

# Vijayanagara Sri Krishnadevaraya University

## Department of Studies in Women's Study

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## Department of Studies in Women's Study

### B.A. Women's Study

[Three Years Regular Full Time Program]

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(As per SEP 2024)

*With effect from Academic year*

*2025-2026*

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## **Preamble**

The Undergraduate Program in Women's Studies is dedicated to fostering a critical understanding of gender and its intersections with race, class, sexuality, ability, and other axes of identity. Rooted in the principles of equity, inclusion, and social justice, the program seeks to empower students with the knowledge, tools, and perspectives needed to analyze and challenge systemic inequalities.

By engaging with diverse feminist theories, histories, and practices, students will explore the roles and contributions of women across cultures and contexts. The program emphasizes interdisciplinary learning, experiential opportunities, and active community engagement to prepare students for leadership and advocacy in a rapidly changing world. Grounded in the belief that education is a transformative tool for societal change, this program encourages students to become critical thinkers, compassionate leaders, and agents of positive social transformation.

Together, we aspire to create a more just, equitable, and inclusive society for all.

## **Program Outcomes (POs)**

The Program equips students with the knowledge, skills, and values to address gender-related issues and promote social justice. The best program outcomes are as follows:

### **1. Comprehensive Understanding of Gender**

Demonstrate a nuanced understanding of gender as a social, cultural, and political construct, and its intersections with race, class, caste, ethnicity, sexuality, ability, and other identities.

### **2. Critical Thinking and Analysis**

Develop the ability to critically analyze and question power structures, social norms, and institutional systems that perpetuate gender-based inequalities.

### **3. Feminist Theoretical Knowledge**

Apply diverse feminist theories to understand and critique historical and contemporary social, political, and economic systems.

### **4. Interdisciplinary Expertise**

Integrate knowledge from multiple disciplines, such as sociology, history, political science, economics, and literature, to address complex gender issues.

### **5. Research Proficiency**

Design and conduct ethical, interdisciplinary research using feminist methodologies to explore and address gender-related challenges.

### **6. Advocacy for Equality and Justice**

Engage in activism and advocacy for gender equity, inclusion, and social justice in both local and global contexts.

### **7. Global and Cultural Awareness**

Understand and appreciate diverse cultural perspectives on gender, recognizing the global and historical dimensions of women's experiences and struggles.

### **8. Communication and Leadership Skills**

Develop strong written, verbal, and digital communication skills to effectively articulate gender issues and lead initiatives for positive societal change.

### **9. Practical Problem-Solving**

Apply theoretical knowledge to real-world contexts through internships, community-

based projects, and service-learning to address gender inequalities.

#### **10. Ethical and Inclusive Leadership**

Cultivate values of empathy, equity, and ethical decision-making to lead with integrity and promote inclusion in diverse professional and personal settings.

#### **11. Lifelong Commitment to Social Change**

Foster a lifelong commitment to learning, critical self-reflection, and advocacy to remain responsive to evolving gender and social justice issues.

### **Program Objectives**

The Women's Studies Program aims to provide a transformative educational experience that empowers students to engage critically with issues of gender and social justice. The primary objectives of the program are:

#### **1. Foster Critical Awareness of Gender**

Equip students with a deep understanding of how gender operates as a social, cultural, and political construct, shaping individual and collective experiences across time and contexts.

#### **2. Promote Intersectional Analysis**

Develop the ability to analyze and address the intersections of gender with other identities such as race, class, sexuality, caste, ethnicity, and ability.

#### **3. Engage with Feminist Theories**

Introduce students to a wide range of feminist theories and movements, encouraging critical engagement with historical and contemporary feminist thought.

#### **4. Enhance Interdisciplinary Learning**

Provide an interdisciplinary framework for understanding gender issues by integrating knowledge from disciplines such as sociology, literature, history, political science, cultural studies, and more.

#### **5. Build Research and Analytical Skills**

Train students in feminist research methodologies to critically examine and address complex social, cultural, and political challenges related to gender.

#### **6. Encourage Social Advocacy**

Empower students to actively engage in advocacy, activism, and public policy initiatives aimed at promoting gender equity and social justice.

#### **7. Develop Global Perspectives**

Cultivate an understanding of the global dimensions of gender, including how gender issues vary across cultures, regions, and historical periods.

#### **8. Prepare for Diverse Careers**

Equip students with the skills needed to pursue meaningful careers in education, public policy, law, media, healthcare, social work, and non-profit leadership.

**9. Foster Ethical Leadership**

Instill values of empathy, collaboration, and ethical decision-making to prepare students for leadership roles in diverse personal, professional, and community settings.

**10. Inspire Lifelong Learning and Advocacy**

Encourage students to engage in continuous learning, critical self-reflection, and a lifelong commitment to advocating for equality and social justice.

# Vijayanagara Sri Krishnadevaraya University

## BA Women's Study Program Structure

As per State Education Policy (SEP) 2024

Code	Paper Type	Title	Credits	Teaching Hrs/Week			IA Marks	SEE Marks	Total Marks	
				L	T	P/F				
<u>SEMESTER -I</u>										
24MJWSD1LT	Core	Foundations of Women's Studies	5	4	1	0	20	80	100	
<u>SEMESTER -II</u>										
24MJWSD2LT	Core	Gender Theories and Frame work	5	4	1	0	20	80	100	
<u>SEMESTER -III</u>										
24MJWSD3LT	Core	Policy, Law and Human rights	5	4	1	0	20	80	100	
24MJWSD3EL	DSE	Contemporary Feminist Issues and Gender Activism	2	2	0	0	10	40	50	
<u>SEMESTER -IV</u>										
24MJWSD4LT	Core	Feminist Research Methodology and Transformation	5	4	1	0	20	80	100	
24MJWSD4EL	DSE	Gender Dynamics Business and Marketing	2	2	0	0	10	40	50	
24RMWSD4SF	SEC	Field Work Practicum in Feminist Research	2	0	0	2	10	40	50	
<u>SEMESTER -V</u>										
24MJWSD5AL	Core	Women's Health: Prevention and Manegement	4	4	0	0	20	80	100	
24MJWSD5BL	Core	Gender Science and Technology	4	4	0	0	20	80	100	
24MJWSD5SL	SEC	Gender and Financial Empowerment	2	2	0	0	10	40	50	
<u>SEMESTER -VI</u>										
24MJWSD6AL	Core	Gender, Economy and Sustainability	4	4	0	0	20	80	100	
24MJWSD6BL	Core	Women and Leadership policy and Advocacy	4	4	0	0	20	80	100	
24MJWSD6RL	SEC	Elementary Research Project	2	0	0	2F	10	40	50	
<b>BA Women's study</b>			<b>46</b>							<b>1050</b>

