At the end of the programme the students 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 rights







# Vijayanagara Sri Krishnadevaraya University

## Department of Studies in Women's Studies

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### New Choice Based Credit System (CBCS) pattern for PG Program in Master of Arts in Women's Studies

#### First Semester:

Category	Subject code	Title of the Paper	Marks			Teaching Hours/Week			Credits	Duration of Exam (Hrs)
			IA	Sem. Exam	Total	L	T	P		
DSC1	24WSD1C1L	Women's Studies in India: Theories and Debates	30	70	100	4	-	-	4	3
DSC2	24WSD1C2L	Gender and Development: Approaches and Strategies	30	70	100	4	-	-	4	3
DSC3	24WSD1C3L	Feminism theory and Practice	30	70	100	4	-	-	4	3
DSC4	24WSD1C4L	Inequalities and Intersectionalities: Gender Perspectives	30	70	100	4	-	-	4	3
DSC5	24WSD1C5L	Gender: society issues and debates	30	70	100	4	-	-	4	3
SEC1	24WSD1S1LT	Gender Sensitization and programming	20	30	50	1	1	-	2	1
DSC2T1	24WSD1C1T	Gender and Development: Approaches and Strategies	20	30	50	-	2	-	2	1
Total Semester Marks, Credits, Lecture Hours, Tutorials, Sem. End Exam Hours					600	2	3	-	24	-

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

## **Semester - I**

## M. A in Women's Studies; Semester-I

### Women's Studies in India: Theories and Debates

<b>Sub. Code:</b> 24WSD1C1L	<b>L: T:P =</b> 4+0+0=4
<b>Credits:</b> 04	<b>Category:</b> DSC1

**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

**Course Outcome:**

After completion of this course, the students will be able to:

**CO1:** Define the concepts of women studies.

**CO2:** Able to interpret and identify the gender issues and problems.

**CO3:** Develop critical thinking and analysing in conventional sector

<b>Module I</b>	<b>Introduction</b>	<b>12</b>
Production Function: Short-run and Long-run; Law of Variable Proportions; Isoquants; 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>Module II</b>	<b>Concepts</b>	<b>11</b>
Sex – Gender – Femininity – Masculinity- Gender role - Socialization – Nature vs. Nurture - Gender Equality - Biological Determinism and Social Constructionism - Gender Stereotypes - Doing Gender – Perspectives on Transgender		
<b>Module III</b>	<b>Understanding Patriarchy and Oppression:</b>	<b>11</b>
Understanding “social location” and “the intersectionality of oppression” Androcentrism – Heteronormativity – sexuality and power – Public-Private dichotomy – Sexual/Gendered division of work - Understanding Patriarchy (Individual & Institutional) and oppression		
<b>Module IV</b>	<b>Achieving Gender Equality:</b>	<b>11</b>
Gender Planning - Gender Mainstreaming – Gender Budget – Gender Audit, Global Issues: Contemporary Gender Equality Issues and Movements – Key debates in Women's Studies		
<b>Module V</b>	<b>Rationale for Women's Studies:</b>	<b>11</b>
Growth and Development of Women's Studies as A Discipline Internationally and 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.		



**Suggested Readings:**

1. Anne Fausto-Sterling, "The Bare Bones of Sex: Part I – Sex and Gender", *Signs*, Vol. 30, No. 2, pp. 1491-1527, The University of Chicago Press, Winter 2005.
2. Anne Minas (ed.), *Gender Basics: Feminist Perspectives on Women and Men* (2nd Edition), Wadsworth, 2000.
3. Gerda Lerner, *Creation of Patriarchy*, New York, Oxford University Press, 1986.
4. Gita Sen, *Subordination and Sexual Control: A Comparative View of the Control of Women*, in Nalini Visvanathan, Lynn Duggan, Laurie Nisonoff (ed),
5. *The Women, Gender and Development Reader*, Zubaan, 2005, pp-142-150.
6. Inderpal Grewal and Caren Kaplan, *An Introduction to Women's Studies: Gender in a Transnational World* (2nd Edition), Boston, MA, McGraw-Hill, 2006.
7. Jane Pilcher and Imelda Wheelan, *50 Key Concepts in Gender Studies*, London, Sage Publications, 2004.
8. Judith Lorber, *Paradoxes of Gender*, Yale University Press, 1994.
9. Mary E. John (Ed.), *Women's Studies in India: A Reader*, Penguin, New Delhi, 2008.
10. Sylvia Walby, *Theorising Patriarchy*, *Sociology*, Vol. 23, No. 2, 243-234, 1989.
11. Veena Poonacha, *Understanding Women's Studies*, research Centre for Women's Studies, SNT Women's University, Mumbai, 1999

**M. A in Women's Studies; Semester-I**

**Gender and Development: Approaches and Strategies**

<b>Sub. Code:</b> 24WSDIC2L	<b>L: T:P =</b> 4+0+0=4
<b>Credits:</b> 04	<b>Category:</b> DSC2

**Course Objectives:**

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

**Course Outcomes:**

By the end of the course the student will be able to:

**CO1:** Recognize various stages of gender development and empowerment.

**CO2:** Describe familiarity of concept of gender development and empowerment.

**CO3:** Critically analyze various dimensions and challenges of women development

<b>Module I</b>	<b>Introduction</b>	<b>11</b>
Conceptual Analysis of Development, Theoretical Perspectives of Gender and Development, Measures of Development; HDI, GDI, Gender Disparity: Global and Indian Scenario		
<b>Module II</b>	<b>Approaches to Women Development</b>	<b>11</b>
Women in Development • Women and Development • Gender and Development • Women Empowerment; Paradigm Shift		
<b>Module III</b>	<b>Women Development: International initiatives</b>	<b>11</b>
Women and Literacy, Women and Population Dynamics, Women and Health, Concept of Nutrition. Women and Politics, Sexuality and Health		
<b>Module IV</b>	<b>Women Development: International initiatives</b>	<b>12</b>
Mexico City Conference, Copenhagen Conference, Nairobi Conference, Beijing Conference, Beijing+5, +10 +15, SDG's		
<b>Module V</b>	<b>Gender Development: National Policies, Programs and Role of NGO's</b>	<b>11</b>
Feminist Standpoint of Development Policy, Gender Analysis of Development Policy, Critical Review of Women Development Programs in India, Role of NGOs – Development Initiatives, Role of Women's Organizations –Mobilizing, Networking & Advocacy		

**Suggested Readings:**

1. Jain Devaki (2005) "Women development and the UN: A Sixty year quest for equality and justice". Bloomington, Indiana University
2. Momsen J. H. (2010) "Gender and Development, 2nd edition", New York, Routledge
3. Pubantz, J. & Allphin Moore Jr., J. (2008) "Encyclopedia of United Nations". New York, Infobase Publishing.

4. Schechter M G (2005) "United Nations Global Conferences" New York, Routledge
5. Vishwanthan N. Ed (2006) "The women gender and development reader". New Delhi, Zubaan
6. Dreze J & Sen A (2002) "India economic development and social opportunity". New Delhi, OUP
7. Gupta A. S. et. al (Eds.) (2005) "Reflections of the right to development, centre for development and human rights". New Delhi, Sage Publication
8. Porter M. and Judd E. (1999) "Feminists doing development" London, Zed books
9. Sen G. & Caren G. (1985) "Development crisis and alternative visions: Third world women's perspectives". New Delhi, Institute of Social Studies Trust.
10. Sen M. and Sivakumar A. K (2002) "Women in India How free, How equal?" New Delhi, UNDP India.

## M. A in Women's Studies; Semester-I

### Feminism theory and Practice

Sub. Code: 24WSD1C3L	L: T:P = 4+0+0=4
Credits: 04	Category: DSC3

#### Course Objectives:

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

#### Course Outcomes:

By the end of the course the student will be able to:

**CO1:** Identify key concepts and movements in feminist theory and practice – patriarchy, gender, sex-gender binary, global women's movements.

**CO2:** Interrogate the ordinary and every day in the context of gender; to see gender as a lens for understanding the world

**CO3:** Critically engage with ongoing feminist debates and struggles across the world in their complexity and diversity.

Module I	Concept	10
	Patriarchy, Sex-Gender Debates, feminist understanding of patriarchy, and feminist theorizing of the sex/gender distinction, whether patriarchy is local or global; various dimensions and complexities of patriarchy, the sex-gender debate and recent feminist research on biology and social factors. Waves of feminisms, types of feminism, recent trends.	
Module II	Primary Units	12
	Marriage, Family, Property, Caste: role of gender in the genealogy and maintenance of primary units of social life in India and globally – complex interactions. gender relations in the family; intra household divisions, notions of differential entitlements patterned by gender norms and roles in India, gendered quality of caste.	
Module III	Social Engines:	12
	Work and Care - The question of work and gender, the thrust of feminist analysis, sexual division of labour within the market; distinct contributions and challenges of productive and reproductive labour; visible and invisible work. Elsewhere, unpaid (reproductive and care) work as forms of gendered labour; continuing patterns of underpaid work.	

<b>Module IV</b>	<b>Gendered violence</b>	<b>10</b>
Normative gender binaries, feminists as a form of symbolic violence, women (and non-cis men, and transgendered people) egregious forms of violence. Violence tends to produce a silence or a counter-violence in terms of strategies of coping (eg: the demand for ‘chemical castration’ after the Delhi gang rape of 2012).		
<b>Module V</b>	<b>Counter Currents</b>	<b>12</b>
Local, Global and Transnational Feminisms – The modern women’s movement has always been far more transnational and ‘global’ than is commonly assumed. Hence, instead of following the usual Indian gender studies courses’ trajectory of going from the West to the Rest.		

### **Suggested Readings:**

1. Kumar, S. “Introduction: Patriarchy and Lines of F(l)ight” in Kumar, S. (forthcoming) *A Sense of Self: Women, Power and Politics in Contemporary India* Delhi, Orient Blackswan.
2. N. Menon, (2008) ‘Power’, in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157
3. V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1- 20
4. Menon, N. (2012) *Seeing like a Feminist* Delhi, Zubaan.
5. Bama, Karukku (translated by Lakshmi Holmstrom), 2011. New Delhi, Oxford University Press.
6. Narayan, D. (2018) “Pleasing: Just Slide, Squeeze, Shrink, Adjust Kar Lo” from *Chup* Delhi, Juggernaut.
7. M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46.
8. Barrett, M. and Mary McIntosh (1991) “The Anti-Social Family” from *The Anti-Social Family* London, Verso, pp. 43-80.
9. Chakravarti, U. (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.
10. Agarwal, B. (1994) “Why do women need independent rights in land?” From *A Field of One’s Own: Gender and Land Rights in South Asia* Cambridge, Cambridge University Press, pp. 27-45.
11. de Beauvoir, S. (1997) “The Married Woman” from *The Second Sex*, London: Vintage, pp. 415-466.
12. Swaminathan, P. (2012) ‘Introduction’, in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17.
13. Nandy, A. (forthcoming) “Gendered Care” in Kumar, S. (edited) *A Sense of Self: Women, Power and Politics in Contemporary India* New Delhi, Orient Blackswan.
14. Tronto, J. (1996) ‘Care as a Political Concept’, in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156.
15. Durbar Mahila Samanwaya Committee, Kolkata (2011) ‘Why the so-called Immoral Traffic (Preventive) Act of India should be repealed’, in P. Kotiswaran, *Sex Work* New Delhi, Women Unlimited, pp. 259-262.

16. Butalia, U. (2017) *The Other Side of Silence: Voices from India's Partition* New Delhi, Penguin Random House.
17. K. Lalita and Deepa Dhanraj (2016) *Rupture, Loss and Living: Minority Women Speak about post-Conflict Life* New Delhi, Orient Blackswan.

**M. A in Women's Studies; Semester-I**

**Inequalities and Intersectionality's: Gender Perspectives**

<b>Sub. Code:</b> 24WSD1C4L	<b>L: T:P</b> = 4+0+0=4
<b>Credits:</b> 04	<b>Category:</b> DSC4

**Course Objectives:**

1. Outline the link between control over economic, political and social resources and other manifestations of power that create exclusions
2. Explore different concepts for addressing exclusion across different axes of class, caste community and nation

**Course Outcomes:**

By the end of the course the student will be able to:

**CO1:** Understand diverse social structures legitimizing exclusion and struggles for dismantling these structures

**CO2:** Recognize centrality of gender and patriarchal domination in linking all exclusions and hierarchies

<b>Module I</b>	<b>Structural Inequalities in Indian Society</b>	<b>11</b>
Introduction to Gender, Caste, Class, Religion, Ethnicity, Sexuality and Disability as significant intersecting structures, contentious interrelationship amongst these		
<b>Module II</b>	<b>Key concepts:</b>	<b>12</b>
Exclusion/ inclusion, difference and diversity, stigma, othering and humiliation, intersectionality		
<b>Module III</b>	<b>Understanding Caste and religion Based Exclusions</b>	<b>11</b>
Practices and institutions, and its relationship with gender, De-notified and Nomadic communities and historic inequalities		
<b>Module IV</b>	<b>Understanding Nation and excluded categories</b>	<b>11</b>
Marginalized and threatened within borders and boundaries, Construction of disability through social civil invisibilisation, Heteronormativity and homophobia		
<b>Module V</b>	<b>New Ways</b>	<b>11</b>
New ways of organizing against inequalities and exclusion, Claiming Citizenship and Right to live with dignity		

**Suggested Readings:**

1. Addlakha Renu (2007) Gender, Subjectivity, and Sexual Identity: How Young People with Disabilities conceptualise the body, sex, and marriage in urban India, New Delhi, CWDS.
2. Butalia Urvashi (2002) Speaking Peace, New Delhi: Kali for Women (introduction).  
ChakravartiAnand, (2004) 'Caste and Agrarian Class: A view from Bihar' in Mohanty (ed), Class, Caste and Gender, New Delhi: Sage Publications.
3. D'souzaDilip, (2001) Branded by Law. New Delhi: Penguin.

4. Dalit Women Speak, Report by AIDMAM, Zubaan, 2011.
5. DeshpandeAshwini (2011) The Grammar of Caste, New Delhi: Oxford.
6. GhaiAmita (2003) (Dis)-embodied Form: Issues of Disabled Women, New Delhi: Haranand Publications.
7. Guru Gopal (2005) 'Citizenship in Exile: A Dalit Case' in RajeevBhargava, Helmut Reifeld and Konrad-Adenauer-Stiftung (eds) Civil Society, Public sphere, and Citizenship: Dialogues and Perceptions, New Delhi: Sage.
8. Hassan Zoya (2009) The Politics of Inclusion, New Delhi : Sage
9. JayalNiraja (2011) The Oxford Companion to Politics in India. New Delhi: Oxford,
10. Kirsch Max (2006) Inclusion and Exclusion in the Global Area. Oxford: Rutledge





## M. A in Women's Studies; Semester-I

### Gender: society issues and debates

<b>Sub. Code:</b> 24WSD1C5L	<b>L: T:P =</b> 4+0+0=4
<b>Credits:</b> 04	<b>Category:</b> DSC5

#### Course Objectives:

1. Explain gendered structuring of different social institutions such as family, kinship, economic systems, state etc.
2. Examine feminist investigation of traditional knowledges of social structures, institutions and practices

#### Course Outcomes:

By the end of the course the student will be able to:

**CO1:** Comprehend the social structure of gender, patriarchy and its feminist critique

**CO2:** Apply gender lens to look at the human interactions and organization of social life

<b>Module I</b>	<b>Socio-Psychological Theories</b>	<b>11</b>
Sociological and Psychological Theories of Sex and Gender: Understanding gender as social fact, gender as performance, doing gender, gender difference, roles, attitudes		
<b>Module II</b>	<b>Women and Education</b>	<b>11</b>
Socialization, schooling/ education and production of gendered beings and practices, Gender, sexuality and language.		
<b>Module III</b>	<b>Social intuitions</b>	<b>11</b>
Marriage, Family and Kinship: Feminist and queer interventions, Intimacies and affinities, Property and labour		
<b>Module IV</b>	<b>Gendering Caste</b>	<b>12</b>
Gendering caste, religion and nation, Structural marginalization and conflicts		
<b>Module V</b>	<b>Gender and Labour Market</b>	<b>11</b>
Gender and Labour Market, State, work and economy, Sexuality, stigma and violence		

#### Suggested Readings:

1. Basu, S., & Ramberg, L. (2015). Conjuality unbound: sexual economies, state regulation, and the marital form in India. (No Title).
2. Bhandari, P., & Titzmann, F. M. (2017). Introduction. Family realities in South Asia: adaptations and resilience. South Asia Multidisciplinary Academic Journal, (16).
3. Chickerur, Shraddha. (2020). Brahman women as cultured homemakers – unpacking caste, gender roles and cultural capital across three generations. Journal of Gender Studies. 30. 1-12.
4. Fernandes, L. (Ed.). (2024). Routledge handbook of gender in South Asia. Routledge.
5. Fausto-Sterling, Anne. 2000. Sexing the Body: Gender Politics and the Construction of the Body. New York: Basic Books. 44
6. Ghosh J., Never Done and Poorly Paid: Women's Work in Globalizing India, New Delhi,

Women Unlimited, 2009.

7. Hasan, Z. (2019). *Forging identities: Gender, communities, and the state in India*. Routledge.
8. Ivekovic, R., & Mostov, J. (Eds.). (2002). *From gender to nation*. Ravenna: Longo.
9. Kimmel, M. S., Aronson, A., & Kaler, A. (Eds.). (2008). *The gendered society reader* (p. 309). New York, NY: Oxford University Press.

**M. A in Women's Studies; Semester-I**

**Gender Sensitization and programming**

<b>Sub. Code:</b> 24WSD1S1T	<b>L: T:P = 1+1+0=2</b>
<b>Credits:</b> 02	<b>Category:</b> SEC1

**Course Objectives:**

1. To introduce students to information about some key biological aspects of genders.
2. To expose the students to debates on the politics and economics of work.
3. To help students reflect critically on gender violence.

**Course Outcome:**

After completion of this course, the students will be able to:

**CO1:** Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender.

**CO2:** This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film

**CO3:** Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.

<b>Module I</b>	<b>Gender and labour</b>	<b>10 Hours</b>
Division and Valuation of Labour-Housework: The Invisible Labor- “My Mother doesn’t Work.” “Share the Load.”-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. -Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming		
<b>Module II</b>	<b>Gender - based violence</b>	<b>11 Hours</b>
The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No! -Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: “Chupulu”. Domestic Violence: Speaking Out Is Home a Safe Place? -When Women Unite. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim- “I Fought for my Life....”		
<b>Module III</b>	<b>Gender and culture</b>	<b>11 Hours</b>
Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Sensitive Language-Gender and Popular Literature - Just Relationships: Being Together as Equals Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks The Brave Heart.		

**Suggested Readings:**

1. Acker, J. (1992). Gendering organizational theory. In A. Mills & P. Tancred (Eds.), Gendering organizational analysis, 248• 260, New Park, CA: Sage.
2. Aries, E. (1998). Gender differences in interaction: A reexamination. In D. J. Canary & K. Dindia (Eds.), Sex differences and similarities in communication, 65• 81, NY: Lawrence Erlbaum Associates.

3. Campbell, K. K. (1991). Hearing women's voices. *Communication Education*, 40(1), 33• 48. Carter, K. & Spitzack C. (1990) Transformation and Empowerment in gender and communication courses. *Women's Studies in Communication*, 13, 92• 110.
4. Counselman, E. F. (1991). Leadership in a long• term leaderless women's group. *Small Group Research*, 22(2), 240• 257.
5. Dow, B. J. & Tonn, M. B. (1993). "Feminine style" and political judgment in the

- rhetoric of Ann Richards. *Quarterly Journal of Speech*, 79(3), 286• 302.
6. Fairhurst, G. T. (2009). The leader• member exchange patterns of women leaders in industry: A discourse analysis. *Communication Monograph*, 60(4), 324• 351.
  7. Gaetane, J., Williams, V., & Sherman, S.L., (2009). Black Women's Leadership Experiences: Examining the Intersectionality of Race and Gender. *Advances in Developing Human Resources*, 11(5), 562• 581.
  8. Spitzack, C. & Carter, K. (1987). Women in communication studies: A typology for revision. *Quarterly Journal of Speech*, 73, 401• 423.

M. A in Women's Studies; Semester-I

**Gender and Development: Approaches and Strategies**

<b>Sub. Code:</b> 24WSD1C1T	<b>L: T:P</b> = 0+2+0=2
<b>Credits:</b> 02	<b>Category:</b> DSC3T1

**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.

**Course Outcomes:**

By the end of the course the student will be able to:

**CO1:** Recognize various stages of gender development and empowerment.

**CO2:** Describe familiarity of concept of gender development and empowerment.

**CO3:** Critically analyse various dimensions and challenges of women development

<b>Module I</b>	<b>Women's Empowerment – Programmes &amp; Policies</b>	<b>18 (P)</b>
Concept of women empowerment – Women development and empowerment – Programmes Central and State Government - IRDP – DWACRA – SGSY – Streeshakti, MGNREGA		
<b>Module II</b>	<b>Support Services to Women Employment</b>	<b>17 (P)</b>
Employment Generation Schemes - Approaches and Access to Credit (from traditional form of credit to microcredit), Microfinance revolution - SHGs and Economic Empowerment		
<b>Module III</b>	<b>Gender Planning</b>	<b>17 (P)</b>
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.		

**Suggested Readings:**

1. IAWS, Feminist Approaches to Economic Theories A Report, IAWS, New Delhi, 1995.
2. Promilla Kapur (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 Laborer's – Problems and Prospects, Kalpaz Publications, New Delhi, 2005.





## CBCS Question Paper Pattern for PG Semester End Examination

### Disciplines Specific Core (DSC) and Discipline Specific Elective (DSE)

**Paper Code:**

**Paper Title:**

**Time: 3 Hours**

**Max. Marks: 70**

**Note: Answer any *FIVE* of the following questions, each question carries equal marks.**

Q1. 14 Marks

Q2. 14 Marks

Q3. 14 Marks

Q4. 14 Marks

Q5. 14 Marks

**Note: Question No.1 to 5, *one question from each unit* i.e. (Module I, Module II, ....). The Questions may be a whole or it may consists of sub questions such as a,b, c etc...**

Q6. 14 Marks

**Note: Question No.6, *shall be from Module II and III*, the Question may be a whole or it may consists of sub questions such as a,b, c etc...**

Q7. 14 Marks

**Note: Question No.7, *shall be from Module IV and V*, the Question may be a whole or it may consists of sub questions such as a,b, c etc...**

Q8. 14 Marks

**Note: Question No-8 shall be from Module II, Module III , Module IV and Module V. The question shall have the following sub questions and weightage. i.e a – 05 marks, b – 05 marks, c – 04 marks.**

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## Skill Enhancement Courses (SECs)

Paper Code:

Paper Title:

Time: 1 Hours

Max. Marks: 30

**There shall be Theory examinations of Multiple Choice Based Questions [MCQs] with Question Paper set of A, B, C and D Series at the end of each semester for SECs for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions). The Answer Paper is of OMR (Optical Mark Reader) Sheet.**

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### Question Paper Pattern for Subjects with Tutorial

**For the subjects with Tutorial component, there is Internal Semester-End Examination (ISEE) to the component C3 at department level. The liberty of assessment of C3 is with the concerned faculty of tutorial course. The faculty may present innovative method of evaluation of component C3 before the respective BoS for approval before the commencement of the course during the semester.**

**However, the BoS approves Internal Semester-End Examination of Multiple Choice Based Questions [MCQs] method for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions), in respective semester with 30 questions carrying one mark each in respective tutorial course. The Answer Paper is of OMR (Optical Mark Reader) Sheet.**

Note: the internal semester end examination of tutorial course agenda approved as per the oral direction of the university authorities.

**The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under;**

**a. For theory courses of 04 Credits:**

Sl.No.	Activities	C1 marks	C2 marks	Total IA Marks
01	Session Test	10	10	20
02	Seminars/Presentations/Activity	05	-	05
03	Case study /Assignment / Fieldwork / Project work etc.	-	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>	<b>30</b>

**Suggested Continuous Assessment Session Test (For Sl.No.01 in the above table) (10 marks) (C1 & C2) question paper pattern:**

**Internal Test C1/C2**

**Paper Code:**

**Paper Title:**

**Time:** 45 minutes

**Max Marks:** 10

**Instructions:** Answer both the sections

**SECTION – A**

Answer any **ONE** of the following questions, each question carries **FIVE** marks

(1x5=5)

- 1.
- 2.

**SECTION – B**

Answer any **TWO** of the following questions, each question carries **2.5** marks

(2x2.5=5)

3.
  - a. -----(2.5)
  - b. -----(2.5)
  - c. -----(2.5)
  - d. -----(2.5)

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**b. For SEC/Tutorial of 02 Credits:**

<b>Sl.No.</b>	<b>Activities</b>	<b>C1 marks</b>	<b>C2 marks</b>	<b>Total IA Marks</b>
01	Session Test	05	05	10
02	Seminars/Presentations/Activity	05	-	05
03	Case study /Assignment / Fieldwork / Project work etc.	-	05	05
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>20</b>

**Suggested Continuous Assessment Session Test (For Sl.No.01 in the above table) (05 marks) (C1 & C2) question paper pattern:**

**Internal Test C1/C2**

**Paper Code:**

**Paper Title:**

**Time:** 30 minutes

**Max Marks:** 5

Answer any **ONE** of the following questions, each question carries **FIVE** marks (each sub-question i.e., 'a' & 'b' carries 2.5 marks each)

(1x5=5)

1.

a----- (2.5)

b----- (2.5)

2.

a----- (2.5)

b----- (2.5)

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**Vijayanagara Sri Krishnadevaraya University**  
**Department of Studies in Women's Studies**  
'Jnana Sagar' Campus, Vinayak Nagar, Cantonment, Ballari - 583105



**New CBCS Syllabus**

(in-line with NEP-2020)

for

**Master of Arts in Women's Studies**  
**II-Semester**

*With effect from 2024-2025*



**Vijayanagara Sri Krishnadevaraya University**  
**Department of Studies in Women's Studies**  
'Jnana Sagar' Campus, Vinayak Nagar, Cantonment, Ballari - 583105



**New Choice Based Credit System (CBCS) pattern for PG Program in Master of Arts in Women's Studies**

**SWSDnd Semester:**

Category	Subject code	Title of the Paper	Marks			Teaching Hours/Week			Credits	Duration of Exam (Hrs)
			IA	Sem. Exam	Total	L	T	P		
DSC6	24WSD2C6L	Women's Movement: Struggles and Transitions	30	70	100	4	-	-	4	3
DSC7	24WSD2C7L	Gender ManagementSystem	30	70	100	4	-	-	4	3
DSC8	24WSD2C8L	Qualitative and Quantitative techniques for Women's Studies	30	70	100	4	-	-	4	3
DSC9	24WSD2C9L	Gender Economics and Budgeting:	30	70	100	4	-	-	4	3
DSC10	24WSD2C10L	Women and Human Rights	30	70	100	4	-	-	4	3
SEC2	24WSD2S2LT	Digital literacy and gender awareness	20	30	50	1	1	-	2	1
DSC8T2	24WSD2C2T	Qualitative and Quantitative techniques for Women's Studies	20	30	50	-	2	-	2	1
<b>Total Semester Marks, Credits, Lecture Hours, Tutorials, Sem. End Exam Hours</b>					<b>600</b>	<b>24</b>	<b>3</b>	<b>-</b>	<b>24</b>	<b>-</b>

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

## **Semester - II**



## M. A in Women's Studies; Semester-II

### Women's Movement: Struggles and Transitions

<b>Sub. Code:</b> 24WSD2C6L	<b>L: T:P =</b> 4+0+0=4
<b>Credits:</b> 04	<b>Category:</b> DSC6

#### Course Objectives:

1. Introduce students to women's movements in India, and map the diverse historical trajectories of the 'woman question'
2. Discuss complex history of women's movement and its interrelationship with other social movements.

#### Course Outcome:

After completion of this course, the students will be able to:

**CO1:** Recognize the centrality of feminist politics in doing women's studies

**CO2:** Map issues and challenges raised by women's movements and its impact on social systems and structures

<b>Module I</b>	<b>Women's Movements: Theories and Frameworks</b>	<b>11</b>
Women's Movements: Theories and Frameworks: Theories of social movements, new social movements and women's movements		
<b>Module II</b>	<b>Tracing the Routes and Roots of Women's Movement in India</b>	<b>12</b>
Tracing the Routes and Roots of Women's Movement in India: Challenging the waves approach, Mapping historical locations, differential routes and its exclusions.		
<b>Module III</b>	<b>Women's Movement in India</b>	<b>12</b>
Women's Movement in India: Debates and Campaigns: Issues at stake- violence, work and politics, Engagement with the state and community, Changing modes and strategies		
<b>Module IV</b>	<b>Women's Movement in India: Challenges and Redefinitions</b>	<b>11</b>
Women's Movement in India: Challenges and Redefinitions: Difference and dissent- Dalit women talking differently, sexuality, community and disability, Feminist movements in the transnational era		
<b>Module V</b>	<b>Studying Women's Movement in India</b>	<b>11</b>
Studying Women's Movement in India: Methodological tools for studying movement, Diverse sources and campaign building		

**Suggested Readings:**

1. Armstrong, E. (2013). *Gender and Neoliberalism: The All India Democratic Women's Association and Globalization Politics*. United States: Taylor & Francis.
2. Arya, S. (2020) *Gaining Ground: The Changing Contours of Feminist Organizing in Post1990s India*. Delhi: Women Unlimited.
3. Gandhi, N., & Shah, N. (1992). *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women.
4. V. Geetha. (1998). Periyar, Women and an Ethic of Citizenship. *Economic and Political Weekly*, 33(17), WS9–WS15. <http://www.jstor.org/stable/4406695>
6. Gopal, M. (2019) *Towards Greater Civility: Public Morality and Transversal Queer/Feminist Politics in India*, *South Asia: Journal of South Asian Studies*, 42:2, 394
7. Hodges, S. (2005). Revolutionary family life and the Self Respect movement in Tamil south India, 1926–49. *Contributions to Indian Sociology*, 39(2), 251–277.
8. Kirmani, N. (2011). 'Beyond the Impasse: 'Muslim Feminism(s)' and the Indian Women's Movement', *Contributions to Indian Sociology*, Volume 45(1).
9. Kumar, R. (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990*. New Delhi: Kali for Women.
10. Loomba, A. (2018). *Revolutionary Desires: Women, Communism, and Feminism in India*. United Kingdom: Taylor & Francis.

**M. A in Women's Studies; Semester-II**

**Gender Management System**

<b>Sub. Code:</b> 24WSD2C7L	<b>L: T:P =</b> 4+0+0=4
<b>Credits:</b> 04	<b>Category:</b> DSC7

**Course Objectives:**

1. To expose the students to gender issues in management.
2. The challenges that the women face in Management positions in different areas of decision making.

**Course outcome:**

After completion of this course, the students will be able to:

**CO1:** Know gender management, strategic planning, and financial and human resource management.

**CO2:** Assess patriarchal values in management sector.

**CO3:** Develop critical thinking in analyzing gender management issues and in managerial planning and decision making

<b>Module I</b>	<b>Gender issues in Management</b>	<b>11</b>
women and social roles-multiple roles –self and social roles interface- role conflict-characteristics of organizations and the expectations – Gender insensitive environment- superwoman concept- challenge of delivering goods guilt of professional mothers- family workplace social links-woman friendly workplaces, child care etc.		
<b>Module II</b>	<b>Women's experience at work place</b>	<b>11</b>
Gender stereotypes affecting on women and men at work – biological determinism and management role of women- construction of gender roles - as obstacle to women in Management– Need for Management Education to Women – development of gender sensitive management skills for women, need for women friendly environment-flexible working hours.		
<b>Module III</b>	<b>Women in leadership and management</b>	<b>12</b>
Women in leadership and management positions and experiences in administration-governance- executive positions- - politics- entrepreneurship- other managerial positions- gender empowerment measure –[GEM]- social and biological reproductive roles- entry barriers for women- perceptions of management and organization on women's dual role and absenteeism –discrimination, salary-issues and possible remedies.		
<b>Module IV</b>	<b>Social communication and networking</b>	<b>11</b>
Differences in social communication and networking between men and women, problems with regard to decision making – glass ceiling- chilly climate-tokenism-Need for capacity building for women managers.		
<b>Module V</b>	<b>Gender impact of power and relationships</b>	<b>12</b>
Gender impact of power and relationships at work, gender discrimination in		

the workplace, gender sensitization of the workplace, facilities for women at workplace, sexual harassment, health issues and stress management- -relationship between women health and environment.

**Suggested Readings:**

1. Management Perspective – A Global Heinz Weilhrich Harold Koontz, McGraw Hill.
2. Management – Boone and Koontz, McGraw Hill.
3. Essentials of Management – Harold Koontz, Cyril o'Donnell & Heinz weighrich –McGraw Hill
4. Management tasks, Responsibilities and Practices - Peter F. Drucker - Allied

**Qualitative and Quantitative techniques for Women's Studies**

<b>Sub. Code:</b> 24WSD2C8L	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 04	<b>Category:</b> DSC8

**Prerequisites:**

Student should know high school level basic mathematics.

**Course Objectives:**

1. Help students to understand the relationship between feminist theory, feminist politics and research.
2. Equip them to do social research using research methods and techniques in feminist ways

**Course Outcome:**

After completion of this course, the students will be able to:

**CO1:** Understand feminist ways of doing social research.

**CO2:** Learn to apply diverse research methods in their research

<b>Module I</b>	<b>Introduction</b>	<b>12</b>
Social research as radical inquiry, Steps and debates, Feminist engagement with quantitative, qualitative and mixed methods research, Introduction to feminist research methodology		
<b>Module II</b>	<b>Feminist revisiting of quantitative research</b>	<b>12</b>
Feminist revisiting of quantitative research: Survey- sampling, Content analysis, Statistical data analysis and use of software		
<b>Module III</b>	<b>Feminist revisiting of qualitative and field methods</b>	<b>14</b>
Feminist revisiting of qualitative and field methods: Interview, Focus Group Discussion, Oral History, Life narrative, Walking interview		
<b>Module IV</b>	<b>Feminist revisiting of qualitative research</b>	<b>14</b>
Feminist revisiting of qualitative research: Ethnography, Case study, Participatory action research, Visual Analysis		
<b>Module V</b>	<b>Feminist revisiting of qualitative research</b>	<b>8</b>
Feminist revisiting of qualitative research: Reading texts, Thematic and narrative analysis, Discourse Analysis, Archival Research		

**Suggested Readings:**

1. Alasuutari et al (eds). (2008). The Sage Handbook of Social Research Methods. New Delhi: Sage.
2. Buch, Elana D. and Karen M. Staller. (2007). "The Feminist Practice of Ethnography." In Hesse-Biber and Leavy, 187-224.
3. Bose, Christine and Minjeong Kim. (Eds.).(2013). Global Gender Research: Transnational Perspectives. United States: Taylor & Francis.
4. Denzin N. and Y. Lincoln (eds.) (2000). Handbook of Qualitative Research. California: Sage Publications.
5. Chafetz, Janet Saltzman. (2004). "Some Thoughts by an Unrepentant 'Positivist' Who Considers Herself a Feminist Nonetheless." In Hesse-Biber, S.N. and M.L. Yaiser (eds.). Feminist Perspectives on Social Research. New York: Oxford University Press, 320-329
6. Clough, P., & Nutbrown, C. (2012). A student's guide to methodology. Sage.
7. Kannabiran, K., & Swaminathan, P. (Eds.). (2017). Re-presenting feminist methodologies: Interdisciplinary explorations. Taylor & Francis.
8. Geiger, S. 2004. What's so Feminist about Women's Oral History? In Hesse-Biber and Yiaser (Eds) Feminist Perspectives on Social Research. New York: OUP
9. Das, V. (2012). Ordinary ethics. A companion to moral anthropology, 133-149.
10. Ghose, M. (2007). Exploring the everyday: Ethnographic approaches to literacy and numeracy. New Delhi: Nirantar.
11. Errante, A. (2000). But sometimes you're not part of the story: Oral histories and ways of remembering and telling. Educational researcher, 29(2), 16-27.