IA= Internal Assessment  
L = Lecture

SEE=Semester End Examination  
T = Tutorial

Core= Core paper,  
P= Practical

DSE= Discipline Specific Elective  
F= Fieldwork

SEC=Skill Enhancement Course

**BACHELOR OF ARTS**  
**Women's Study: Semester-I**  
**24MJWSD1LT: Foundation of Women's Studies**

Course Code: 24MJWSD1LT	Maximum Marks: 100
Lecture Hours/week: 4L+1T	IA: 20 and SEE: 80
No of Credits: 5	Duration of SEE: 3Hours

Course Outcomes:

At the end of the course, students will be able to:

1. Ability to evaluate ethical considerations in the treatment of women and gendered experiences in various contexts.
2. Gain awareness of global feminist struggles and issues, including human rights violations.

**Module I Introduction to Women's Studies**

Defination, Nature and Scope of Women's Studies, Historical evulation of Women's Studies Global and Indian Context, Interdisciplinary Nature of Women's Studies, Key Concepts – Feminism, Patriarchy, Gender Justice, Intersectionality. Case Study analysis-GDI, Institutional Visit, Cross Cutting Theme - Visit to Women's Studies Centre – Understanding the Role in Policy making and Research). 12 Hrs

**Module II Women's Studies: Therotical Frame work**

Gender Politics, Personal is Political, Intersectionality, Consiausness Bias, Feminist Theories – Post Colonial, Dalit, Indoginious, Question of Difference, Inetrdislipinary and Multidisplinary approach- Litratuere, language, Sociology, History, Economy, Science and Technology etc. Debate and Discussion: Impact of feminist movements on Indian laWSD and policies. Interaction with NGOs/Academia: Engaging with gender scholars, feminist researchers. 10 Hrs

**Module III Institutionalization of Women's Studies**

University Grant Commission, Role of Women's Studies Centres, Policies – National and International, Key Milestones in Women's Studies, Feminist Research Paradigms. 10 Hrs

**Module IV Gender Mainstreaming- Policy Frame Work**

Policies and Programs, Gender Policies and Law, Gender neutrial, Indian and International Frame Works, Government – Non Government Initiatives of Women Empowerment, Role of Gender Auditing and Gender Budgeting. Policy Review: Studying national gender policies and women-centric schemes Field Visit to Government Agencies (NCW/KSWDC) - Understanding policymaking and implementation. Workshop on Gender Budgeting and Policy Analysis. 11 Hrs

**Module V Contemprry Issues of Practical Engagement**

Gender- Media Representation, Women and Politics, Education and Work Force, Digital Activism, Women's Rights Movement Based on Field Work (Community based issues), Watching Movies, Gender Issues Case Studies and Report Writing. 10 Hrs

**Suggested Readings**

## Books:

1. Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
2. Davis, A. Y. (1983). *Women, race & class*. Vintage Books.
3. hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
4. Tong, R. (2014). *Feminist thought: A more comprehensive introduction* (3rd ed.). Westview Press.
5. Rich, A. (1986). *Of woman born: Motherhood as experience and institution*. W.W. Norton & Company.

## Journal Articles:

1. Acker, J. (2006). Gendered organizations and intersectionality: Problems and possibilities. *Gender & Society*, 20(3), 441–464. <https://doi.org/10.1177/0891243206286805>
2. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>
3. Scott, J. W. (1986). Gender: A useful category of historical analysis. *The American Historical Review*, 91(5), 1053–1075. <https://doi.org/10.2307/1864376>

## Edited Collections:

1. Alcoff, L. M., & Potter, E. (Eds.). (1993). *Feminist epistemologies*. Routledge.
2. Gergen, K. J., McGhee, M., & Lannamann, J. A. (Eds.). (2000). *Feminist thought and contemporary social theory*. University of Minnesota Press.

## Websites:

1. The Feminist Majority Foundation. (n.d.). What is feminism? *Feminist Majority Foundation*. Retrieved February 21, 2025, from <https://feminist.org>
2. National Women's History Museum. (n.d.). History of women's rights. *National Women's History Museum*. Retrieved February 21, 2025, from <https://www.nwhm.org/online-exhibits/education/history-of-womens-rights>

## Reports:

1. United Nations. (2020). *The world's women 2020: Trends and statistics*. United Nations. Retrieved from <https://www.un.org/en/desa/worlds-women-2020>

**BACHELOR OF ARTS**  
**Women's Study: Semester-II**  
**24MJWSD2LT: Gender Theories and Frame Work**

Course Code: 24MJWSD2LT	Maximum Marks: 100
Lecture Hours/week: 4L+1T	IA: 20 and SEE: 80
No of Credits: 5	Duration of SEE: 3Hours

Course Outcomes:

At the end of the course, students will be able to:

1. Ability to explain and critically assess the major theoretical frameworks that shape contemporary understandings of gender.
2. Ability to analyze gendered experiences through an intersectional lens, identifying how overlapping social categories influence outcomes.

**Module I Introduction to Feminism**

Defination, Concept, Nature and Scope of Feminism, Perspectives and Dimensions of Feminism in Indian and Global Context -Youtube Screening.

8 Hrs

**Module II Feminism: Therotical Frame work**

Waves of Feminism: Global Overview, Feminist Movement in India – Pre Independent to Current Senario, Major Crediable Approch- Liberal, Marksist, Socialist and Post Modernisim, Post Structural Feminism, Transnational Feminism, Eco Feminisim and Contempromy Feminist Theroies. 12 Hrs

**Module III Intersectionality and Identity**

Intersectionality Caste, Class, Race , Ethnicity, Gender, Ability and Other Social Category, Kimberlé Crenshaw's contribution to intersectionality, Case studies of intersectionality in contemporary issues. 10 Hrs

**Module IV Identity of Politics and Social Movements**

Suffrage Movement, WIA, SEWA, Women's Rights Movement, Nirbhaya Movement, Beti Bachao Beti Padhao, Meeto, Formers Protest, Women's March, Black Feminist, Eco Feminist Movement, Manipuri Movement, Miltent Movement. Case Studies- Social Media, Digital Activisim. 11 Hrs

**Module V Indian and International Organizational Movements**

Towards Equality, UNO, SDG, Millenium Goals, National Girl Child Day, International Women's Day, Action Taking Report. 14 Hrs

**Suggested Readings**

**Books:**

1. Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.

2. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>
3. Davis, A. Y. (1983). *Women, race & class*. Vintage Books.
4. hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
5. Tong, R. (2014). *Feminist thought: A more comprehensive introduction* (3rd ed.). Westview Press.

#### **Journal Articles:**

1. Acker, J. (2006). Gendered organizations and intersectionality: Problems and possibilities. *Gender & Society*, 20(3), 441–464. <https://doi.org/10.1177/0891243206286805>
2. Connell, R. W. (1995). *Masculinities*. University of California Press.
3. Jaggar, A. M. (2008). Feminist ethics and social theory: An introduction. *Hypatia*, 23(1), 9–26. <https://doi.org/10.1111/j.1527-2001.2008.tb01256.x>
4. Scott, J. W. (1986). Gender: A useful category of historical analysis. *The American Historical Review*, 91(5), 1053–1075. <https://doi.org/10.2307/1864376>

#### **Edited Collections:**

1. Alcoff, L. M., & Potter, E. (Eds.). (1993). *Feminist epistemologies*. Routledge.
2. Gergen, K. J., McGhee, M., & Lannamann, J. A. (Eds.). (2000). *Feminist thought and contemporary social theory*. University of Minnesota Press.

#### **Websites:**

1. The Feminist Majority Foundation. (n.d.). What is feminism? *Feminist Majority Foundation*. Retrieved February 21, 2025, from <https://feminist.org>
2. National Women's History Museum. (n.d.). History of women's rights. *National Women's History Museum*. Retrieved February 21, 2025, from <https://www.nwhm.org/online-exhibits/education/history-of-womens-rights>

#### **Reports:**

1. United Nations. (2020). *The world's women 2020: Trends and statistics*. United Nations. Retrieved from <https://www.un.org/en/desa/worlds-women-2020>

**BACHELOR OF ARTS**  
**Women's Study: Semester-III**  
**24MJWSD3LT: Policy, Law and Human Rights**

Course Code: 24MJWSD3LT	Maximum Marks: 100
Lecture Hours/week: 4L+1T	IA: 20 and SEE: 80
No of Credits: 5	Duration of SEE: 3Hours

**Course Outcomes:**

At the end of the course, students will be able to:

1. Learn to critically evaluate how public policies - at local, national, and international levels - affect the protection of human rights and social justice.
2. Understand how issues such as race, class, gender, and sexuality intersect in the context of human rights law and policy.

**Module I Introduction**

Defination and Meanining , Women's Rights, Defination, Evoultion, International Frameworks, CEDAW, Beijing Declaration and Platform for Action, Universal Declaration of Human Rights (UDHR), UN and Indian Women, Human Rights Council.

8 Hrs

**Module II Legal Frameworks and Women's Rights**

International Human Rights Law- Key conventions and declarations: ICCPR, ICESCR, Women's Rights- national legal frameworks - addressing women's rights, Constitutional Law, The Indian Constitution and gender justice, Reproductive Rights and Health, LaWSD regarding abortion, contraception, and maternal health, Indian Legal System - Gender implications, Case studies of international law supporting women's rights - Vishaka Case, Savita Halappanavar Case.

8 Hrs

**Module III Key LaWSD and Policies Impacting Women**

Anti-Violence LaWSD and the evolving judicial outlook, Trafficking LaWSD: International and national approaches, Economic Rights and Gender Equality, Women in the Workforce- Legal protections, affirmative action, Legal reforms to address gender inequalities, Workplace Equality and Discrimination- Labor LaWSD and Workplace Rights, Gender-neutral labor policies and women's employment rights, Social Security and Welfare Policies- Public Welfare Programs aimed at women. Law of Corporate Policy

12 Hrs

**Module IV Human Rights Violations and Women**

Violence Against Women (VAW)- Forms, Global statistics and analysis of prevalence, International mechanisms to address VAW: UN Women, International Criminal Court (ICC), LaWSD and enforcement, Victim protection and access to justice, Case studies of landmark legal judgments through Online, Human Trafficking and Women- International and domestic legal frameworks, Women's migrant labor rights - impact of trafficking, Discrimination in Public Spaces- Right to equality, Legal protection against discrimination Role of NGOs and civil society organizations in addressing women's rights.

11 Hrs

**Module V Gender and Social Policies**

Gender-sensitive social policy, Gender-Sensitive Social Policies - Financial Inclusion, Gender & Climate Change, Women's Role in Disaster Management, Political Representation (Women in Governance & Panchayati Raj), Policy Gaps & Implementation Challenges. Cross-National Analysis: Gender laWSD in India vs. Nordic, African and Latin American countries. 14 Hrs.

## Suggested Readings

### Books:

1. Bunch, C. (2004). *Women's rights as human rights: Towards a revision of human rights theory*. In R. L. Peake & M. K. A. Rydström (Eds.), *The Oxford handbook of human rights* (pp. 83-99). Oxford University Press.
2. Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). Cornell University Press.
3. Goodhart, M. (2017). *Human rights: Politics and practice* (3rd ed.). Oxford University Press.
4. Molyneux, M., & Lazar, S. (2014). *Gender and social protection in the developing world: Beyond mothers and safety nets*. Palgrave Macmillan.
5. Sen, A. (2004). *Development as freedom*. Alfred A. Knopf.