**M. A in Women's Studies; Semester-II**

**Gender Economics and Budgeting**

<b>Sub. Code:</b> 24WSD1C4L	<b>L: T:P</b> = 4+0+0=4
<b>Credits:</b> 04	<b>Category:</b> DSC9

**Course Objectives:**

1. Analyzing the impact of the gender factor on demographic processes and economic development.
2. Acquire the skills to conduct gender review of socio-economic and demographic development policies, programs and strategies.

**Course Outcome:**

At the end of the course students are able to;

**CO1:** Understand the impact of the gender factor on demographic processes and economic development.

**CO2:** Explain skills to conduct gender review of socio-economic and demographic development policies, programs and strategies

<b>Module I</b>	<b>Introduction</b>	<b>11</b>
Methods, Approaches, Characteristics of Gender Strategies, Gender Economics and Gender Perspective and Traditional Economy		
<b>Module II</b>	<b>Gender and Economics</b>	<b>11</b>
Theoretical and Historical Aspects of Gender Economics, WID, WAD, GAD, NEP and Women Rights, Gender and International Relationship, Gender Planning, Ecology and Women Development.		
<b>Module III</b>	<b>Gender Budgeting</b>	<b>12</b>
Concept of Gender Budgeting, Gender Auditing, Principles, Characteristics and Components. Gender Budgeting Analysis, Gender Responsive Budgeting, National and International Review of Budgeting.		



<b>Module IV</b>	<b>Gender and Process of Economic Development.</b>	<b>12</b>
Economic Basis and Functioning of Patriarchy and Matrilineal societies, structures and systems, Market, Mobility and Women, Gender Bias in Theories of Value, Distribution and Population-Engendering Micro and Macro Economics- Feminist Reading of Economic Laws: Marginal Productivity Theory and Laws of Maximization		
<b>Module V</b>	<b>Women and Decision Making</b>	<b>11</b>
Factors Affecting Decision-making by Women, Role of Voluntary Organizations, Self- help Groups, and Review of Legislation for Women’s Entitlements, Property Rights and Social Security Safety-net Schemes, Social Structure and Social Security, Control over Economic Resources, Ensuring Economic Independence and Risk Coverage. Economic Status, Effect on work Participation Rate, Income Level.		

**Suggested Readings:**

1. Agnihotri, S.B. (2000). Sex Ratio in Indian Population: A Fresh Exploration, Sage Publications, New Delhi.
2. Custers, P. (1997). Capital Accumulation and Women’s Labour in Asian Economics, Vistaar, New Delhi.
3. Desai, N. and M.K. Raj (eds.). (1979). Women and Society in India, Research Centre for Women Studies, SNDT University, Bombay.
4. Dwyer, D. and J. Bruce (eds.). (1988). A Home Divided: Women and Income in the Third World, Standard University Press, Stanford.
5. Government of India (1974). Towards Equality –Report of the Committee on the Status of Women in India, Department of Social Welfare, Ministry of Education and Social Welfare, New Delhi.
6. ILO (1978). Women’s Participation in the Economic Activity of Asian Countries, ILO, Geneva.
7. Jhabwala, R. and R.K. Subramanya (eds.). (2000). The Unorganized Sector: Work Security and Social Protection, Sage Publications, New Delhi.
8. MHRD, Government of India, (1987). Shram Shakti: Report of the National Commission on Self-Employed Women and Women Workers in the Informal Sector, Ministry of Human Resource Development, New Delhi.





**M. A in Women's Studies; Semester-II**

**Women and Human Rights**

<b>Sub. Code:</b> 24WSD2C10L	<b>L: T:P</b> = 4+0+0=4
<b>Credits:</b> 04	<b>Category:</b> DSC10

**Course Objectives:**

1. To enable the students to understand the constitutional, legal and human rights.
2. To sensitize women about their legal rights and encourage their effective participation in the society.

**Course Outcome:**

After completion of this course, the students will be able to:

**CO1:** Identify issues relating to gender justice

**CO2:** Recognize the status of women's right as human right

**CO3:** Identify special laws for the protection of women

<b>MODULE 1</b>	<b>Human Rights</b>	<b>10</b>
Inception and promulgation of human rights. Development of international human rights regimes prior to and after, world war II. Ideologies of national sovereignty and the burgeoning notion of an international community, commencing with the League of Nations, Rival philosophical bases for the derivation of rights: universality versus cultural relativity.		
<b>MODULE II</b>	<b>Women's Rights</b>	<b>12</b>
Historical Evolution, Elements of women's rights, domestic and international legal regimes, education and property rights, domestic, patrimonial, and sexual violence, contraception and abortion, right of self-determination.		
<b>MODULE III</b>	<b>Women's Rights Culture and Customs</b>	<b>15</b>
Status of women Status of women, cultural-religious practices and customs, women's rights, power of culture. Explore reforms and policy developments; raise the status of girls and women in societies throughout the world. Western concerns, advocacy and identity - religion. Equality and Justice Recent trends.		
<b>MODULE IV</b>	<b>Women's Rights as Human Rights</b>	<b>11</b>
FGM, FF, Rape, Honor Killing, IVP, Witch Hunting, Virginty Test, Communalism, Trafficking, Immigration, Caste, Class, Race, Third Gender and Minorities, Sex Slave and Political Prisoners.		

<b>MODULE V</b>	<b>National and International Initiatives</b>	<b>11</b>
Nairobi Conference -1975, Convention on the Elimination of all forms of Discrimination against Women (CEDAW), Beijing (5, 10, 15), CSW, UN, UNIFEM, UNDP, National Commission for Women and other State Commissions, Women and child development Ministry, Department of Women and Child.		

**Suggested Readings:**

1. Ahmad, Quil Mohammedan law – (Allahabad : Central Law Agency, 1992).
2. Archana Parashan, Women and Family Law Reform in India – New Delhi : Sage Publishers,1991.
3. Benerjee Goroodass, The Hindu Law of Marriage and Stridhana– Delhi : Mittal Publications,1984.
4. Dilip Chand Manoja, The Family Laws of Islam – New Delhi :International IslamicPublishers, 1993.
5. Dwarakanath Mitter, The Position of Women in Hindu Law – New Delhi : Inter IndiaPublications, 1984.
6. Indua Prakash Singh, Women Law and Social change in India – New Delhi:Radiant
- 7.KiranDevendra, Changing Status of Women in India – New Delhi :Vikas PublishingHouse1994.
8. K. Sharma, Divorce Law in India – New Delhi : Deep and Deep Publications, 1990.
9. M. Krishnan Nair. Family Law Vol.1 – Tiruvananthapuram: The Law Academy of LegalLaws, 1993.
10. Mukhopadhayay and Maheswari, The Employees Provident Fund acts – New Delhi : AlliedSchemes Book Corporation, 1991.

## M. A in Women's Studies; Semester-II

### Digital literacy and gender awareness

<b>Sub. Code:</b> 24WSD2S2LT	<b>L: T:P =</b> 0+2+0=2
<b>Credits:</b> 02	<b>Category:</b> SEC2

**Course Objectives:**

1. The course will help the students to understand the role and importance of Computer & Information Technology.
2. The course will also focus on the literacy and skill development in the field of technology, more specifically for girl students.

**Course Outcome:**

After completion of this course, the students will be able to:

**CO1:** Understand and enhance life skills.

**CO2:** Define responsible values and role of technology that enhance the quality of life.

**CO3:** Explain positive and negative role of technology.

<b>Module I</b>	<b>Knowing Computer</b>	<b>18</b>
Introduction and importance, Introducing to Internet, WWW and Web Browser, World Wide Web (WWW), Web Browsing Software, Search Engines, Understanding URL, Women and cyber security, Understanding Word Processing, Using Spread Sheet, SPSS: Basic Introduction.		
<b>Module II</b>	<b>Communication and Collaboration</b>	<b>15</b>
Introduction, Objectives, Basics of E-mail, what is an Electronic Mail? Email Addressing, Using E-mails, Opening Email account, Mailbox: Inbox and Outbox, Creating and sending a new E-mail, replying to an E-mail message, Forwarding an E-mail message, Sorting and Searching emails, Document collaboration, Instant Messaging and Collaboration, Using instant messaging, Instant messaging providers, Netiquettes		
<b>Module III</b>	<b>Making Small Presentation</b>	<b>16</b>
Basics, Using PowerPoint, Creation of Presentation, Creating a Presentation Using a Template, Creating a Blank Presentation, Entering and Editing Text, Inserting and Deleting Slides in a Presentation, Preparation of Slides, Inserting Word Table or an Excel Worksheet, Adding Clip Art Pictures, Inserting Other Objects, Resizing and Scaling an Object, Presentation of Slides, Choosing a Set Up for Presentation, Printing Slides and Handouts, Slide Show, Running a Slide Show, Transition and Slide Timings, Automating a Slide Show		

**Suggested Readings:**

1. Ruth Wood field. Women, Work and Computing. Cambridge University Press: UK, 2000
2. Dodge Mark, Swinford Echo, Couch Andrew, Schorr Ben M., Melton Beth, Rusen Ciprian Adrian, Legault Eric. Microsoft Office Professional 2013 Step by Step. PHI Learning, 2014
3. Tanenbaum Andrew S. Computer Networks. Pearson Professional Education. 2002
4. Jane Margolis and Allan Fisher, Unlocking the Clubhouse: Women in Computing, MIT press, 2002
5. P.K. Sinha, Computer Fundamentals, BPB Fundamentals, 2004

M. A in Women's Studies; Semester-II

**Qualitative and Quantitative techniques for Women's Studies**

Sub. Code: 24WSD2C2T	L: T:P = 0+2+0=2
Credits: 02	Category: DSC8T2

**Course Objectives:**

1. To make the learners to know the significance of Qualitative and Quantitative Techniques.
2. Provides knowledge about how to use the techniques in research study.

**Course Outcome:**

After completion of this course, the students will be able to:

**CO1:** Understand the nature of various data, different sources and methods of data collection.

**CO2:** Apply sampling methods for data collection.

<b>Module I</b>	<b>Quantitative techniques</b>	<b>05</b>
Introduction of Quantitative techniques, Classification of Quantitative techniques, Sampling, probability Sampling, Sample Size Determination Random Sampling, Stratified Sampling.		
<b>Module II</b>	<b>Analysis of Statistical Data</b>	<b>10</b>
Statistical Data Analysis, Statistical Data Analysis Tools, Types of Statistical Data Analysis, Analysis of two-way tables (Chi-square analysis).		
<b>Module III</b>	<b>Applications of Quantitative techniques</b>	<b>17</b>
Meaning, definitions Qualitative and Quantitative techniques, Types of Qualitative and Quantitative techniques, Advantages and Dis Advantages of Qualitative and Quantitative techniques, Qualitative and Quantitative techniques in decision Making.		

**Suggested Readings:**

1. Ernshoff, J.R. & Sisson, R.L. *Computer Simulations Models*, New York Mac millanCompany
2. Gordon G., *System Simulation*, Englewood cliffs N.J. Prentice Hall
3. Chung, K.H. "*Computer Simulation of Queuing System*" Production & Inventory Management Vol.10.
4. Shannon, R. I. *Systems Simulation. The act & Science*. Englewood Cliffs, N.J.Prentice Hall.



## CBCS Question Paper Pattern for PG Semester End Examination

### Disciplines Specific Core (DSC) and Discipline Specific Elective (DSE)

**Paper Code:**

**Paper Title:**

**Time: 3 Hours**

**Max. Marks: 70**

**Note: Answer any *FIVE* of the following questions, each question carries equal marks.**

Q1. 14 Marks

Q2. 14 Marks

Q3. 14 Marks

Q4. 14 Marks

Q5. 14 Marks

**Note: Question No.1 to 5, *one question from each unit* i.e. (Module I, Module II, ....). The Questions may be a whole or it may consists of sub questions such as a,b, c etc...**

Q6. 14 Marks

**Note: Question No.6, *shall be from Module II and III*, the Question may be a whole or it may consists of sub questions such as a,b, c etc...**

Q7. 14 Marks

**Note: Question No.7, *shall be from Module IV and V*, the Question may be a whole or it may consists of sub questions such as a,b, c etc...**

Q8. 14 Marks

**Note: Question No-8 shall be from Module II, Module III , Module IV and Module V. The question shall have the following sub questions and weightage. i.e a – 05 marks, b – 05 marks, c – 04 marks.**

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## Skill Enhancement Courses (SECs)

Paper Code:

Paper Title:

Time: 1 Hours

Max. Marks: 30

**There shall be Theory examinations of Multiple Choice Based Questions [MCQs] with Question Paper set of A, B, C and D Series at the end of each semester for SECs for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions). The Answer Paper is of OMR (Optical Mark Reader) Sheet.**

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### Question Paper Pattern for Subjects with Tutorial

**For the subjects with Tutorial component, there is Internal Semester-End Examination (ISEE) to the component C3 at department level. The liberty of assessment of C3 is with the concerned faculty of tutorial course. The faculty may present innovative method of evaluation of component C3 before the respective BoS for approval before the commencement of the course during the semester.**

**However, the BoS approves Internal Semester-End Examination of Multiple Choice Based Questions [MCQs] method for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions), in respective semester with 30 questions carrying one mark each in respective tutorial course. The Answer Paper is of OMR (Optical Mark Reader) Sheet.**

Note: the internal semester end examination of tutorial course agenda approved as per the oral direction of the university authorities.

**The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under;**

**a. For theory courses of 04 Credits:**

Sl.No.	Activities	C1 marks	C2 marks	Total IA Marks
01	Session Test	10	10	20
02	Seminars/Presentations/Activity	05	-	05
03	Case study /Assignment / Fieldwork / Project work etc.	-	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>	<b>30</b>

**Suggested Continuous Assessment Session Test (For Sl.No.01 in the above table) (10 marks) (C1 & C2) question paper pattern:**

**Internal Test C1/C2**

**Paper Code:**

**Paper Title:**

**Time:** 45 minutes

**Max Marks:** 10

**Instructions:** Answer both the sections

**SECTION – A**

Answer any **ONE** of the following questions, each question carries **FIVE** marks

(1x5=5)

- 1.
- 2.

**SECTION – B**

Answer any **TWO** of the following questions, each question carries **2.5** marks

(2x2.5=5)

3.
  - a. -----(2.5)
  - b. -----(2.5)
  - c. -----(2.5)
  - d. -----(2.5)

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**b. For SEC/Tutorial of 02 Credits:**

<b>Sl.No.</b>	<b>Activities</b>	<b>C1 marks</b>	<b>C2 marks</b>	<b>Total IA Marks</b>
01	Session Test	05	05	10
02	Seminars/Presentations/Activity	05	-	05
03	Case study /Assignment / Fieldwork / Project work etc.	-	05	05
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>20</b>

**Suggested Continuous Assessment Session Test (For Sl.No.01 in the above table) (05 marks) (C1 & C2) question paper pattern:**

**Internal Test C1/C2**

**Paper Code:**

**Paper Title:**

**Time:** 30 minutes

**Max Marks:** 5

Answer any **ONE** of the following questions, each question carries **FIVE** marks (each sub-question i.e., 'a' & 'b' carries 2.5 marks each)

(1x5=5)

**1.**

a----- (2.5)

b----- (2.5)

**2.**

a----- (2.5)

b----- (2.5)

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# Vijayanagara Sri Krishnadevaraya University

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

'Jnana Sagar' Campus, Vinayak Nagar, Cantonment, Ballari - 583105



## **New CBCS Syllabus**

(in-line with NEP-2020)

**for**

**Master of Arts in Women's Studies**

*With effect from 2024-2025*



# VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

## Department of WSDnomics

Jnana Sagara, Ballari - 583105

Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System  
PG Programs

### III – SEMESTER

Without Practical

Semester	Category	Subject code	Title of the Paper	Marks			Total hours
				IA	SEE	Total	
THIRD	DSC11	24WSD3C11L	Women and Psychology	30	70	100	4
	DSC12	24WSD3C12L	Women: Violence –Management andPrevention	30	70	100	4
	DSC13	24WSD3C13L	Women managerial competency	30	70	100	4
	DSE1	24WSD3E1AL	A. Women and Wellness	30	70	100	4
		24WSD3E1BL	B. Reproductive Health and Management				
		24WSD3E1CL	C. Gender Justice and Work place Security				
	DSE2	24WSD3E2AL	A. Men in Feminism	30	70	100	4
		24WSD3E2BL	B. Feminist ecology and climate change				
		24WSD3E2CL	C. Women and Media				
	GEC1	24WSD3G1AL	A. Women welfare schemes	20	30	50	2
		24WSD3G1BL	B. Gender Justice				
24WSD3G1CL		C. Gender Auditing					
DSC13T3	24WSD3C3T	Women Violence–Case studies	20	30	50	-	
<b>Total Marks for III Semester</b>						<b>600</b>	<b>22</b>

**M. A in Women's Studies; Semester-III**  
**Women and psychology**

<b>Sub. Code:</b> 24WSD3C11L	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 04	<b>Category:</b> DSC11

**Course Objectives:**

1. This paper aims to understand psychological issues pertaining to women and their experience
2. Bring awareness about feminist psychology.