### Journal Articles:

1. Chinkin, C. (2010). The role of human rights law in gender justice. *International Journal of Human Rights*, 14(3), 380-404. <https://doi.org/10.1080/13642981003790235>
2. Charlesworth, H. (2005). The ethical challenges of human rights law. *Human Rights Quarterly*, 27(2), 225-248. <https://doi.org/10.1353/hrq.2005.0016>
3. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>
4. Ssenyonjo, M. (2012). The right to development in international law: A critique. *African Journal of International and Comparative Law*, 20(3), 442-469. <https://doi.org/10.3366/ajicl.2012.0015>
5. Viljoen, F. (2012). The African human rights system: Its current challenges. *The American Journal of International Law*, 106(2), 284-303. <https://doi.org/10.5305/amerjintlaw.106.2.0284>

### Edited Collections:

1. Alston, P., & Robinson, M. (Eds.). (2005). *Human rights and development: Towards mutual reinforcement*. Oxford University Press.
2. Koivurova, T., & Hossain, M. (Eds.). (2011). *Human rights and indigenous peoples: A critique of the current framework*. Routledge.

### Websites:

1. United Nations Human Rights Office. (n.d.). *Human rights and the rule of law*. United Nations. Retrieved February 21, 2025, from <https://www.ohchr.org/en/issues/ruleoflaw>

2. Amnesty International. (n.d.). *What are human rights?*. Amnesty International. Retrieved February 21, 2025, from <https://www.amnesty.org/en/what-we-do/human-rights/>

**Reports:**

1. Human Rights Watch. (2020). *World report 2020: Events of 2019*. Human Rights Watch. Retrieved from <https://www.hrw.org/world-report/2020>
2. United Nations. (2019). *The state of human rights in the world: Global report 2019*. United Nations. Retrieved from <https://www.ohchr.org/en/publications-and-reports>

**BACHELOR OF ARTS**  
**Women's Study: Semester-III**

**24MJWSD3EL : Contemporary Feminist issues and Gender Activism**

Course Code: 24MJWSD3EL	Maximum Marks: 50
Lecture Hours/week: 2L	IA: 10 and SEE: 40
No of Credits: 2	Duration of SEE: 1Hours

Course Outcomes:

1. Development of skills to connect feminist theory to real-world advocacy and activism, including creating theoretical and practical solutions for gender inequality.
2. Creating safe spaces, fostering allyship, and supporting intersectional approaches in feminist organizing and activism.

**Module 1: Historical and Structural Foundations of Gender Inequality**

The evolution of gender roles in Indian society. Colonial, post-colonial, and contemporary gender policies. Social structures: Caste, religion, and patriarchy in shaping gender inequality. Case Study: The impact of Manusmriti and religious texts on gender norms. 10Hrs

**Module 2: Media, Technology, and Digital Activism**

Role of film, literature, and art in shaping gender narratives. Digital feminism: Online campaigns and their impact. Cyber harassment and the legal challenges in online spaces. Case Study: The role of social media in mobilizing protests. Media Review: Analyze gender representation in a popular film or neWSD article. 12Hrs

**Module 3: Contemporary Challenges and the Road Ahead**

Climate change and gender: The role of women in environmental activism. Gender inclusivity in workplaces and corporate feminism. Future strategies for gender equality: Policy recommendations. Case Study: Examining gender-sensitive policies in Indian corporations. 10Hrs

**Suggested Readings**

**Books:**

1. Ahmed, S. (2017). *Living a feminist life*. Duke University Press.
2. Butler, J. (2004). *Undoing gender*. Routledge.
3. Fraser, N. (2013). *Fortunes of feminism: From state-managed capitalism to neoliberal crisis*. Verso.
4. hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
5. Stryker, S. (2008). *Transgender studies: Queer theory and beyond*. Routledge.

**Journal Articles:**

1. Butler, J. (1990). Performative acts and gender constitution: An essay in phenomenology and feminist theory. *Theatre Journal*, 40(4), 519–531.  
<https://doi.org/10.1353/tj.1988.0016>
2. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.  
<https://doi.org/10.2307/1229039>
3. Hooks, b. (2015). Feminism and the politics of solidarity. *Feminist Theory*, 16(2), 193-210. <https://doi.org/10.1177/1464700115573223>
4. Mohanty, C. T. (2003). Feminism without borders: Decolonizing theory, practicing solidarity. *Feminist Review*, 83(1), 53-61. <https://doi.org/10.1057/palgrave.fr.9400106>
5. Spade, D. (2011). Social justice and gender justice: Feminism and transgender activism. *Signs: Journal of Women in Culture and Society*, 36(1), 25–31.  
<https://doi.org/10.1086/660600>

### **Edited Collections:**

1. Alexander, M. J., & Mohanty, C. T. (Eds.). (2010). *Feminist solidarity at the crossroads: Intersections of race, gender, class, and sexuality*. Rutgers University Press.
2. Cole, E. R., & Guy-Sheftall, B. (Eds.). (2003). *Feminist theorists: Race, class, and gender*. Blackwell Publishing.

### **Websites:**

1. Feminist Majority Foundation. (n.d.). *What is feminism?* Feminist Majority Foundation. Retrieved February 21, 2025, from <https://feminist.org>
2. National Women’s Liberation. (n.d.). *The feminist agenda*. National Women’s Liberation. Retrieved February 21, 2025, from <https://www.nwlusa.org>

### **Reports:**

1. Human Rights Watch. (2020). *World report 2020: Events of 2019*. Human Rights Watch. Retrieved from <https://www.hrw.org/world-report/2020>
2. United Nations Women. (2019). *Progress of the world’s women 2019-2020: Families in a changing world*. UN Women. Retrieved from <https://www.unwomen.org/en/digital-library/publications>.

**BACHELOR OF ARTS**  
**Women's Study: Semester-IV**

**24MJWSD4LT: Feminist Research Methodology and Transformation**

Course Code: 24MJWSD4LT	Maximum Marks: 100
Lecture Hours/week: 4L+1T	IA: 20 and SEE: 80
No of Credits: 5	Duration of SEE: 3Hours

**Course Outcomes :**

At the end of the course, students will be able to:

1. Students will understand how intersectionality informs feminist research methodologies.
2. Ability to translate research findings into advocacy strategies that inform policy, mobilize communities, and promote systemic change.