**Course Outcome:**

After Completion of this course, the students will be able to:

- CO1:** Understand the measures of the women's psychological health.  
**CO2:** Analyze the right to women health as human rights.

<b>Module I</b>	<b>Feminist stance in psychology</b>	<b>11</b>
Feminist perspective in Psychology. Psychology of women, Gender bias in Diagnosis, Psychological Disorders, Victims of sexually transmitted diseases.		
<b>Module II</b>	<b>Thoughts</b>	<b>10</b>
Concepts, Nature of study, Sex and Gender: Myths and Facts, Sex Role Identity, Gender Differences and Similarities, Feminization of Psychology: Consciousness, Female, Feminine and Feminist. Psychological status of women in life cycle: Childhood, adolescence, Menarche, Menstruation and Mood, motherhood and old age		
<b>Module III</b>	<b>Psychology of Women</b>	<b>12</b>
Mental Health – Psychological Disorders, Anxiety Disorders, Eating Disorders, Depression, Hysteria Psychological effect during Menarche, Menstruation and Mood, Pregnancy – Child Birth, Postpartum depression after Motherhood and Menopause. Psychology of Women Victims of Violence – Rape, Incest, Taboo, Childhood Sexual Abuse, Domestic Violence, violence in public domain.		
<b>Module IV</b>	<b>Mental illness</b>	<b>12</b>
Medical, Psychiatry                      Counseling –                      Traditional                      – Non-Sexist Rehabilitation                      – Constitutional Measures Feminine role; cultural practices; Women in vulnerable situations; Devadasis; sexworkers; women in custodial violence; Communal violence; Intervention; Personality and self- esteem development to women. Feminist therapies, consciousness raising and other approaches.		
<b>Module V</b>	<b>Theory and skills</b>	<b>12</b>
Non directive skills, Systematic desensitization, and Aversion, Rational-emotive skills and cognitive skills, stress management model. Assessment techniques and tools of Assessment Psychometric Test-Anecdotal records, Rating scale, Socio Metric Test Counseling and Psychotherapy Transactional Analysis/Rational Emotive Behavioral Therapy/Reality Therapy.		

### **Suggested Readings:**

1. Bronstein, p.a.& quina.K.,1988, teaching a psychology of people: resource for gender and socio cultural awareness, Washington, dc, American psychological association.
2. Butler Sandra e and Claire win tram 1991, feminist group work (gender andpsychology series) sage publications ltd.
3. Denmark, Florence. & schzer, jeri.A.,2004, engendering psychology: women and gender revised edition, Wesley
4. Radakrishnan.s.,2003, psychology an introductory guide, zigzag printers, Coimbatore
5. Ussher, jane1992, gender issues in clinical psychology Routledge.



**M. A in Women's Studies; Semester-III**  
**Women: Violence-Management and Prevention**

<b>Sub. Code:</b> 24WSD3C12L	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 04	<b>Category:</b> DSC12

**Course Objectives:**

1. Introduce students to demands for justice and dignity.
2. Examine experiences of violence from the point of view of the idea of bodily integrity'.

**Course outcome:**

After Completion of this course, the students will be able to:

**CO1:** Understand concept of violence against women

**CO2:** Analyze challenges for managing violence

**CO3:** Identify prevention methods of violence against women

<b>Module I</b>	<b>Scope and Definition</b>	<b>11</b>
Definition gender-based violence, Classification of gender-based violence- Private and public, Physical, structural, cultural, Family, community and state, Patriarchal ideology and violence against women, Violence as human right violation. Feminist perspective of violence against women.		
<b>Module II</b>	<b>Gender Based Violence–Private sector</b>	<b>13</b>
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 feticide and infanticide, Dowry harassment and death Wife battering, Denial of access to resources, Child abuse, Neglect, torture, humiliation		
<b>Module III</b>	<b>Gender Based Violence–Public domain</b>	<b>11</b>
Communal conflicts- Rape, 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.		
<b>Module IV</b>	<b>Cultural practices -Violence</b>	<b>11</b>
Violating women's rights: Forced polyandry and widowhood, Devadasi system and mathamma culture Honor killing and witch hunting and other rituals –various religion.		
<b>Module V</b>	<b>Response to Violence</b>	<b>11</b>
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 – Help lines, Women and Children Help lines Non-State Actors- INGOs and NGOs, Collective protests, Restorative justice in the context of gender violence.		

### **Suggested Readings:**

1. Agnes Flavia (2008) *Law and Gender Inequality: The Politics of Women's Rights in India*, New Delhi.
2. Agnes Flavia (2008) *My Story...Our Story of rebuilding broken lives*, Forum against Oppression of Women (F.A.O.W.);(reprint).
3. Ahluwalia Kiranjit and Gupta Rahil (2007) *Provoked*, New Delhi: Harper Collins.
4. Bardhan Kalpana and Aghnihotri, Anita (2001) *Forest Interludes: A collection of journals and fiction*, New Delhi: Zubaan.
5. Bhasin Kamla and Menon Ritu (2000) *Borders and Boundaries: Women in India's Partition*, New Delhi, Kali for Women.
6. Butalia Urvashi (2002) 'Confrontation and Negotiation: The women's Movement Responses to Violence Against Women', in Kapadia Karin (ed) *The Violence of Development*, New Delhi: Palgrave-Macmillan.

**M. A in Women's Studies; Semester-III**  
**Women managerial Competency**

<b>Sub. Code:</b> 24WSD3C13L	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 04	<b>Category:</b> DSC13

**Course Objectives:**

1. Explain the lack of women in senior level positions.
2. To enable them to understand the environment of the organization.
3. To help the students gain knowledge about functions and responsibilities of managers.

**Course Outcome:**

At the end of the course students are able to:

**CO1:** Understand the concepts related to Business

**CO2:** Demonstrate the roles, skills and functions of women in management.

<b>Module I</b>	<b>Importance</b>	<b>12</b>
	Introduction to skills & personal skills, Importance of competent managers, skills of effective managers, developing self-awareness on the issues of emotional intelligence, self-learning styles, values, attitude towards change, learning of skills and applications of skills.	
<b>Module II</b>	<b>Theoretical Approaches</b>	<b>12</b>
	Theoretical approaches to the study of the role effectiveness of the managers – Trait Theories Behavioral Theories, situational (contingency) theories. Women Managers and Administrators and Effectiveness; The Organizational Structures; Traits and Tasks of the women Managers and Administrators.	
<b>Module III</b>	<b>Managerial skill- Issues</b>	<b>10</b>
	Barriers for women Managers: Barriers for effective development; Occupational Stress; Coping/Helping Strategies to overcome the barriers, administration Organizational Structure: - Forming teams, Allocating Responsibilities, Managers Responsibilities, Task –Flow network, Organizational Development, Risk Management Process, Result Based Management (RBM). Skill development of managers. Importance of Work-Life Balance - Achieving Work-Life Balance.	
<b>Module IV</b>	<b>Managerial skill- Challenges</b>	<b>12</b>
	Importance of Knowing Oneself - Process of Knowing Oneself - Stages in Interpersonal Relationship - Relationship Building, Managing Time, Time Management Matrix - Scheduling - Grouping of Activities - Overcoming Procrastination. Skills for developing positive interpersonal communication, importance of supportive communication, coaching and counseling, defensiveness and disconfirmation, principles of supportive communications. Personal interview management.	
<b>Module V</b>	<b>REGRESSION MODELS -CONCEPTS</b>	<b>10</b>
	Making Decision Making Process - Steps in Effective Decision Making - Effective Decision Making in Teams - Decision Making	

Styles. Team building: Developing teams and team work, advantages of team, leading team, team membership. Problem solving: creativity, innovation, steps of analytical problemsolving, limitations of analytical problem solving, impediments of creativity, multiple approaches to creativity. Importance of Work-Life Balance - Achieving Work-Life Balance.

### **Suggested Readings:**

1. Davidson, M.J. and Cooper, C.L. Stress and the Women Manager. Oxford: Martin Robert so
2. Harvard Business Review Manager's Handbook: The 17 Skills Leaders Need to Stand Out (HBR Handbooks),Harvard Business Review Press, 2017
3. Napasri Kraisonswasdi (1989), Women Executives (A Sociological Studies in role effectiveness),Jaipur, Rawat Publications
4. Riley M. John, Stakeholders in Rural Development. New Delhi: Sage Publications 2002.
5. Mc Garth E. H., Basic Managerial Skills for All, PHI, 2011 2.
6. [https://www.researchgate.net/publication/330906922\\_The\\_Challenges\\_of\\_Women\\_Leadership\\_and\\_Management\\_in\\_India](https://www.researchgate.net/publication/330906922_The_Challenges_of_Women_Leadership_and_Management_in_India)

## M. A in Women's Studies; Semester-III

### Women and Wellness

<b>Sub. Code:</b> 24WSD3E1AL	<b>L: T:P=</b> 4+0+0=4
<b>Credits:</b> 4	<b>Category:</b> DSE1AL

#### Course Objectives:

1. To sensitize the students on invisibility of women's Health Issues.
2. To equip students with knowledge of women wellness.
3. To Create the awareness about Fitness and Healthy Lifestyle.

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Identify, describe and discuss health and wellness issues in women.

**CO2:** Discuss approaches to overcome barriers of wellness

<b>Module I</b>	<b>Gender lens</b>	<b>12</b>
<p>Defining health and wellness, Key theories of health and wellness, Prochaska's Stages of Change. Behavioral Change-focus of health and wellness programs, Components of an effective behavior change program. Development of community-level of behavioral change programs</p>		
<b>Module II</b>	<b>Health and Wellness</b>	<b>11</b>
<p>The role of self-assessment in health and wellness, Factors Influencing Women's Health, Health Care, Role of Physical Activities: Recreational Games and Yoga in maintaining Health and Wellness of women, Woman's Physical composition and the Body image - healthy lifestyle, Role of culture in health and wellness, Approaches to health and wellness interventions</p>		
<b>Module III</b>	<b>Issues Disability</b>	<b>10</b>
<p>Disability Issues related to Victimization and Vulnerability of Physically/mentally challenged Women and girl Child - Mainstreaming Disabled Women and girl Child - Disabled Women Communities and Self-Help Groups- Physically Challenged Women Care- Protective Schemes and Laws and Grassroot Realities</p>		
<b>Module IV</b>	<b>Feminist Gerontology</b>	<b>11</b>
<p>Understanding aging from gender perspective, Challenges of women gerontologists, Notion of Beauty myth and Ageing - effects of Ageing in Women, Social transition – old age homes, Images of aging, combating ageism, Adjustment to changes in life patterns, insecurity – Social Aspects of Dying.</p>		
<b>Module V</b>	<b>Policies for women and wellness</b>	<b>11</b>
<p>Public health and wellness, community initiatives, employer initiatives, Nutrition initiatives, oral health initiatives Provisions to improve the health of women's wellness, preventive health services for women's wellness. Social Context, Adaptation to Retirement and Senior Activities, Family Relationships, Social Networks and Community Health Care and the Medical</p>		

**Suggested Readings:**

1. Clarke, Laura Hurd.2011. Facing Age. United Kingdom: Rowman and Little field Publishers.
2. Drink water, Barabara, Ed. 2000. Women in Sport. Oxford: Blackwell Science.
3. Pal, Manoranjan, Premananda Bharathi etal (ed) 2011. Gender Discrimination:Health, Nutritional Status and Role of Women in India. New Delhi:Oxford University Press.
4. Rao, Mohan (ed). 2004. The Unheard Screams: Reproductive Health and Women'sLives in India. New Delhi: Zubaan.
5. Trevathan, Wenda 2010. Ancient Bodies, Modern Lives: How Evolution has shaped Women's health. USA: Oxford University Press.
6. Muhlbauer,Varda and Joan C.Krisleretal (ed). 2015. Women and Aging: An International, Intersectional Power Politics. Switzerland:Springer International Publishing House.
7. Edlin, G. & Golanty, E.(2014). Ch. 1 in *Health & wellness*. Burlington, MA: Jones&Bartlett.
8. Janosky, J. E., Armout liev, E. M., Benipal, A.,Kingsbury, D.,Teller,J.L.,Snyder, K. L.,& Riley, P. (2013). Coalitions for impacting the health of a community: The Summit County, Ohio, experience. *Population Health Management,16(4),246-254*.
9. Mitchell, N. S., & Polsky, S. (2013). Innovative care delivery model to address obesity in older African-American women: Senior Wellness Initiative and Take OffPounds Sensibly Collaboration for Health (SWITCH). *JournalOfTheAmericanGeriatricsSociety,61(11),1971-1975*.
10. Muriello, L.M., Driskell, M.M.H., Sherman, K.J., Johnson, S.S., Prochaska, J.M., &Prochaska, J.O. (2006). Acceptability of a school-based intervention for prevention of adolescent obesity. *Journal of School Nursing,22(5),269-77*.
11. Andrew Weil, MD.(2013) Definition of health. [VideoFile,01:37min.]

**M. A in Women's Studies; Semester-III**  
**Reproductive Health and Management**

<b>Sub. Code:</b> 24WSD3E1BL	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 04	<b>Category:</b> DSE1BL

**Course Objectives:**

1. To provide comprehensive profile of the health status of women in various life stages.
2. It gives knowledge about attitudes, behavior and health needs of women in the society
3. To understand the legal laws to protect women's health

**Course Outcome:**

At the end of the course students are able to:

**CO1:** Understand the role technology and its influence on women ,s health

**CO2:** Understand the national and international initiatives to develop women's health

<b>Module I</b>	<b>Concept of health</b>	<b>10</b>
Health Status of Women - Social, Economic and Cultural factors influencing health -Gender bias and Poor Health- Health Care System and Women-Sex Selective Abortion and Role Of Technology – Mortality, Morbidity, Life Expectancy –MMR, NMR- Health Seeking Behavior of women		
<b>Module II</b>	<b>Reproductive Health</b>	<b>13</b>
Menstruation – Pregnancy – Preconception care – Contraception – Methods of contraception – Sexually transmitted Diseases –HIV AIDS – Problems of Infertility – Holistic Approach to Women's Health –Inequalities in Health care		
<b>Module III</b>	<b>Reproductive health technology</b>	<b>12</b>
New Reproductive Technologies- Assisted Reproductive technologies- PNDT Act - Birth Control Technologies — Gender difference in Contraceptive Practices - MTP Act 1971		
<b>Module IV</b>	<b>Reproductive rights</b>	<b>11</b>
Proclamation of Teheran- Cairo Programme of Action- Beijing Platform- Yogyakarta Principles Connection between Human Rights, Women's Rights and Reproductive Rights – Gender Equality in Health Issues		
<b>Module V</b>	<b>International and national initiatives</b>	<b>12</b>
Cairo Conference - International Conference on Population and Development 1994 - World Health Organization, UNICEF-UNESCO- UN Women		

**Suggested Readings:**

1. Parvesh Handa, 2011., Encyclopedia of Women Health, Gyan Publishing House, New Delhi
2. Kumar.A, and Kumar .M 2009, Health Development and Gender Equality, Deep and Deep Publications PVT Ltd, New Delhi
3. Parvesh Handa, 2011., Encyclopedia of Women Health, Gyan Publishing House, New Delhi.
4. S.L.Goel and Aruna Goel 2008, Women Health Education Deep and Deep Publications PVT Ltd, New Delhi
5. Tulsi Patel, (Ed.), 2007, Sex selective Abortion in India – Gender, Society and New Reproductive Technologies, Sage, New Delhi



## M. A in Women's Studies; Semester-III

### Gender Justice and Workplace Security

Sub. Code: 24WSD3E1CL	L: T:P = 4+0+0=4
Credits: 04	Category: DSE1CL

#### Course Objectives:

1. To know the role and status of women at workplace
2. Provide a knowledge of securing tools to handling workplace situations

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Understand laws, its procedural intricacies and judicial decision

**CO2:** Explain strengthening the position of women in society

Module I	Concepts of Gender Justice	11
Concepts of gender justice, Notion and significance, key goals, sex, gender, gender socialization, gender stereo types, patriarchy, status of women in Indian society. Human rights, fundamental freedoms, women empowerment, significance of national - regional peculiarities. Various historical, cultural and religious backgrounds. Limited resources and opportunities for women. Violence against women.		
Module II	International and Constitutional Perspectives	10
Indian constitution-caste, class, sex, civil and political rights, economic- social and cultural rights. Education, employment, other aspects. Role of international institutions, Commission of Human Rights, International Women's year 1975, CEDAW (Convention, Elimination of Discrimination Against Women), UDHR (Universal Declaration of Human Rights).		
Module III	Women at Workplace	12
Traditional roles, Patriarchy call mindset, devalued, conflict situation, discriminatory practices, labor laws, industrial dispense act 1947, factories act 1948, maternity benefits act 1961, equal remuneration act 1976, unorganized workers social security act 2008, sexual harassment at work place 2013.		
Module IV	Gender biased violence–Within Beyond	11
Physical, sexual and psychological, economic and neglect violence, rape, sexual abuse, intimidation at workplace and educational institutions, trafficking of women, forced prostitution		

<b>Module V</b>	<b>Role of Different agencies</b>	<b>12</b>
National Commission for Women, State Women Commission, Ministry of women and child development, Non-Government Organization, Protection of children from sexual offence		

### Suggested Readings:

1. Mamta rao, law relating to women and children, eastern book co, lucknow .
2. Flavia agnes, Sudhir chandra, monmayee basu, women and law in India, oxford univ. Press 2004.
3. K.I.Vibhute, criminal law,lexisnexis,12<sup>th</sup> edn.
4. N. Prabhaunnithan (ed.), crime & justice in india, sage pub.,2013.
5. Ritugupta, sexual harassment at workplace, lexisnexis 2013
6. Ferber, Holcomb & wentling, sex, gender & sexuality: the new basics, oxford univ.Press2008
7. Sarlagopalan, towards equality–the unfinished agenda status of women in India 2001. National commission for women.
8. Amitadhanda, archana Parashar (ed) engendering law essays in honour of lotikasarkar (1999).Eastern book depot.
9. Ratnakapur and brendia cossman, subversivesites: feminist engagements with law in India(199 6).
10. Towards equality report of the committee of status in India government of India (1974).
11. Kalapana kannabhiran (ed), women and law critical feminist perspectives (sage publications India 2014)
12. Usha tandon (ed), gender justice: a reality or fragile myth (2015)
13. Rajesh talwar, the third sex and human rights (2016)
14. National family health survey-4 (2017)

## M. A in Women's Studies; Semester-III

### Men in Feminism

<b>Sub. Code:</b> 24WSD3E2AL	<b>L: T:P=</b> 4+0+0=4
<b>Credits:</b> 4	<b>Category:</b> DSE2AL

#### Course Objectives:

1. To sensitize the students on Men and Women Relationship.
2. To equip students with knowledge in Role of men in International Feminist movements

#### Course Outcome:

At the end of the course students are able to:

- CO1:** know the Causes and Consequences of Disparities
- CO2:** recognize the various theories of Regional Disparities
- CO3:** know centralised and decentralised planning and regional planning processes
- CO4:** be familiar with the background of Kalyan Karnataka Region
- CO5:** understand the D M Nanjundappa Committee Report

<b>Module I</b>	<b>Scope and definitions</b>	<b>12</b>
Man-Woman Relationship across Cultures, Religions and Societies Male Dependency and Interchangeability of Man- Woman Dichotomy/ Power Structure; Examining Man-Woman Bonds –Mother-Son, Man-Wife, Father-Daughter, Brother-Sister across cultures and socio-religious conditions; Social-Racial- Cultural and Religious Hierarchies and Stereotyping–White Men-White Women-Black Man-Black Women		
<b>Module II</b>	<b>Feminist Movements</b>	<b>12</b>
Impact of Feminist Movements on Men Reverse Marginalization-Feminization of Manhood-Demonization of Men- Myths and Misconceptions - Michael Kimmel's classification of American Feminism-Disempowerment and Exclusion of Men -Male Presence-Absence in Feminism		
<b>Module III</b>	<b>Role of Men in International Feminist Movements</b>	<b>10</b>
Mainstreaming/Integrating Gender and Sexualities-Male advocates for Schools of Feminisms; Pro-feminists, Male Feminists and Men in Feminism-Positioning Men within Feminist schools of thought; Pro-feminist Men in three waves of feminisms, Women's Suffrage movements and other pro- women liberation movements; Social thinkers and Writers Sir Henry Maine(British Legal Historian), JSMill(Advocated the Amendment of Reform Bill),Michael Kimmel (Pro-Feminist American Thinker)		
<b>Module IV</b>	<b>Contributions of men Feminist Movements in India</b>	<b>13</b>
Indian National Movement and Women's front; Men foregrounding Women's empowerment across the many Social and Political movements in India–Self- respect movement of Kerala and Tamil Nadu, Bharatiyar and Bharatidasan's Vision of "An Empowered Woman"(Pudhumai Penn)–EVR Periyar and the Self-Respect Movement; Social Reform Movements- Rajaram Mohan Roy and the Brahma Samaj against Sati, Dowry and other social evils in India, B. R. Ambedkar-Jyotibha Phule, Pandit Ramabai and Tarabai; Indian Visionaries and Philosophers- Rabindranath Tagore and Sarojini Naidu and Aurobindo Ghosh-Mother Mira.		
<b>Module V</b>	<b>UNO Initiative</b>	<b>12</b>

He for She–Feminism through Men and Women He for She-Background, Opportunity, Strategy, 3As-  
Awareness, Advocacy and Action, Impact10x10x10 and other Features of the Model; Global  
Champions of Men and Women for Gender Equality and Empowerment of Women; Gender  
Equality Advocates in Organizations/Schools and University

**Suggested Readings:**

1. Digby, Tom. Ed. 1998. *Men Doing Feminism*. New York: Routledge.
2. hooks, bell. 2000. *Feminism is for Everybody: Passionate Politics*. Cambridge: South End Press.
3. Jardine, Alice & Paul Smith, Ed. 2003. *Men in Feminism*. New York: Routledge.
4. Mill, J.S. *The Subjection of Women* [www.constitution.org/jsm/women.htm](http://www.constitution.org/jsm/women.htm).
5. Tarrant, Shira. 2009. *Men and Feminism*. California: Seal Press.

### M. A in Women's Studies; Semester-III

#### Feminist ecology and climate change

<b>Sub. Code:</b> 24WSD3E2BL	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 4	<b>Category:</b> DSE2BL

#### Course Objectives:

1. To know the significance of environmental quality.
2. Provides knowledge about how to manage the natural resources.

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Describe the main links between gender and environment.

**CO2:** Identify the main global environmental frameworks that include gender-sensitive approaches.

**CO3:** Explain how gender-responsive policies and projects can support environmental outcomes.

<b>Module I</b>	<b>Gender and Environment</b>	<b>10</b>
Environment Meets Gender International Commitments to Gender Equality and the Environment Why a Gender Responsive Approach Matters Gender and Biodiversity, Climate Change, Land Degradation, International Waters and Chemicals.		
<b>Module II</b>	<b>Gender and Biodiversity</b>	<b>12</b>
Gender and Biodiversity Dimensions of Biodiversity Conservation and Management from a Gender Perspective Gender and Biodiversity. International Frameworks and Actions.		
<b>Module III</b>	<b>Gender and Climate Change</b>	<b>12</b>
Gender and Climate Change Dimensions of Climate Change and the Gender Gap, Gender and Climate Change: A Framework for Action.		
<b>Module IV</b>	<b>Gender and Land Degradation</b>	<b>12</b>
Gender and Land Degradation: The Nexus Dimensions of Land Degradation and the Gender Gap Institutional Framework for Action.		

<b>Module V</b>	<b>Gender and International Waters, Chemicals and Waste</b>	<b>10</b>
Gender and International Waters Dimensions of International Waters and the Gender Gap Gender and International Waters: A Framework for Action. Gender and Chemicals Dimensions of Chemicals and Waste Management and the Gender Gap Gender, Chemicals and Waste: A Framework for Action.		

**Suggested Readings:**

1. M.S.Swaminathan.(1998).“Gender Dimensions in Biodiversity Management”.  
Konark publishers pvt ltd, New Delhi.
2. P.K.Rao.(2000)“Sustainable Development –Economics and Policy”. Blackwell, NewDelhi.
3. Promilla kapur(ed) (2000).“Empowering Indian Women” .Publication Division, Government of  
Indi a, New Delhi.
4. Radha Kumar (1993). “The History of Doing”. Kali for Women, New De

**M. A in Women's Studies; Semester-III**

**Women and Media**

<b>Sub. Code: 24WSD3E2CL</b>	<b>L: T:P = 2+0+0=2</b>
<b>Credits:02</b>	<b>Category:DSE2CL</b>

**Course Objectives:**

- 1) The course will examine various images of gender in media.
- 2) Students will explore different processes and practices of gender.

**Course Outcome:**

At the end of the course, students are able to:

**CO1:** Describe the role of media in promotion and protection of women empowerment

**CO2:** Critically analyze the use of media in violation of women rights

**CO3:** Conceptualize the impact of social media in women's life

<b>Module I</b>	<b>Feminist perspective- media</b>	<b>13</b>
Film and gender studies and communication studies: media and representation of femininity and masculinity. Media and construction of gender norms and stereotypes: Film screenings and discussion on Stereotypes: Portrayals of the rural woman, woman in paid employment, morality and the bad woman, popular culture and interpretation of gender.		
<b>Module II</b>	<b>Gender analysis</b>	<b>12</b>
Analysis of Gender in Magazines and Newspapers. Advertising and the image of women. Women's magazines. Politics of paid news, Internet and its social impacts, Internet and women: empowering or a tool for disempowerment.		
<b>Module III</b>	<b>Gender and its intersections</b>	<b>11</b>
Media, gender, and its intersections - caste and class. Social norm about gender gets enacted, representation and impact on identity formation and communication. Media - socio- cultural mechanism-shapes individual and collective notions of identity: male or female.		
<b>Module IV</b>	<b>Cultural and Historical Ethos</b>	<b>12</b>



Gender Shifts in Social, Cultural and Historical Perceptions of the 'Ideal' and 'norm' –Body image, beauty, roles of a woman and gendering-Racial, ethnic and cross- cultural influence on Women's representations - Representations of Women in Literature -Representations of Women in Visual media- paintings, sculpture and film - Changes inrepresentation of Women and Gender along cultural time line.		
<b>Module V</b>	<b>Portrayal of women in print and electronic media</b>	<b>12</b>
Feminist writings–Representation of women in media– Obscenity Pornography, Indecent Representation of Women (Prohibition)Act– Women's Sexuality in films. Women in Indian Soap Operas–Women as Viewers–Themes– Characters–Portrayal of women in Television Soap Operas–Soap Operas and Social Change.		

**Suggestive Readings:**

1. Bathla, Sonia, Women, Democracy and the Media: Cultural and Political Representation in the Indian Press, Sage, NewDelhi,1998
2. Creedon, P.J., (ed) Women in Mass Communication, Sage, Newbury Park, CA,1993.
3. Giles, Judy & Tim, Middleton, Studying Culture: A Practical Introduction, Blackwell Publishers, Oxford,1999
4. Joseph, Ammu, Women in Journalism: Making News, Konark Publishers Pvt. Ltd., Delhi,2000
5. Kosambi, Meera (ed), Women's Oppression in the Public Gaze: Analysis of Newspaper coverage, State Action and Activist Response, Research Centre for Women's University, Mumbai 1994
6. Krishnan, Prabha and Anita Dighe, Affirmation and Denial: Construction of Femininity on Indian Television, Sage Pub, New Delhi,1990
7. Pande, Mrinal, The Subject is Women, Sanchar Publishing House, New Delhi,1990

## M. A in Women's Studies; Semester-III

### Women welfare schemes

<b>Sub. Code:</b> 24WSD3G1AL	<b>L: T:P =</b> 2+0+0=2
<b>Credits:</b> 02	<b>Category:</b> GEC1

#### Course Objectives:

1. Aims to understand various social factors which shape the identity of women
2. Aims to understand the welfare schemes in India
3. To understand the policies and programmes for women for women empowerment

#### Course Outcome:

At the end of the course students are able to:

**CO1:** The student can able to understand the welfare schemes and programmes for women

**CO2:** To give a way to think about the steps possibilities to stop crime against women

<b>Module I</b>	<b>Women and Welfare Schemes</b>	<b>8</b>
Mahila Samridhi Yojana-Hostel for working women- Short Stay Homes for Women and Girls Support to Training and Employment Programme for Women (STEP)- Employment and Income Generation-cum- Rashtriya Mahila Kosh (RMK)- Eradication of Child Prostitution- Protective home – one stop center-ERS System		
<b>Module II</b>	<b>Women and gender within the private and public spheres</b>	<b>11</b>
Being the “Other”-Spaces - Personal/ Private and Intimate space/ Domestic space of a woman - Social politics – Class, Caste, Race, Urban/Rural Politics - Institutional politics – Gender roles within private spheres – Social/Civic code and conduct		
<b>Module III</b>	<b>Policies and programmes for women</b>	<b>11</b>
National Policy for the Empowerment of Women- DWCRA Indira MahilaYojna- Balika Samriddhi Yojana - Plan of Action to Combat Sexual Exploitation of Women and Children-61st Commission on status of Women 2019- Various Committees and Commission for Women's education – Women Education in Five year plan- Niti Aayog.		

#### Suggestive Readings:

1. Agarwal, Suresh. 2015. Social Problems in India. New Delhi: Rajat Publications.
2. Meena, P.K, 2008, Women and Society, Murari Lal & Sons, New Delhi
3. Nirmala Jeyaraj, 2005, Women and Society –A Reader in Women's Studies, ISPCK , Delhi& Lady Doak College, Madurai
4. Zainab Rahman, 2005, Women and Society, Kalpaz Publications New Delhi
5. <http://wcd.nic.in> – E book

## M. A in Women's Studies; Semester-III

### Gender Justice

Sub. Code:24WSD3G1BL	L: T:P = 2+0+0=2
Credits: 02	Category: GEC1

#### Course Objectives:

1. To know contemporary issues in gender justice.
2. To create awareness about law and judicial system pertaining to the rights of women

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Understanding the concept of gender justice

**CO2:** Know the determinants of demand and supply for money.

<b>Module I</b>	<b>Gender dimensions</b>	<b>10</b>
Gender justice– Definition and dimension, Notions of sex and gender, Deconstructing 'Woman', 'Other, Private- public dichotomy, Knowledge and information. Women in ancient, medieval and modern India: Anoverview.		
<b>Module II</b>	<b>Constitutional and Legal Perspective</b>	<b>10</b>
Unequal position of the women in personal laws: Marriage and Property related law in various religions. Uniform Civil Code towards gender justice, Vision of Gender Justice: International Perspective, Convention on the political rights of women, CEDAW 1979, Convention on trafficking in women and children, 1949.		
<b>Module III</b>	<b>Gender justice and Specific Issues</b>	<b>10</b>
Human rights, fundamental freedoms, women empowerment, significance of national- regional peculiarities. Various historical, cultural and religious background. Limited resources and opportunities for women. Violence against women.		

#### Suggested Readings:

1. Jennifer Pierce, Gender Trials: Emotional Lives in Contemporary Law Firms, University of California Press,1996,978-0520201088
2. D. Kelly Weisberg, Feminist Legal Theory: Foundations, Temple University Press,1993,978-1566390293(FLT on syllabus)
3. Anne M.O. Griffiths, In the Shadow of Marriage: Gender and Justice in an African Community, UniversityofChicagoPress,1998,978-0226308753
4. Adrien Wing, Critical Race Feminism: A Reader, 2ndedition, NYU Press, 2003,978-0814793947VandanaShiva,1989 Staying Alive: Women, Ecology and Development.



## M. A in Women's Studies; Semester-III

### Gender Auditing

<b>Sub. Code:</b> 24WSD3G1CL	<b>L: T:P = 2+0+0=2</b>
<b>Credits:</b> 02	<b>Category:</b> GEC1

#### Course Objectives:

1. To find out the areas where gender imbalance exists and the factors behind it.
2. To establish good gender balance in decision-making processes in all areas.
3. To suggest measures for bridging the gender gap.

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Assessing the context and level of awareness

**CO2:** Assessing policies and operations

**CO3:** Identification of gaps and challenges, Gender equality issues receiving more focus in Interventions with national partners

<b>Module I</b>	<b>Principles and Characteristics</b>	<b>10</b>
Concept of Gender Auditing, Major aims and objectives, Gender Auditing Principles, Characteristics and Components. Participatory gender audit, Gender sensitivity and Gender specific audit.		
<b>Module II</b>	<b>Audit system and Gender</b>	<b>11</b>
Gender analysis on the basis of audit, gender mainstreaming in programme design, implementation and monitoring systems, Strategic gender interests, SWOT Analysis– Strengths, Weaknesses, Opportunities and Threat in auditing system, Barriers Analysis.		
<b>Module III</b>	<b>Gender Integration</b>	<b>11</b>
Collective bargaining and gender issues, Diversity in the workplace, Gender-neutral policies, Gender Action Planning, Gender Integration.		

#### Suggested Readings:

1. Australian Council for Overseas Aid.(1993). Women in Development and Affirmative Action Audit, ACFOA, Deakin, Australia.
2. BRAC. (1997). "Staff Attitudinal Survey," BRAC Technical Manual: An Action-learning Approach to Gender and Organizational Change, BRAC, Danka: Bangladesh.
3. Commission on the Advancement of Women. (1995). Gender Survey, Inter Action, Washington, D.C. Levinger, Beryl and Evan Bloom. (1997). Discussion Oriented Organizational Self- Assessment, <http://www.edc.org/INT/CapDev/dosintr.htm>.