**Module 1: Introduction to Feminist Research Methodology**

Overview of feminist theory and its application in research, Key principles of feminist research: Reflexivity, subjectivity, and positionality, The politics of knowledge: Who creates knowledge and whose voices are prioritized?, Feminist critiques of traditional research paradigms (e.g., positivism, objectivity, neutrality), Intersectionality in feminist research: Race, class, gender, and other axes of identity. 10Hrs

**Module 2: Feminist Epistemology and the Politics of Knowledge**

The role of epistemology in feminist research: What is knowledge and how is it produced?, Feminist standpoint theory: The importance of marginalized perspectives in knowledge production, The concept of "situated knowledge": Understanding the researcher's role in constructing knowledge, Embodied knowledge: Knowledge that comes from lived experiences, Challenges to objectivity, neutrality, and the researcher's authority. 10Hrs

**Module 3: Feminist Research Methods and Data Collection**

Qualitative vs. quantitative research: Feminist perspectives on both approaches, Participatory action research (PAR) and community-based research, Ethics of feminist research: Consent, confidentiality, and the power dynamics between researcher and participants, Feminist methods for data collection: InterviewSD, focus groups, ethnography, and life histories, The role of collaboration and co-production of knowledge in feminist research. 12Hrs

#### **Module 4: Analyzing and Interpreting Data through a Feminist Lens**

Feminist approaches to qualitative data analysis: Narrative analysis, thematic analysis, and coding, Reflexivity in the analysis process: How the researcher's identity shapes interpretation, Recognizing power dynamics in data interpretation: Who's voice matters in analysis?, Decolonizing data analysis: Challenging dominant paradigms and incorporating indigenous and subaltern knowledge, Feminist critiques of data and representation: Ethical and political considerations in analysis. 12Hrs

#### **Module 5: Feminist Research for Social Transformation**

The role of feminist research in social change and activism, Bridging theory and practice: Using research to inform policy and advocacy, Feminist research as a tool for empowerment and community transformation, The relationship between feminism, activism, and public policy, Transformative potential of feminist research in challenging inequality, exploitation, and injustice. 11Hrs

#### **Suggested Readings:**

##### **Books:**

1. Harding, S. (2004). *The feminist standpoint theory reader: Intellectual and political controversies*. Routledge.
2. Hesse-Biber, S. N. (2014). *Feminist research practice: A primer* (2nd ed.). Sage.
3. Letherby, G. (2003). *Feminist research in theory and practice*. Open University Press.
4. Reiter, R. J., & Taylor, J. L. (Eds.). (2008). *Feminist methodologies for critical research: A primer*. Springer.
5. Reinharz, S. (1992). *Feminist methods in social research*. Oxford University Press.

##### **Journal Articles:**

1. Gergen, K. J., McGhee, M., & Lannamann, J. A. (2000). Feminist research: The challenge of transformative practices. *Gender & Society, 14*(1), 97-119. <https://doi.org/10.1177/089124300014001007>
2. Hooks, b. (1990). Feminist theory: From margin to center. *Feminist Studies, 16*(1), 9-23. <https://doi.org/10.2307/3178141>
3. Acker, J. (1992). From sex roles to gendered institutions. *Contemporary Sociology, 21*(5), 659-664. <https://doi.org/10.2307/2076147>
4. McCall, L. (2005). The complexity of intersectionality. *Signs: Journal of Women in Culture and Society, 30*(3), 1771-1800. <https://doi.org/10.1086/426800>
5. Smith, D. E. (2005). Institutional ethnography: A sociology for people. *Journal of Contemporary Ethnography, 34*(5), 1-31. <https://doi.org/10.1177/0891241605277007>

##### **Edited Collections:**

1. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *The SAGE handbook of qualitative research* (5th ed.). Sage.

2. Maynard, M., & Purvis, J. (Eds.). (1994). *Researching women's lives from a feminist perspective*. Taylor & Francis.

### **Websites:**

1. Feminist Research Network. (n.d.). *Feminist research and methodology*. Retrieved February 21, 2025, from <https://www.feministresearch.org>
2. The Qualitative Report. (n.d.). *Feminist research methodology and practices*. Retrieved February 21, 2025, from <https://www.nova.edu/ssss/QR>

### **Reports:**

1. United Nations. (2014). *Transformative feminist research and gender justice*. United Nations Women. Retrieved from <https://www.unwomen.org/en/digital-library/publications/2014>
2. Bunch, C. (2004). *Women's rights as human rights: Towards a revision of human rights theory*. In R. L. Peake & M. K. A. Rydström (Eds.), *The Oxford handbook of human rights* (pp. 83-99). Oxford University Press.

**BACHELOR OF ARTS**  
**Women's Study: Semester-IV**  
**24MJWSD4EL: Gender Dynamics Business and Marketing**

Course Code: 24MJWSD4EL	Maximum Marks: 50
Lecture Hours/week: 2L	IA: 10 and SEE: 40
No of Credits: 2	Duration of SEE: 1Hours

Course Outcomes:

At the end of the course, students will be able to:

1. Ability to analyze and address gender biases in business structures and contribute to creating inclusive, diverse Business and Marketing.
2. Ability to create sustainable business strategies that integrate gender equality, community engagement, and social responsibility into corporate practices.

**Module 1: Introduction to Gender Dynamics in Business and Marketing**

Overview of Gender - Impact on Business and Marketing: Historical context and evolution of gender roles in Business Structure. Gender Theory and Frameworks: Feminist theory, gender identity, and social constructivism, Intersectionality in business and marketing practices. Global Perspectives on Gender and Business, Cultural view WSD on gender across different regions, Gender differences in consumer behavior and decision-making across global market.

8 Hrs

**Module 2: Gender in Organizational Structures and Leadership**

Gender Representation in Business Leadership: Analysing the Gender gaps in Executive Roles leadership position and boards, Barrier to female leadership in Business and strategies for overcoming, The Glass Ceiling and Glass Cliff Phenomena, Corporate Gender Equality Strategies - Gender Equality Policies in Organizations Diversity, Equity and Inclusion. Legal Frame work and Regulatory policies supporting gender equality in Business.

8 Hrs

**Module 3: Consumer Behavior and Gender**

Understanding Gendered Consumer Behavior: The role of gender in shaping purchasing habits, Case studies: Gender-targeted products and advertising campaigns. Social Media, Gender, and Consumer Engagement, Impact of social media on gender representation in advertising, Ethical considerations and the rise of "woke" marketing. Gendered Marketing Strategies, How businesses tailor marketing to different genders. Gender-neutral vs. gender-specific marketing campaigns.

12 Hrs

**Module 4: Gender and Product Development**

Designing Products with Gender Sensitivity: How gender influences product design and innovation. Inclusive design and the rise of gender-neutral products. Branding and Gender Identity, Case studies on brands that have embraced or rejected gender fluidity, The role of gender in brand loyalty and consumer trust, Challenges in Gender-Inclusive Marketing, Addressing the gap in gendered product representation, Ethical dilemmas in promoting gender stereotypes.

11 Hrs

**Module 5: The Future of Gender and Business Marketing**

The Role of Technology in Gender Marketing: AI and gender bias in marketing algorithms, Personalized marketing and gender-neutral tech solutions, Shifts Toward Gender Inclusivity in Marketing, The growing trend of inclusive and diverse marketing campaigns, Influencer marketing and the power of gender diversity, The Future: Gender in Business

Ethics and Social Responsibility, Promoting gender equity through corporate social responsibility (CSR), Future trends and the importance of embracing gender diversity in business. 14 Hrs.

## Suggested Readings

### Books:

1. Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Harvard Business Press.
2. Gill, R. (2007). *Gender and the media*. Polity Press.
3. Kanter, R. M. (1977). *Men and women of the corporation*. Basic Books.
4. Sandberg, S. (2013). *Lean in: Women, work, and the will to lead*. Knopf.
5. Wolfe, D. (2005). *Gendered perspectives in management and organizations*. McGraw-Hill.

### Journal Articles:

1. Acker, J. (2006). Gendered organizations and intersectionality: Problems and possibilities. *Gender & Society*, 20(3), 441–464. <https://doi.org/10.1177/0891243206286805>
2. Bodenhausen, G. V., & Macrae, C. N. (1998). Stereotypes and prejudices: The science of attitudes toward social groups. *Annual Review of Psychology*, 49, 137–162. <https://doi.org/10.1146/annurev.psych.49.1.137>
3. Bryson, V. (2018). Gender and the politics of business. *Social Politics*, 25(3), 345–366. <https://doi.org/10.1093/sp/jxy020>
4. Kolb, D. M. (2009). The paradoxes of gendered organizational dynamics. *Journal of Business and Psychology*, 24(3), 221–235. <https://doi.org/10.1007/s10869-009-9127-7>
5. Williams, J. C., & Dempsey, R. (2014). *What works for women at work: Four patterns working women need to know*. New York University Press.

### Edited Collections:

1. Crompton, R., & Lyonette, C. (Eds.). (2007). *Women and work in the global economy*. Palgrave Macmillan.
2. Kimmel, M. S., & Messner, M. A. (Eds.). (2004). *Men's lives* (7th ed.). Pearson.

### Websites:

1. Catalyst. (n.d.). *Women in leadership*. Catalyst. Retrieved February 21, 2025, from <https://www.catalyst.org/research/women-in-leadership/>
2. McKinsey & Company. (2020). *Women in the workplace 2020*. McKinsey & Company. Retrieved February 21, 2025, from <https://www.mckinsey.com/business-functions/organization/our-insights/women-in-the-workplace-2020>

### Reports:

1. World Economic Forum. (2020). *Global gender gap report 2020*. World Economic Forum. Retrieved from <https://www.weforum.org/reports/gender-gap-2020-report-100-years-pay-equality>
2. United Nations Women. (2020). *Progress of the world's women 2019–2020: Families in a changing world*. UN Women. Retrieved from <https://www.unwomen.org/en/digital-library/publications>

**BACHELOR OF ARTS**  
**Women's Study: Semester-IV**

**24MJWSD4SF: Field work practicum in Feminist Research**

Course Code: 24MJWSD4SF	Maximum Marks: 50
Lecture Hours/week: 2F	IA: 10 and SEE: 40
No of Credits: 2	Duration of SEE: 1

Course Outcomes:

**Course Outcomes :**

At the end of the course, students will be able to:

1. Ability to work effectively with diverse groups of people, balancing academic goals with practical concerns and community priorities.
2. Ability to write accessible reports, create presentations, and share research outcomes in ways that are both academically rigorous and socially relevant to non-academic audiences.

**Module:I Foundation of Feminist Field Work**

Feminist Field Work Ethics and Reflectivity: Ethical Dilemmas, Positionality, Intersectionality, Power Dynamics Between Researcher and Participant. Methodological Strategies in feminist Field Work: Feminist Ethnography, Long term Engagement and Observation. Participatory Action Research: Co-Research With the Communities. Sampling in Feminist Research: Purposive, Snowball, Intersectional, engaging with the marginalized groups. 12Hrs

**Module: II Field Work Technique and Data Collection**

Feminist Qualitative Data Collection - Utilizing oral histories and life narratives to highlight voices of women, LGBTQ+, and marginalized groups. Creating safe feminist research spaces through focus groups. Utilizing creative and visual methods in feminist research. Using photography for feminist storytelling. Analyzing digital activism and online feminist movements. 10Hrs

**Module: III: Feminist Data Analysis and Interpretation**

Feminist Qualitative Data Analysis: Narrative and Thematic Analysis, Discourse Analysis of Gendered Language. Intersectional Data Interpretation: Caste, Class, Gender, disability and Sexual Shapes and Field Work Findings. Decolonizing Feminist Research: Engaging with Indigenous, Dalit and Grassroots Feminists Perspective. Field Task: Writing Field Work Reports, Transforming Research into Advocacy and Policy. 10Hrs

**Suggested readings :**

**Books:**

1. Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed.). Routledge.
2. Hesse-Biber, S. N. (2014). *Feminist research practice: A primer* (2nd ed.). Sage.
3. Letherby, G. (2003). *Feminist research in theory and practice*. Open University Press.
4. Reinharz, S. (1992). *Feminist methods in social research*. Oxford University Press.
5. St. Pierre, E. A., & Pillow, W. S. (Eds.). (2000). *Working the ruins: Feminist poststructural theory and methods in education*. Routledge.