4. Macdonald, Mandy, Ellen Springer and Irene Dubel. (1997). "Guidelines for a Gender Assessment of an Organization," Gender and Organizational Change: Bridging the Gap Between Policy and Practice, Royal Tropical Institute, The Netherlands.
5. Porter, Fenella, Ines Smyth and Caroline Sweetman, Eds. (1999) Gender Works: Oxfam Experience in Policy and Practice, Oxfam Publishing, pp.3-4.
6. Oxfam International. (1997). Oxfam International Gender and Diversity Mapping Tool.
7. PLAN International, Guidelines for Integrating the Gender Equity Principle into PLAN's Domains, Warwick, Rhode Island. 8)Revealing the power of Gender Mainstreaming: Enhancing Development Effectiveness of Non-governmental Organizations in Africa.2005.
8. Springer, Ellen. (1996). Tool for Organizational Gender Diagnosis, NOVIB, The Netherlands.
9. Sweetman, Carol, Ed. (1997) Gender in Development Organizations, Oxfam (UK and Ireland).

## M. A in Women's Studies; Semester-III

### Women Violence–Case studies

<b>Sub. Code:</b> 24WSD3C3T	<b>L: T:P =</b> 0+2+0=2
<b>Credits:</b> 2	<b>Category:</b> DSCT

#### Course Objectives:

1. To examine the causes of domestic violence against women
2. To examine the registered cases of violence against women

#### Course Outcome:

At the end of the course students are able to:

**CO1:** To understand how violence against women affects their overall health

**CO2:** To understand the violence against women.

<b>Module I</b>	<b>Women violence – Case studies</b>	<b>8 Hours</b>
Aruna Shanbaug case (1973), 1990 Bantala rape case, Anjana Mishrarape case(1999) Imranarape case(2005), Ayesha Miranrape case(2007), 2012-2013 Kamduni gang rape and murder case, Hathrasra pe case.		
<b>Module II</b>	<b>Land mark judgements</b>	<b>10 Hours</b>
Laxmi Agarwal acid attack: Laxmi Vs Union of India, Vishaka Vs State of Rajasthan, Lata Singh Vs State of Uttar Pradesh,2012 Delhi gang rape. (Nirbhaya case), Rape during the Kashmir conflict. (1989)		
<b>Module III</b>	<b>Behind the closed doors</b>	<b>8 Hours</b>
Lalita Toppov.the State of Jharkhand (2018), Hiralal P. Harsora and or sv. Kusum Narottamdas Harsora and Others, (2016), Sandhya Wankhede v. Manoj Bhimrao Wankhede, (2011), V.D. Bhanot v. Savita Bhanot, (2012), Rajesh Kumar and others v. the State of U.P,2017,Kamlesh		

#### Suggested Readings:

1. Agnes Flavia (2008) Law and Gender Inequality: The Politics of Women's Rights in India, New Delhi: OUP.
2. Agnes Flavia (2008) My Story...Our Story of rebuilding broken lives, Forum Against Oppression of Women (F.A.O.W.); (reprint).
3. Ahluwalia Kiranjit and Gupta Rahil (2007) Provoked, New Delhi: Harper Collins.
4. Bardhan Kalpana and Aghnihotri, Anita (2001) Forest Interludes: A collection of journals and fiction, New Delhi: Zubaan. 5. Bhasin Kamla and Menon Ritu (2000) Borders and Boundaries: Women in India's Partition, New Delhi, Kali for Women.

**Vijayanagara Sri Krishnadevaraya University**

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

'Jnana Sagar' Campus, Vinayak Nagar, Cantonment, Ballari - 583105



**New CBCS Syllabus**

(in-line with NEP-2020)

**for**

**Master of Arts in Women's Studies**

**IV-Semester**

*With effect from 2024-2025*





# VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

## Department of Women's Studies

Jnana Sagara, Ballari - 583105



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

#### IV-SEMESTER

Category	Subject code	Title of the Paper	Marks			Teaching Hours/Week			Credits	Duration of Exam (Hrs)
			IA	Sem. Exam	Total	L	T	P		
DSC14	24WSD4C14L	Women Entrepreneurship	30	70	100	4	-	-	4	3
DSC15	24WSD4C15L	Women Work Force in India	30	70	100	4	-	-	4	3
DSE3	24WSD4E3AL	A. Legal Terrains: Gender Concerns	30	70	100	4	-	-	4	3
	24WSD4E3BL	B. Women's Writing in Comparative Context								
	24WSD4E3CL	C. Rural women								
DSE4	24WSD4E4AL	A. Globalization and women	30	70	100	4	-	-	4	3
	24WSD4E4BL	B. Women and start-ups								
	24WSD4E4CL	C. Women and self-helpgroups								
GEC2	24WSD4G2AL	A. Law and Society - Women Perspectives	20	30	50	2	-	-	2	1
	24WSD4G2BL	B. Women in Media								
	24WSD4G2CL	C. Women in Rural Development								
SEC3	24WSD4S3LT	Research Methodology	20	30	50	1	1	-	2	2
Project	24WSD4RP	Research Project	30 (Viva)	70 (Project Report)	100	-	-	8	4	-
<b>Total Semester Marks, Credits, Lecture Hours, Tutorials, Sem. End Exam Hours</b>					<b>600</b>	19	1	8	<b>24</b>	

## M. A in Women's Studies; Semester-IV

### Women Entrepreneurship

<b>Sub. Code:</b> 24WSD4C14L	<b>L: T:P</b> = 4+0+0=4
<b>Credits:</b> 4	<b>Category:</b> DSC14

#### Course Objectives:

1. This paper gives an insight about entrepreneurship.
2. To assess the impact of entrepreneurship from feminist stance.

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Understand the basics of Entrepreneurial Skill.

**CO2:** Define the abilities and Skills of successful women entrepreneurs.

<b>Module I</b>	<b>Concept and dimension</b>	<b>11</b>
	Concept, Definition and Significance of women entrepreneurship – Entrepreneurial traits – contribution– social, cultural, economic, political and other factors, relevance between Entrepreneurship and empowerment, Expansion of Women entrepreneurship in India.	
<b>Module II</b>	<b>Women Entrepreneurship</b>	<b>11</b>
	Entrepreneurial motivation - Social hurdles, entrepreneurial development - strategies. Women in Entrepreneurship, Women and Entrepreneurship, development programs – Special Women and EDPs – Micro Enterprises – Self-employment opportunities – Trends and Patterns of Women Entrepreneurship – Non-Stereotyping, Women Entrepreneurship activities etc.	
<b>Module III</b>	<b>State and Central Initiatives.</b>	<b>11</b>
	Institution and Schemes: major initiatives – Bharathiya Mahila Bank Business Loan, Mudra Yojana Scheme, Dena Shakti Scheme, Udyogini Scheme, Cent Kalyani Scheme, Mahila Udyam Nidhi Scheme, Women Entrepreneurship Platform (WEP)– NIESBED – EDITSIDCO-NABARD-DIC-DRDA-WDC, Banks-STEP-IAY-PMRY-KVIC-IMY- NORAD-DRIP MUMSGSY -SHG- Changes in approaches of Formal Credit – Micro Credit Initiatives – International, National, State and Local areas.	
<b>Module IV</b>	<b>Role of Financial Institutions</b>	<b>12</b>
	The Constraints in entrepreneurial Renaissance; Small Scale Entrepreneur – Problems and Prospects. Role of Financial institutions in women entrepreneurial activities.	
<b>Module V</b>	<b>Identifying Business Opportunities</b>	<b>11</b>
	Ideas – Opportunities – Project Formulation – Maslow” s theory — Budgeting –Breakeven analysis – Financial statement Analysis – Small Business Consultancy Training Entrepreneurs in Green Industries – Eco-friendly products to manufacturing and SHGs, Successful women entrepreneurs.	

**Suggested Readings:**

1. Entrepreneurship – Theory, Process and Practice Donald F Kuratko Cengage Learning 9th Edition, 2014“Entrepreneurship Rajeev Roy Oxford University Press 2nd Edition, 2011
2. Entrepreneurship theory at cross roads: paradigms and praxis Mathew J Manimala Dream tech, 2 Edition 2005
3. Entrepreneurship Hisrich R D, Peters M P Tata McGraw-Hill 8th Edition 2013.
4. Anil Kumar, S., Poornima, S.C., Mini, K., Abraham and Jayashree, K. 2003.
5. Entrepreneurship Development, New Age International Publishers, New Delhi.
6. Gupta, C.B. 2001. Management. Theory and Practice. Sultan Chand and Sons, New Delhi.
7. Ind.u Grover. 2008. Handbook on Empowerment and Entrepreneurship. Agrotech Public Academy, Udaipur.

## M. A in Women's Studies; Semester-IV

### Women Work Force in India

<b>Sub. Code:</b> 24WSD4C15L	<b>L: T:P =</b> 4+0+0=4
<b>Credits:</b> 04	<b>Category:</b> DSC15

#### Course Objectives:

1. To sensitize the students on invisibility of women's work and gender.
2. To equip students with knowledge in segmented labour market and gender-based segregation.

#### Course Outcome:

**CO1:** Understand women participation in work

**CO2:** Analyses status of women in paid and unpaid work

**CO3:** Explain women work force in Indian context

<b>Module I</b>	<b>Meaning and definitions</b>	<b>11</b>
Concept - Definition of work, Traditional-Productive-Unproductive work user value/market value Discrimination, wage structure, value-invisibility-concept of Domestic 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 – non-workers, No recognition of women's work in national income accounting.		
<b>Module II</b>	<b>Organized Sector</b>	<b>10</b>
Women's participation in organized sector, Gender Discrimination, Marginalization and Glass Ceiling, Gender issues at the work place, Globalization and its impact on gender, Labour : Female labor force in India - main workers - marginal workers in rural and urban areas, organized sectors: working conditions-male and female work force participation- problems of women workers -wage differentials-labor unions – sectoral distribution of male and female workers.		
<b>Module III</b>	<b>Unorganized Sector</b>	<b>11</b>
Concentration of women in informal sector and feminization of occupations, working conditions in unorganized sector, migration-reverse migration, Issues of wage discrimination and exploitation. Measuring Women's Economic Participation - Global Trends – Women's work participation in agriculture – problems of women labourers - Gender Empowerment Measure.		
<b>Module IV</b>	<b>Gender and Labour Market</b>	<b>13</b>
Labour Market and Discrimination, Gender Division of Labour, Women and Labour Force, Women Labour and Work Participation and Preference (Individual and Group) CEPR Policy, SPDC, Social Policies and Development Centre, National Policies for Women Empowerment.		
<b>Module V</b>	<b>Women in Indian Planning</b>	<b>12</b>
Invisibility of women in official data system, Absence of gender disaggregated data, Initiatives towards recognition of women as agents of development. Policies and Programs: Labor Welfare-New Economic Policy, Liberalization, Privatization, Globalization, and Impact on women labour Opportunities, Displacements-Training- Skill formation.		

**Suggested Readings:**

- 1) Gupta, Abha and Sinha, Smita (eds.) Empowerment of Women: Language and Other Facets, Mangal Deep Publications, Jaipur, 2005.
- 2) Hearn, Jeff, The Gender of Oppression: Men, Masculinity and the Critique of Marxism, Wheatsheaf Books, Sussex, 1987.
- 3) Judge, P.S., Mapping Social Exclusion in India : Caste, Religion and Borderlands, Cambridge University Press, Delhi, 2014.
- 4) Khullar, Mala, (ed.), Writings in Women's Studies: A Reader, Zubaan Publications, New Delhi, 2005.
- 5) Lal, Malashri & Kumar, Sukrita Paul (eds.), Women's Studies in India: Contours of Change, IAS, Shimla, 2002.
- 6) Lotika Sarkar, 1995, Women's Movement and the Legal Process, Occasional Paper No. 24 Centre for Women's Development Studies, New Delhi.









## M. A in Women's Studies; Semester-IV

### Legal Terrains: Gender Concerns

<b>Sub. Code:</b> 24WSD4E3AL	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 4	<b>Category:</b> DSE3

#### Course Objectives:

1. Introduce students to feminist debates in the legal sphere
2. Engage with legal cases and examine its social and political contexts from the gender lens

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Understand significance of law to promote gender justice

**CO2:** Build gendered understanding of major legal events and cases in India

<b>Module I</b>	<b>Introduction</b>	<b>11</b>
Introduction to Feminist Theory and Their Perspectives on Law, Turning the Gaze back on Itself: Race and Gender in International Human Rights Law		
<b>Module II</b>	<b>Feminist Terrains in Legal Domain</b>	<b>11</b>
Introduction to Legal Campaigns and Legal Studies in India, Law as a Subversive Site, Women and Law in Colonial India: A Feminist Social History (Labour Legislation, Personal Laws)		
<b>Module III</b>	<b>Sexual Violence and the Binary Logic of Law</b>	<b>12</b>
Sexual Violence and the Binary Logic of Law- Rape, Sexual Harassment, Women, Citizenship, Law and the Indian State, Outlaw Women		
<b>Module IV</b>	<b>Gender Equality and Law</b>	<b>11</b>
Enforcing Cultural Codes - Case of 'Honour Killings', Women, family and law, Women between Community and the State: Uniform Civil Code Debate		
<b>Module V</b>	<b>Feminist Doctrines</b>	<b>12</b>
Working with Issues/ Cases Tracing, building legal campaigns or analyses of cases and judgments Victimization, agency and empowerment, lived realities, Intersectionality's,		

### Suggested Readings:

1. Feminist Legal theory: An Anti-nationalist Reader, ed by Nancy E. Dowd and Michelle S. Jacobs, New York Uni. Press, 2003
2. Matsuda, Mari J. "When the First Quail Calls: Multiple Consciousness as Jurisprudential Method." *Women's Rights Law Reporter*,
3. Carol Pateman, 'Feminist Critique of the Public and Private' in *FEMINISM AND EQUALITY* 103- 123 (A Phillips (ed.)
4. Flavia Agnes, 'Conjugal Property, Morality and Maintenance' in *Women And Law Critical Feminist Perspectives* 32-58 (Kalpana Kannabiran ed., Sage Publications 2014)
5. Narendra Subramaniam, *India Needs to Debate the Components of a Progressive Uniform Civil Code*, *THE WIRE*, Oct. 23, 2017
6. Nivedita Menon, *Uniform Civil Code: The Women's Movement Perspective*, *KAFILA*, Oct. 1, 2014
7. Elizabeth Bartholet, Nancy Gertner, Janet Halley & Jeannie Suk Gersen, *Fairness For All Students Under Title IX* (Aug. 24, 2017), available at <http://nrs.harvard.edu/urn-3:HUL.InstRepos:33789434>
8. Anca Gheaus, Gender Justice, in *Journal of Ethics and Social Philosophy*, Vol. 6, No. 1, Jan. 2012, 1-25, available at <https://jesp.org/index.php/jesp/article/view/60/53>
9. Shampa Dev, 'Gender Justice in India: A Feminist Jurisprudential Perspective', *Tattva Journal of Philosophy*, 2018, Vol. 10, 69-88, available at [journals.christuniversity.in/index.php/tattva/article/download/1786/1524](http://journals.christuniversity.in/index.php/tattva/article/download/1786/1524)
10. Marie Powell, 'A Rights Based Approach to Gender Equality and Women's Rights', *Canadian Journal of Development Studies*, Vol. 26, 2005 – Issue sup 1: Gender and Development, 605-617
11. 'Towards Equality' – Report of the Committee on the Status of Women in India, Government of India, 1974,
12. Reddy G.B., *Women and Law*, Edition – Reprint, Gogaia Law Agency, 2014
13. Myneni S.R., *Women and Law*, Asia Law – House, Edition- 3, 2015
14. Gonsalves Lina, *Women Human Rights*, January, APH Publishing Corporation, 2001
15. Shukla V.N. *Indian Constitutional Law*, Eastern Book Company,
16. Desai Chorine Christine, *Women and the Law*, Format binding, Socio – Legal information Centre, Bombay

## M. A in Women's Studies; Semester-IV

### Women's Writing in Comparative Context

Sub. Code:24WSD4E3BL	L: T:P=4+0+0=4
Credits:4	Category: DSE3

#### Course Objectives:

1. See literature as offering methods for cross-cultural study of society and life within a multilingual context like India
2. Introduce gendered lens to the social life through women's writing

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Develop an understanding of women's literary expressions in India across time, culture, and oral and literary modes

**CO2:** Recognize women's writing as a lens for cross-cultural understanding of society and life

<b>Module I</b>	<b>Women and the Politics of Literary Canons</b>	<b>10</b>
Exclusion of women's writings, and writings of women from the margins, Women's writings in Dalit, indigenous and decolonial literature		
<b>Module II</b>	<b>Women's Narratives</b>	<b>12</b>
Women's Narratives of Self, and Life-Writing- Women's literary expressions from different contexts, regions, histories and genres		
<b>Module III</b>	<b>Writing Culture</b>	<b>10</b>
Writing Culture- Writings of women from different cultures and sub-cultures in India, including fiction, poetry and testimonies from women across castes, tribes, locations and time		
<b>Module IV</b>	<b>Writing on Society and Politics</b>	<b>10</b>
Women Writing on Society and Politics- Writings as challenge to oppressive structures and systems such as of class, caste, patriarchy and even the state		
<b>Module V</b>	<b>Within and Across Borders</b>	
Within and Across Borders- Women's writings about their location in religious communities and nation, perspectives across communities as well as nation states -writings challenging borders		

### **Suggested to Readings:**

1. Eagleton, M. (Ed.). (2014). *Feminist literary criticism*. Routledge.
2. Tharu, S. J., & Lalita, K. (Eds.). (1991). *Women writing in India: 600 BC to the present* (Vol. 2). Feminist Press at CUNY.
3. Rajan, R. S. (2008). *English Literary Studies, Women's Studies and Feminism in India*. *Economic and Political Weekly*, 66-71.
4. Abbott J. E (2010) *BahinaBai: A Translation of Her Autobiography and Verses*. Cosmo Publications. 51
5. Bama (2011) *Karukku*, (Translated by Lakshmi Holmstrom), Delhi: Oxford University Press.
6. Devi Jyotirmoyee (2005) *The River Churning: A Partition Novel*. New Delhi: Women Unlimited.
7. Halder Baby (2006) *A Life Less Ordinary* (Translated UrvashiButalia in English), Delhi: Zubaan in collaboration with Penguin India
8. HyderQurratulain (1999) *A Season Of Betrayals: A Short Story and Two Novellas*. New Delhi: Kali for Women.
9. Joanna Russ (1984) *How to Suppress Women's Writing*. London: Women's Press.