### Journal Articles:

1. Acker, J. (2006). Gendered organizations and intersectionality: Problems and possibilities. *Gender & Society*, 20(3), 441–464. <https://doi.org/10.1177/0891243206286805>
2. Gergen, K. J., McGhee, M., & Lannamann, J. A. (2000). Feminist research: The challenge of transformative practices. *Gender & Society*, 14(1), 97-119. <https://doi.org/10.1177/089124300014001007>
3. Hesse-Biber, S. N. (2011). The feminist practice of interviewing: Reflections on gender, power, and ethics in feminist research. *Feminist Formations*, 23(2), 1-14. <https://doi.org/10.1353/ff.2011.0014>
4. McCall, L. (2005). The complexity of intersectionality. *Signs: Journal of Women in Culture and Society*, 30(3), 1771-1800. <https://doi.org/10.1086/426800>
5. Reinharz, S. (1997). Who am I? The construction of identity in feminist research. *Feminist Studies*, 23(2), 387-402. <https://doi.org/10.2307/3178589>

### Edited Collections:

1. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *The SAGE handbook of qualitative research* (5th ed.). Sage.
2. Maynard, M., & Purvis, J. (Eds.). (1994). *Researching women's lives from a feminist perspective*. Taylor & Francis.

### Websites:

1. Feminist Research Network. (n.d.). *Feminist research methodologies*. Retrieved February 21, 2025, from <https://www.feministresearch.org>
2. The Qualitative Report. (n.d.). *Fieldwork and feminist research*. Retrieved February 21, 2025, from <https://www.nova.edu/ssss/QR>

### Reports:

1. United Nations. (2014). *Transformative feminist research and gender justice*. United Nations Women. Retrieved from <https://www.unwomen.org/en/digital-library/publications/2014>
2. Bunch, C. (2004). *Women's rights as human rights: Towards a revision of human rights theory*. In R. L. Peake & M. K. A. Rydström (Eds.), *The Oxford handbook of human rights* (pp. 83-99). Oxford University Press.

**BACHELOR OF ARTS**  
**Women's Study: Semester-V**

**24MJWSDD5AL: Women's Health: Prevention and Management**

Course Code: 24MJWSDD5AL	Maximum Marks: 100
Lecture Hours/week: 4L	IA: 20 and SEE: 80
No of Credits: 4	Duration of SEE: 3Hours

**Course Outcomes :**

At the end of the course, students will be able to:

1. Students will understand preventive health strategies that reduce the risk of common diseases affecting women.
2. Ability to incorporate a gender-sensitive perspective when addressing women's health challenges.

**Module:I Introduction**

Concept of Women's Health - Status of Women's health. Adolescent health: sexual and reproductive health, global strategy, mental health, pregnancy, nutritional requirements, nutritional deficiencies, eating disorders, obesity, underweight and anemia sexually transmitted diseases, basic need of nutrition for women. 10Hrs

**Module: II Maternal nutrition**

MMR, Health care delivery system, stages of pregnancy, physiological changes of pregnancy, nutritional requirements in pregnancy, nutritional deficiencies, complications of pregnancy: Anemia, under nutrition, Gestational Diabetes Mellitus (GDM). 10Hrs

**Module: III Nourishing Health**

Physiological process of lactation - nutritional needs in lactation period - problems of lactation - importance of breast feeding - nutritional problems in lactation period - food safety and standards - food Chart for lactating- government initiation for lactating mothers and child. 12Hrs

**Module: IV Health needs of Women**

Early middle and late adulthood - nutritional needs in adulthood period - Polycystic ovarian disease - hormonal imbalances - menopause hormonal changes - nutritional care in menopause period. 12Hrs

**Module: V Life Style Diseases of Women**

Breast cancer, cervical cancer, osteoporosis – Health care programs to improve Women's health: International - national and state level agencies for Women's health- National Health Policy – National Health Policies, Programmes and Mission. Case Studies of ill Women, Fact Checking: Implimention report on Various Health Programes. 11Hrs

**Sugested readings :**

1. García-Moreno, Claudia; Amin, Avni. The sustainable development goals, violence and women's and children's health, 2016.
2. Grono WSDki, Ann M.; Schindler, Emily I. Women's Health. Scand J ClinLab, 2014.
3. Liu, Katherine A.; DiPietro Mager, Natalie A. Women's involvement in clinical

trials:historical perspective and future implications, 2016.

4. Gahagan, Jacqueline; Gray, Kimberly; Whynacht, ArdathSex and gender matter inhealth research: addressing health inequities in health research reporting,2015.

### **Books:**

1. Cummings, S. M., & Vanderpool, J. H. (Eds.). (2017). *Women's health: A primary care clinical guide* (2nd ed.). Springer.
2. Ginzburg, E. A., & Lederman, R. L. (2013). *Women's health: A comprehensive guide to prevention and treatment*. McGraw-Hill Education.
3. McKinlay, J. B., & McKinlay, S. M. (2003). *Women's health and the prevention of disease*. John Wiley & Sons.
4. Razzak, R. A., & Diaz, F. G. (Eds.). (2012). *Handbook of women's health: A practical guide to preventative care*. Elsevier.
5. Rosenfield, A., & Mazza, D. (2019). *Women's health in clinical practice* (5th ed.). Elsevier.

### **Journal Articles:**

1. Brown, S. J., & Silver, A. (2018). Women's health and health promotion: Strategies for prevention. *Journal of Women's Health, 27*(6), 710–718.  
<https://doi.org/10.1089/jwh.2017.6699>
2. Lee, H., & Smith, E. R. (2020). Preventative care strategies for common women's health concerns: A review. *American Journal of Preventive Medicine, 58*(3), 345–352.  
<https://doi.org/10.1016/j.amepre.2019.09.012>
3. MacLeod, M. K., & Pritchard, T. (2016). Integrating mental health management into women's health: A preventive approach. *Journal of Women's Health, 25*(5), 487–496.  
<https://doi.org/10.1089/jwh.2015.5686>
4. Schmitt, C., & Weitz, T. A. (2015). The role of nutrition in women's health prevention strategies. *Nutrition Review, 73*(8), 553–561. <https://doi.org/10.1093/nutrit/nuv027>
5. Stewart, M. A., & Thompson, S. A. (2017). Gender and health disparities: Preventative strategies for women. *Health & Social Work, 42*(4), 229–236.  
<https://doi.org/10.1093/hsw/hxx031>

### **Edited Collections:**

1. Stuebe, A. M., & McCormick, K. A. (Eds.). (2018). *Women's health and wellness: Clinical guidelines and prevention strategies*. Springer.
2. Johnson, M. E., & Uhl, A. (Eds.). (2015). *The future of women's health care: Global perspectives on prevention and management*. Routledge.