## M. A in Women's Studies; Semester-IV

### Rural women

<b>Sub. Code:</b> 24WSD4E3CL	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 4	<b>Category:</b> DSE3

#### Course Objectives:

1. Describe the significance and scope of the women's Rural Development;
2. To understand the situation of Rural women in India.
3. To make aware of the importance of community development for women development

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Make aware of role of rural women in developing the community.

**CO2:** Critically analyze impact of women development on community development

<b>Module I</b>	<b>Definition and dimensions</b>	<b>11</b>
	Definition of rural women, Social, Political and Economic Concept of Rural Women, Social stratification - status of Rural Women in Patriarchal societies, Characteristics and role of rural Women, Contemporary issues of Rural Women in India. Issue of Illiteracy, Geographical issues.	
<b>Module II</b>	<b>Feminist stance-Rural women</b>	<b>11</b>
	Historical Development of rural women- before and after Independence- government initiations for rural women- representation of rural women in Community Development, various feminist stance – rural women.	
<b>Module III</b>	<b>Challenges of Rural women</b>	<b>11</b>
	Problems and challenges of Rural women, feminization of poverty- Illiteracy, Family problems in rural society – caste and Gender systems, Impact of modernization, liberalization, Globalization on rural women-skills and techniques of Rural women. Influence of deforestation migration, shift in settlements- change of religion Resources of Rural women to the changed contexts. Religion- Beliefs and customs of Rural and women Customs and Taboos, Witch-craft.	
<b>Module IV</b>	<b>Work Participation of Rural women and Empowerment</b>	<b>11</b>
	Women in Rural Economy; Rural women work and employment opportunities. The International Day of Rural Women -2024, Rural Women's Empowerment programs of in India, Women's Role in rural development in India, issues, Social Stigma, Special Provisions for rural Women and implementation issues, Social role of Rural Women, Issues of Political representation of rural women. Panchayat raj system and rural women.	
<b>Module V</b>	<b>Traditional knowledge systems of Rural women</b>	<b>12</b>
	Agriculture related knowledge: Conservation of seeds, preservation of Seeds, Weed removing, Seedling planting, sowing etc., (By considering the knowledge systems of different regions of Karnataka) Agriculture related Knowledge: Land, water, soil, Cloud- rain, wind, sunshine Medicinal knowledge: Plant medicines, Animal medicines, Medicine for common diseases of People ( with reference to different parts of Karnataka), Animal rearing: Domestic Animals, Animal Medicine, Animal Husbandry, Maintenance of Dairy products and other products generated by animals Food Systems: According to season, specific context and also as per the requirements of people of different ages	

#### Suggested Readings:

1. B.R Field, Bruk&Copper, The Sage Handbook of Aging, work and Society, 2013.
2. Sage Life, Jim. Community Development in an Uncertain World: Vision, Analysis and Practice. Cambridge University Press, 2016
3. B. Oliver and B. Pitt, Engaging Communities and Service Users, 2013.
4. Judge, P.S. Mapping Social Exclusion in India: Caste, Religion and

- Borderlands, Cambridge University Press, Delhi, 2014
5. Field, Bruk&Copper, The Sage Handbook of Aging, work and Society. Sage, 2013
  6. Life, Jim. Community Development in an Uncertain World: Vision, Analysis and Practice. Cambridge University Press, 2016
  7. K. D. Gangrade, Community organization in India. Popular Prakashan, Bombay, 2013.
  8. B.R Field, Bruk& Copper, The Sage Handbook of Aging, work and Society, 2013.
  9. Sage Life, Jim, Community Development in an Uncertain World: Vision, Analysis and Practice. Cambridge University Press, 2016
  10. B. Oliver and B. Pitt, Engaging Communities and Service Users, 2013.
  11. Dr. Sudarshan, V.K., NGO Schemes and Guidelines, Ritu Publication's Jaipur, 2014
  12. Jose, S., Women, Paid Work and Empowerment in India, Centre for women' Development studies, New Delhi-2007
  13. Kazi S., Gender Governance and Women's rights in south Asia, Centre for women's Development studies, New Delhi-2011
  14. Saunders K., Feminist Post development Thou Choudhury D., Socio – Economic Development of Rural Woman, Manglam Publishers Delhi-2011
  15. Pradhan K. C. Mahapatro A. S., Rural women, Atlantic Publishers, New Delhi 2011
  16. Rosemeyer, S. S., Women's Rights & Empowerment, Wisdom Press, New Delhi- Nachane D. M., India Development Report – 2011, Oxford University Press, New Delhi-2011
  17. Ridge, Tess Wright, Sharon, Understanding Inequality Poverty and Wealth policies and Prospects, Book well, New Delhi-2010
  18. Singharoy D., Social Development and the Empowerment of marginalized groups, Sage Publication, New Delhi-2001
  19. Lowis, Devid Wallace, Tina, Development NGO and the Challenge of Change, Rawat Publication's-2003
  20. Jain, Devaki, Foreworded by Sen A., Women, Development and the U.N., Indiana University, Press Bloomington, 2005

**M. A in Women's Studies; Semester-IV**  
**Globalization and women**

<b>Sub. Code:</b> 24WSD4E4AL	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 04	<b>Category:</b> DSE4

**Course Objectives:**

1. Describe the Concept of Globalization and Women Employment.
2. To acquire skills Challenging liberalization and globalization
3. To sensitize globalization and its impact on women.

**Course Outcome:**

**CO1:** Knowledge about the concept of globalization

**CO2:** Critically analyze the challenges of globalization and international trade

<b>Module I</b>	<b>Meaning and aspects</b>	<b>11</b>
Meaning and Concept of Globalization - Scope of Globalization-Globalization in historical context - positive and negative impacts of globalization-gender inequalities and Theorizing Gender Arrangements- social Aspects – Implications for Less Developed countries and women – Impact of Globalization in the light of multiple roles of women – Globalization from the perspective of Developed countries - Dimensions -Diverse and Adverse Effects – Implications for Women.		
<b>Module II</b>	<b>Gender dimensions of globalization</b>	<b>11</b>
Impact of Globalization on women – Feminization of poverty – Rapid Casualization – Contract Labour System – Mechanization – Changing cropping Pattern –non-agricultural use of land and implications on Women's Employment – Environment Degradation – Deforestation –Women as Social Capital – Networking of Women - Conservation – bearing on resources, index of failure of Government – LPG policies and women		
<b>Module III</b>	<b>Women and Globalization:</b>	<b>12</b>
Structural Adjustment Program and Employment of Women – Widening wage differentials between men and women – Set back in Education – Decline in Health and Food security Standards – Corporatization of resources: Denial and Loss - Commercial exploitation and lack of access to resources – Losing water security - Decline of Income in Women Headed Households. Unemployment – Displacement from traditional roles– Constantly lags in skills and skill development.		
<b>Module IV</b>	<b>Gender Perceptions</b>	<b>12</b>
Organization of Production and Institutional Support – Quantum jump in Professionalism – Access to Credit and Assets – Letting out System –Assembly Line Production - Developing Women's Organizations – State Policies for redefinitions on Women Empowerment – Redefined Self-Image– Collective emancipation		
<b>Module V</b>	<b>Challenges of globalization</b>	<b>11</b>

Globalization and changing consumerist culture –Feminism under Consumerism – Westernization – Influence of Media – Advertisement Ethics – Commodification – and Degrading women – Reinforcing Gender Stereotyping - Need for changing role of Media in the Globalization context– Freedom of Career choice – Consequences of Characteristic of Modernity– Information Flooding – Increasing Violence – Trafficking recommendations and reforms

**Suggested Readings:**

1. Amin, S. Capitalism in the age of Globalization, New Delhi, Madhyam, 1999.
2. Burbach, Nunez etal. Globalization and its Discontents, London, Pluto, 1997.
3. Chossudovsky M. The Globalization of Poverty. Goa, Madhyam, 2001.
4. Ghosh J. Gender Concern in Macro Economic Policy, EPW 30<sup>th</sup> April, WS – 2.
5. Heikki Patomaki (2001) Democratizing Globalization: The Leverage of the Tobin Tax, New Delhi, Zed Books Ltd.
6. Dr. Halima Sadia Rizi& Ms. Pooja Khurana (2007) Globalization, Income Inequality and Human Development, New Delhi, Global Books Organization.
7. ILO (2004), Nilufer Cagatay and Korkuk Erturk, Gender and Globalization: A Macroeconomic Perspective (Working Pg. No. 19), Geneva.
8. Syed Nawab Haider Naqvi (2002) Development Economics – Nature and Significance, New Delhi, Sage Publications.
9. Boserupe. women’s role in economic development, georgeallen and unwinn, London, 2014.
10. United nations programme, one globe, many people, 2010



## M. A in Women's Studies; Semester-IV

### Women and start-ups

<b>Sub. Code:</b> 24WSD4E4BL	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 04	<b>Category:</b> DSE4

#### Course Objectives:

1. To understand new venture creation opportunities, its resources, and requirements for Enterprise Start-up.
2. Access growth stages in new venture and reasons for scaling ventures.
3. Analyze start-up capital requirement by analyzing legal factors.

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Understand the various livelihood supports for women Employment opportunities.

**CO2:** Critically evaluate the ways of women empowerment through

**CO3:** Understand the role of women in economic growth, micro and macro business

<b>Module I</b>	<b>Meaning and Definition</b>	<b>10</b>
	Meaning Definition of Startups Evolution of start-ups in India, Journey of Evolution. Start-up India Recognition, Guide lines for Startup in India. Startup India-, Empowering the States, National Start-ups Awards: Rewarding Ecosystem Enablers, Special Category, Women -Lead Start-ups across sectors Special Category: Rural Impact of Startup, Campus Start-ups, educational institutes led by students	
<b>Module II</b>	<b>Structures a New Business</b>	<b>12</b>
	Identification of Business Opportunities - Business Plan – Sources of Finances – Starting a New Venture – Steps for Starting New Business – Legal Requirements for Starting a New Enterprise - Registration Process – Licensing. challenges facing by women in startups.	
<b>Module III</b>	<b>Start-up opportunities and financial issues</b>	<b>11</b>
	The New Industrial Revolution – The Big Idea- Generate Ideas with Brainstorming- Business Start-up - Ideation- Venture Choices - The Rise of The startup Economy - The Six Forces of Change- The Start-up Equation – The Entrepreneurial Ecosystem – Entrepreneurship in India. Government Initiatives. Feasibility Analysis - The cost and process of raising capital – Unique funding issues of a high-tech ventures - Funding with Equity – Financing with Debt- Funding startups with bootstrapping- crowd funding- strategic alliances.	
<b>Module IV</b>	<b>Startup Capital Requirements and Legal Environment:</b>	<b>11</b>
	Identifying Startup capital Resource requirements - estimating Startup cash requirements - Develop financial assumptions Constructing a Process Map - Positioning the venture in the value chain - Launch strategy to reduce risks- Startup financing metrics - The Legal Environment- Approval for New Ventures Taxes or duties payable for new ventures.	
<b>Module V</b>	<b>Survival and Growth</b>	
	Stages of growth in a new venture- Growing with the market - Growing within the industry- Venture life patterns- Reasons for new venture failures Scaling Ventures – preparing for change - Leadership succession. Support for growth and sustainability of the venture. Dealing with Failure: Bankruptcy, Exit Strategies Selling the business - Cashing out but staying in-being acquired- Going Public (IPO) – Liquidation.	

### **Suggested Readings:**

1. OECD, Entrepreneurship at a Glance 2015. Entrepreneurship at a Glance. Paris: OECD Publishing, 2015.
2. Malmström, Malin; Johansson, Jeaneth; Wincent, Joakim Gender Stereotypes and Venture Support Decisions: How Governmental Venture Capitalists Socially Construct Entrepreneurs' Potential". Entrepreneurship Theory and Practice,2017.
3. Barbara J. Orser; Catherine Elliott; Joanne Leck. "Feminist attributes and entrepreneurial identity". Gender in Management,2011.
4. Orser, Barbara, and Joanne Leck. "Physician as feminist entrepreneur: The gendered nature of venture creation and the Shirley E. Greenberg Women's Health Centre." Women entrepreneurs and the global environment for growth 2010.
5. Tinkler, J. E.; Bunker Whittington, K.; Ku, M. C.; Davies, A. R. "Gender and venture capital decision-making: The effects of technical background and social capital on entrepreneurial evaluations", 2015.
6. Hisrich and Robert, Michael Peters and Dean Shepherd Entrepreneurship, 9th Tata McGraw Hill , 2012.
7. Kathleen R Allen, Launching New Ventures, An Entrepreneurial Approach, Cengage Learning, 2016.
8. Anjan Raichaudhuri, Managing New Ventures Concepts and Cases, Prentice Hall International, 2010.
9. S. R. Bhowmik & M. Bhowmik, Entrepreneurship, New Age International, 2007.
10. Steven Fisher, Ja-nae' Duane, The Startup Equation -A Visual Guidebook for Building Your Startup, Indian Edition, Mc Graw Hill Education India Pvt. Ltd, 2016.

## M. A in Women's Studies; Semester-IV

### Women and self-help groups

<b>Sub. Code:</b> 24WSD4E4CL	<b>L: T:P = 4+0+0=4</b>
<b>Credits:</b> 04	<b>Category:</b> DSE4

#### Course Objectives:

1. This course introduces Self-help group as a tool for social and rural development of women.
2. Recognize various credit lending models.
3. Learn about group work and work with group easily.

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Appreciation of livelihood promotion among women through SHG'S

**CO2:** Understand the role of women SHG'S in different facets of society.

**CO3:** Awareness on the importance of nurturing of Women SHGs for future building

<b>Module I</b>	<b>Origin and growth</b>	<b>11</b>
Introduction, Origin of Self-Help Groups, Importance of Self helps Groups. Roles And Responsibilities, SHG's Developmental Paradigms, Overview of SHG's In India, SHG's; paradigm Of Success and Impediments in India. Role And Perception of Stake Holders, Impact of SHG's On Swarozgaris,		
<b>Module II</b>	<b>Women and self-help groups</b>	<b>12</b>
Activities of Self-Help Groups: Savings, credit, marketing and insurance rules to formation of Self-Help Group. Roles in self-help groups. Developing the concepts of micro savings and micro insurance. Helps to develop confidentiality.		
<b>Module III</b>	<b>Monitoring and Evaluation</b>	<b>12</b>
Monitoring and Evaluation of Self-Help Group. Relevance, features and ideas of monitoring. Role of governmental and nongovernmental organization in strengthen the self-help groups. Involvement of communities in maintain the self-help groups. Marketing challenges for the self-help groups.		
<b>Module IV</b>	<b>Silent revolution</b>	<b>11</b>
Self Help Group: solidarity groups, making silent revolution, integration of women to curb social differences, moving towards formal financial institutions – banks and governmental institutions. Making the women as leadership potentials. Elimination of poverty, Socio-Cultural Hurdles in Penetration of SHGs in Rural Areas		
<b>Module V</b>	<b>Promoting SHG'S</b>	<b>11</b>
Measures Taken by the Government to Promote the SHGs, Priority Sector Lending: elf Help Group-Bank Linkage Programme, Deendayal Antodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM):Mahila Kisan Shashaktikaran Pariyojana		

#### Suggested Readings:

1. D. Rajasekhar and Mahadeswaran (2005). Economic and Social Benefits of Micro- Finance programmes. in BB Bhattacharya and Arup Mitra (eds.) Studies in Macroeconomic and Welfare, New Delhi: Academic Foundation.

2. Femandes AP the MYRADA Experience – Alternative management Systems for Saving and Credit of Rural Poor
3. Ganguly, Meenakshi, South Asia director, "India: Rape victim's death demands action". Human Rights Watch,2012.
4. Government of India. 2000. Annual plan (2000-2001). New Delhi.
5. Government of India. 2005. 59th round of National Sample Survey (January-December, 2003): consumer expenditure, employment-unemployment, situation assessment survey of farmers. March. New Delhi, National Sample Survey Organization (also available at [http://mospi.nic.in/mospi\\_nssso\\_rept\\_pubn.htm](http://mospi.nic.in/mospi_nssso_rept_pubn.htm)).
6. Lla Bhat, A Bank of One's Own (A note from SEWA) Finance against Poverty
7. MYRADA. 2003a. Putting institutions first – even in microfinance, 2nd ed. Bangalore.
8. MYRADA. 2003b. Dharmapuri project report. 31 December. Bangalore.
9. .MYRADA. 2005a. Self-help affinity groups (SAGs): their role in poverty reduction and financial sector development. Rural Management Systems Series – Paper 40. March. Bangalore (also available at [www.myrada.org/paper\\_rural\\_management.htm](http://www.myrada.org/paper_rural_management.htm)).
10. MYRADA. 2005b. Sustainability of self-help affinity groups or SAGs as understood by MYRADA. Rural Management Systems Series – Paper 41. May. Bangalore (also available at [www.myrada.org/paper\\_rural\\_management.htm](http://www.myrada.org/paper_rural_management.htm)).

## M. A in Women's Studies; Semester-IV

### Law and Society - Women Perspectives

Sub. Code:24WSD4G2AL	L: T:P = 2+0+0=2
Credits: 2	Category: GEC2

#### Course Objectives:

1. To provide an understanding of women/gender and law in India.
2. To introduction to the historical context in which rights and laws.

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Develop an equitable thinking towards women

**CO2:** Identify perspectives and inputs of policy-makers

<b>Module I</b>	<b>Feminist jurisprudence</b>	<b>12</b>
Feminist Terrains in Legal Domain: Introduction to Legal Campaigns and Legal Studies in India, Law of Pre-independence After independence, Dark history of India with evil practices, Law as a Subversive Site: Feminist Perspectives		
<b>Module II</b>	<b>Justice and law</b>	<b>12</b>
Justice and law Protective legislation, justice and the constitution, Texts of various legislations and landmark judgments of the High Courts and Supreme Court, Open letters and other materials on specific formulations of law, Feminist response and critique of protective legislation both in their formulation and practice.		
<b>Module III</b>	<b>Women, family and law</b>	<b>11</b>
Women, family and law Reduction of formal law concerning the family to “family laws”; Family as foundational institution figuring in every branch of law - contract, commercial laws, international law etc. Women’s movement and securing women’s rights within the family.		

#### Suggested Readings:

1. Agnes Flavia (2010) Law, Justice, and Gender: Family Law and Constitutional Provisions in India, Delhi: Oxford University Press.
2. B. R. Ambedkar, (1916) Castes in India: Their Mechanism, Genesis and Development.
3. Cossman, B. and R. Kapur (eds.) (1996) Subversive Sites: Feminist Engagements with Law in India, New Delhi, Sage.
4. Dhagamwar Vasudha (1999) Law, Power and Justice: the protection of personal rights in the Indian penal code [chapter on rape law reform], Sage Publications.
5. Flavia Agnes (2012) Family Law II: Marriage, Divorce, and Matrimonial Litigation, OUP.
6. Grover Vrinda and Saumya Uma (2010) Kandmahal: the law must change its course, MARG.
7. Hasan, Z. (ed.) (1994) Forging Identities: Gender, Communities and the State, New Delhi, Kali for Women.
8. Kalpana Kannabiran, “Voices of Dissent: Gender and Changing Social Values in Hinduism” edited by Robin Rinehart, ABC-CLIO,2004.
9. Menon, N (2004) Recovering Subversion: Feminist Politics Beyond the Law, New Delhi, Permanent Black.
10. Mohanty Manoranjan et. al eds (2010) Weapon of the oppressed: Inventory of people’s rights in India, Council for Social Development &Daanish Books, Pp 1-120.

## M. A in Women's Studies; Semester-IV

### Women in Media

<b>Sub. Code:</b> 24WSD4G2BL	<b>L:T:P = 4+0+0=4</b>
<b>Credits:</b> 02	<b>Category:</b> GEC2

#### Course Objectives:

1. The course will examine various images of gender in media.
2. Students will explore different processes and practices of gender, specifically in terms of media representations of femininity and masculinity.

#### Course Outcome:

CO1 Describe the role of media in promotion of women empowerment

CO2 Conceptualize the impact of social media in women's life

<b>Module I</b>	<b>Media -Feminist perspective</b>	<b>11</b>
Construction of women hood in Electronic Media: evocation of women in radio, television and cinema.		
<b>Module II</b>	<b>Feminist stance: Different Types of Mass Media</b>	<b>11</b>
Print and Visual media, Posters, Pamphlets, Newspapers, Magazines, Special Supplements, Journals Forms: Jokes, Articles, Stories, Advertisements, film, science and technology and sports.		
<b>Module III</b>	<b>Media –women –changing perspective</b>	<b>12</b>
Efforts in Print, Running Magazines, Alternate Literature, Community Radio, Participatory Video, participation of women in media, Emergence of social media. Victimization of women through social media, empowering role of social media		

#### Suggested Readings:

1. Bathla, Sonia, Women, Democracy and the Media: Cultural and Political Representations in the Indian Press, Sage, New Delhi, 1998. 6 2.
2. Creedon, P.J., (ed) Women in Mass Communication, Sage, Newbury Park, CA, 1993. 3.
3. Giles, Judy & Tim, Middleton, Studying Culture: A Practical Introduction, Blackwell Publishers, Oxford, 1999
4. Joseph, Ammu, Women in Journalism: Making News, Konark Pulishers Pvt. Ltd, Delhi, 2000
5. Kosambi, Meera (ed), Women's Oppression in the Public Gaze: An Analysis of Newspaper Coverage, State Action and Activist Response, Research Centre for Women's University, Mumbai, 1994
6. Krishnan, Prabha and Anita Dighe, Affirmation and Denial: Construction of Feminity on Indian Television, Sage Pub, New Delhi, 1990
7. Pande, Mrinal, The Subject is Woman, Sanchar Publishing House, New Delhi, 1990
8. Poonacha, Veena, Coverage of Women in the Print Media: Content Analysis of the Sunday Observer, Research Centre for Women's Studies, SNDT Women's University, Bombay, 1988



## M. A in Women's Studies; Semester-IV

### Women in Rural Development

<b>Sub. Code:</b> 24WSD4G2CL	<b>L: T:P = 2+0+0=2</b>
<b>Credits:</b> 2	<b>Category:</b> GEC2

#### Course Objectives:

1. Describe the significance and scope of the women's Rural Development;
2. Identify ways in which Rural Development is measured for women.

#### Course Outcome:

At the end of the course students are able to:

**CO1:** Understand the significance of rural women development.

**CO2:** Critically analyze the challenges of policy and program implementation.

**CO3:** Explores Knowledge and Importance of Rural Women.

<b>Module I</b>	<b>Concepts and dimensions</b>	
Rural Development- definition- scope- approaches Rural and Urban disparities: Female literacy- access to education, Access to health -Infant Mortality-Maternal Mortality, poverty		
<b>Module II</b>	<b>Rural Development Gender Analysis</b>	
Rural Development Gender Analysis of Rural Development programmes: National rural health mission reproductive and child health, Role of Banks in empowerment of rural women, Role of NGOs in women empowerment, Women in Panchayat Raj Institution.		
<b>Module III</b>	<b>Assessments of Rural Women Development and Empowerment</b>	
Participation of women in PRI- Significance of 73rd and 74th Constitutional Amendment, Programmes for Women's Development. Roles of Ministries from Central to State Government, Ministry of Human Resource Development, Ministry of Women and Child Development; Ministry of Rural Development; Ministry of Health and Family Welfare.		

#### Suggested Readings:

1. M.S.Swaminathan. (1998). "Gender Dimensions in Biodiversity Management".
2. Konarkpublisherspvt ltd, New Delhi.
3. P.K.Rao. (2000) "Sustainable Development – Economics and Policy". Blackwell, New Delhi.
4. Promillakapur (ed). (2000). "Empowering Indian Women". Publication Division, Government of India, New Delhi.
5. RadhaKumar.(1993). "The History of Doing". Kali for Women, New Delhi.
6. Ronnie Vernooy, (Ed). (2006). "Social and gender Analysis Natural Resource Management:
7. Learning studies and lessons from Aisa". Sage, New Delhi.
8. Swarup, Hemlata and Rajput, Pam. (2000). Gender Dimensions of Environmental and Development Debate:
9. The Indian Experience". In Sturat S.Nagel, (ed). "India's Development and Public Policy". Ashgate, Burlington.
10. The Hindu. "Survey on Environment".





## M. A in Women's Studies; Semester-IV

### Research Methodology

<b>Sub. Code:</b> 24WSD4S3L	<b>L: T:P=</b> 0+2+0=2
<b>Credits:</b> 02	<b>Category:</b> SEC

#### Course Objectives:

1. Explain the lack of women in senior level positions.
2. To enable them to understand the environment of the organization.
3. To help the students gain knowledge about functions and responsibilities of managers.

#### Course Outcome:

**CO1** Able to identify the difference between traditional research and feminist research.

**CO2** Describe the challenges of feminist research.

<b>Module I</b>	<b>Introduction to Research</b>	<b>11</b>
Nature and importance of research- Aims, Objectives and Principles: Fundamental research vs. applied research with examples: Qualitative vs Quantitative research: Theoretical research vs. experimental research with examples: Selection of a research problem and Sources of literature – Journals, Conferences, Books. Types of sources: Literature Survey engines- Scopus, web of Science, Google Scholar, Pub Med, NCBI, Sci hub, etc. Science citation index: Citations, h-index, i10 index, impact factor.		
<b>Module II</b>	<b>Methods of Data Collection</b>	<b>11</b>
Data Collection Methods- Framing a hypothesis, designing controlled experiments, choosing the sample-size, sampling bias, importance of independent replicates, conducting an experiment, maintaining a lab-notebook to record observations: Identifying experimental errors. Case-studies on well- designed experiments vs. poorly designed experiments. Correlations vs. Causation.		
<b>Module III</b>	<b>Data analysis (Practical) Data Presentation and Writing Analysis using software tools</b>	<b>12</b>
Technical presentation, technical writing, Formatting citations MS Excel for plotting the data (pie chart, plots, bar charts) Descriptive Statistics: Mean, standard deviation, variance, plotting data and understanding error-bars. Curve Fitting: Correlation and Regression. Distributions: Normal Distribution, Gaussian distribution, skewed distributions. Inferential Statistics: Hypothesis testing and understanding p-value. Parametric tests: Student's t-test, ANOVA. Tests to analyze categorical data: Chi-square test.		

#### Suggested Readings:

1. C.R. Kothari, Research Methodology: Methods and Techniques, II Ed. New Age International Publishers, (2009).
2. Shanthi Bhushan Mishra, Shashi Alok, Handbook of Research Methodology, I Ed, 2017, Education Publishers.
3. Basic Statistical Tools in Research and Data Analysis (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5037948/>).
4. Introduction to Statistical methods with MATLAB (MATLAB and Simulink Training ([mathworks.com](http://mathworks.com)))

## M. A in Women's Studies; Semester-IV

### Research Project

Sub. Code: 24WSD4RP	L: T:P = 0+0+8=8
Credits: 4	Category: Project

## VSKU Guidelines for Project Work for MA in Women's Studies Programme

Project work is an integral part of academic curriculum of the It is an initiative to bridge the gap between knowledge and application through a series of interventions that will enable students to gain insights and exposure to gender aspects. The candidate should submit an independent hard bond form of project report by the end of final year course on a topic relevant Women's study, based on the experiments/case studies, field studies carried out in a Women's specific issues, it will be evaluated by external and internal examiners. It will be carried out fourth semester, but will be started in the third semester. Three copies of the project report shall be submitted to the chairman, Department of Women's studies before one week of the theory examination of fourth semester

### Course Outcomes (CO): After completion of this course student should able to

CO-1	Evaluate, clarify, and frame complex questions using a feminist perspective in conversation with at least one other major field of study.
CO-2	Evaluate the reliability and comparative work of competing quantitative and qualitative information resources and their contributions to the field of Women's and Gender Studies.
CO-3	Recognize the ways feminist theory invites us to understand gender, human behaviour, political institutions and oppression in a new light, with a reflection on how these factors operate in the one's own life.
CO-4	Demonstrate the feminist commitment to ground theory in real experience, through an examination and practice of how feminist theory and methodology must—and do—intersect.
CO-5	Connect knowledge and experience, theory and activism, and Women's and Gender Studies to other courses and fields of study.
CO-6	Apply knowledge for social transformation and citizenship.

**The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under;**

### For theory courses of 02 Credits (GEC):

Sl.No.	Activities	C1 marks	C2 marks	Total IA Marks
01	Session Test	5	5	10
02	Seminars/Presentations/Activity	3	-	3

03	Case study/Assignment/Fieldwork/ Project work etc.	-	2	2
	<b>Total</b>	<b>8</b>	<b>7</b>	<b>15</b>

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## M. A in Women's Studies; Semester-IV

### Research Project

<b>Sub. Code:</b> 24WSD4RP	<b>L: T:P =</b> 0+0+8=8
<b>Credits:</b> 4	<b>Category:</b> Project

#### **Guidelines for Research Project:**

##### **Objectives:**

1. To provide an opportunity for students to apply theoretical concepts in real life situations at the work place;
2. To Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks;
3. To enable students, discover their professional strengths and weaknesses and align them with the changing women's Studies environment;
4. To sharpen domain knowledge and provide cross functional skills.
5. To expose the students to the current women's Studies environment.
6. To learn apply multidisciplinary concepts, tools and techniques to solve organizational problems.
7. To understand the processes involved in the working of the various functional departments of the organization.
8. To know the current status of a particular women's Studies women's Studies.
9. To create awareness for various research topics in the women's Studies.

##### **General Guidelines:**

**A. Nature of research project:** The student will have to identify a project work in women's Studies that matches the student's area of specialization. Project work is a combination of In- plant study and a research project. Students are expected to study the functioning of an organization, identify a problem area and provide suggestions to overcome the problems. No two students of the PG Department shall work on the same topic in the same organization. Students can take field-based research in different sectors of the women's Studies.

- B.** Maximum of TWO [02] students of different college can work in the same organization with different topics.
- C. Duration of research project:** The project work shall be for a period of ONE SEMESTER. Students are expected to take up the preliminary work such as identifying the organization, finalization of topic and review of literature in the within 15 days, in the beginning of fourth semester and start the project work and list of topics should be send to Chairman for approval.
- D. Guide: Internal guide** of the project work is a full-time faculty member working in Women's Studies department of the VSKU/affiliated colleges where **Master of Arts in Women's Studies** program offered. **External guide** is from the women's Studies where the student is carrying out his/her project work. Internal guide is expected to be in continuous interaction with external guide during the course of the work. The student must get the contact details of external guide and ensure both the external guide and internal guide in network.
- E. Format of the Project report: The report shall be prepared using a MS Word** processor with Times New Roman font sized 12, on a page layout of A4 size with 1" margin on all three sides and left with 1.5", double line spacing and only front side print,[no back-to-back print].There port may be minimum of 50 pages and maximum of 85pages.
- F. Submission of research report:** With all the certificates attached like guide, Chairman/ Director/ Principal. Front page containing Title of the report, name of the student, student register number, name of the guide etc. should submit to office of the Registrar (Evaluation)VSK University, Ballari before the women's Studies commencement of the theory examinations (all the formats such as front page of the report, certificates, table of contents etc.).
- G. Publication of research findings:** Students expected to present their research findings in seminars/conferences/technical events/fests or publish their research work in journals in association with their internal guide of the department with VSKU Bellary affiliation as a tag.
- H. Evaluation:**

- a. The project report of a candidate shall be assessed for maximum of 100 marks (consisting of 70 marks for report evaluation and 30 marks for viva-voce examination).
- b. There shall be the panel of two examiners (one by internal guide and women's Studies by external subject expert) appointed by Chairperson, BoE chosen from the panel of examiners approved by the concerned BoS for valuation of dissertation / project report and viva-voce examination.
- c. The internal guide and external subject expert shall evaluate the report for a maximum of SEVENTY (70) marks for project report, based on parameters specified by BOS in women's Studies.
- d. The average of internal guide and external subject expert shall be arrived to award final marks for a maximum of SEVENTY (70) marks
- e. **Viva-voce Examination:** A viva-voce examination will be conducted for thirty [30] marks by both internal subject expert and external subject expert as appointed by Chairman, BoE.
- f. The average of internal subject expert and external subject expert shall be arrived to award final marks for a maximum of THIRTY (30) marks
- g. It is the duty of the Chairman, BoE to collect and all 70 marks for report evaluation and 30 marks for viva-voce examination awarded by the internal guide, internal subject expert and external subject expert and send averaged final marks to the office of the Registrar (Evaluation) with all attachments such as original copy of the marks awarded by guide and subject experts through Chairman, Dept. of women's Studies.

**Suggested Pattern for Evaluation of Project Report:**

Sl. No.	Criteria	Marks
1	Introduction and Methodology	15
2	Industry and Company profile/Profile of the study area	10
3	Theoretical Background of the Study	15
4	Data Analysis and interpretation	15
5	Summary of Findings, suggestions and Conclusion	15
	<b>Total</b>	<b>70</b>



**Suggested Pattern for Viva-Voce Examination of Project Report:**

<b>Sl. No.</b>	<b>Criteria</b>	<b>Marks</b>
1	Presentation Skills	05
2	Subject Knowledge	05
3	Objective of the study/Methodology	05
4	Data Analysis and interpretation	10
5	Findings and appropriate suggestions	05
	<b>Total</b>	<b>30</b>

**The outline for continuous assessment activities for Component- I(C1) and Component-II(C2) of a course shall be as under;**

**For theory courses of 02 Credits (GEC):**

<b>Sl.No.</b>	<b>Activities</b>	<b>C1 marks</b>	<b>C2 marks</b>	<b>Total IA Marks</b>
01	SessionTest	5	5	10
02	Seminars/Presentations/Activity	3	-	3
03	Casestudy/Assignment/Fieldwork/ Projectworketc.	-	2	2
	<b>Total</b>	<b>8</b>	<b>7</b>	<b>15</b>

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