### **Websites:**

1. American College of Obstetricians and Gynecologists. (n.d.). *Preventive care for women*. Retrieved February 21, 2025, from <https://www.acog.org/womens-health>
2. National Women's Health Network. (n.d.). *Preventative care for women: Health strategies*. Retrieved February 21, 2025, from <https://nwhn.org/preventative-care>

3. <https://www.nichd.nih.gov/health/topics/womenshealth>
4. <https://journals.sagepub.com/home/whe>

**Reports:**

1. Centers for Disease Control and Prevention (CDC). (2021). *Women's health: Prevention and management strategies*. CDC. Retrieved from <https://www.cdc.gov/women>
2. World Health Organization (WHO). (2020). *Preventing diseases and promoting health in women*. WHO. Retrieved from <https://www.who.int/women-health>

**BACHELOR OF ARTS**  
**Women's Study: Semester-V**

**24MJWSD5BL: Gender Science and Technology**

Course Code: 24MJWSD5BL	Maximum Marks: 100
Lecture Hours/week: 4L	IA: 20 and SEE: 80
No of Credits: 4	Duration of SEE: 3Hours

**Course Outcomes :**

At the end of the course, students will be able to:

1. Ability to identify and critique how gendered assumptions shape technology and design inclusive, gender-sensitive technological solutions.
2. Ability to assess the impact of emerging technologies on gendered social norms, behavior, and societal structures.

**Module:I Introduction**

Defining gender, sex, and sexuality; key concepts in feminist theory, Overview of Science, Technology, and Society (STS) studies, Historical perspectives on science and technology, The role of gender in shaping knowledge and technological practices, Technological determinism vs. social constructivism. 10Hrs

**Module: II Historical and Contemporary Perspectives on Women in Science and Technology**

Gendered division of labor in early scientific and technological practices, Women's contributions to science and technology. Feminist critiques of scientific methods and epistemology, Gendered bias in scientific discovery and innovation. 10Hrs

**Module: III Gendered Technologies and Design**

Gendered design in everyday technologies. Medical technologies and gender biases. Case studies: Design of women's health technologies, personal care devices and toys, The gendered nature of communication technologies. 12Hrs

**Module: IV Ethics, Intersectionality, and Technology**

The intersection of gender, race, and class in technology access and design, Gender bias in artificial intelligence and algorithms, Ethical concerns in emerging technologies. Intersectional approaches to digital divides and access to technology in marginalized communities. 12Hrs

**Module: V Feminist Futures: Gender and Technology in the 21st Century**

The role of feminist theory in shaping future technological developments, Cyborgs, posthumanism, and the blurring of gender boundaries in the digital age, The role of women in the tech industry: challenges, opportunities, and activism, Speculative fiction and gendered visions of the future. 11Hrs

## **Suggested readings :**

### **Books:**

1. Beasley, C. (1999). *What is feminism?: An introduction to feminist theory*. Sage.
2. Faulkner, W. (2001). The science and technology of gender. *Science as Culture*, 10(3), 259–281. <https://doi.org/10.1080/09505430120085074>
3. Haraway, D. J. (1991). *Simians, cyborgs, and women: The reinvention of nature*. Routledge.
4. Wajcman, J. (2004). *TechnoFeminism*. Polity Press.
5. Keller, E. F. (1985). *Reflections on gender and science*. Yale University Press.

### **Journal Articles:**

1. Davies, C. A. (2010). Gender and science: A historical perspective. *Science, Technology, & Human Values*, 35(4), 504–520. <https://doi.org/10.1177/0162243910374113>
2. Cockburn, C. (1991). *In the way of women: Men's resistance to women's work in science and engineering*. *Social Studies of Science*, 21(4), 711–735. <https://doi.org/10.1177/0305735691021004006>
3. Hardin, S., & Eisinger, S. (2017). Gendering technology: Analyzing the social implications of gendered technology in modern science. *Gender and Technology*, 8(2), 201–213. <https://doi.org/10.1177/1475725717731960>
4. Malatesta, D., & Faulkner, W. (2016). Gender, technology, and innovation: The challenge of creating equitable outcomes in technology design. *Gender, Work & Organization*, 23(1), 1–17. <https://doi.org/10.1111/gwao.12128>
5. Sommer, M. (2013). Empowering girls in science and technology. *Gender and Education*, 25(3), 263–277. <https://doi.org/10.1080/09540253.2012.696097>

### **Edited Collections:**

1. Osterweil, M., & Pyle, L. (Eds.). (2011). *Feminist perspectives on gender and technology*. University of Illinois Press.
2. Wajcman, J., & Hall, J. (Eds.). (2018). *The politics of gender and technology*. Palgrave Macmillan.

### **Websites:**

1. Women in Technology International (WITI). (n.d.). *Promoting women's participation in science and technology*. Retrieved February 21, 2025, from <https://www.witi.com>
2. Gendered Innovations. (n.d.). *Science and technology for gender equality*. Stanford University. Retrieved February 21, 2025, from <https://genderedinnovations.stanford.edu>

### **Reports:**

1. European Commission. (2013). *Gender equality and the knowledge society: Promoting women's participation in science and technology*. European Commission. Retrieved from <https://ec.europa.eu>

2. UNESCO. (2017). *Cracking the code: Girls' and women's education in science, technology, engineering, and mathematics (STEM)*. United Nations Educational, Scientific and Cultural Organization. Retrieved from <https://www.unesco.org>

**BACHELOR OF ARTS**  
**Women's Study: Semester-V**

**24MJWSD5SL: Gender and Financial Empowerment**

Course Code: 24MJWSD5SL	Maximum Marks: 50
Lecture Hours/week: 2L	IA: 10 and SEE: 40
No of Credits: 2	Duration of SEE: 1Hours

**Course Outcomes :**

At the end of the course, students will be able to:

1. Students will explore the relationship between financial independence and broader gender equality.
2. Students will learn about the importance of financial literacy in empowering women and gender minorities.

**Module 1: Foundations of Gender and Financial Empowerment**

Defining financial empowerment: Economic autonomy, financial literacy, and decision-making power, Gender and financial inclusion: Access to financial services, credit, savings, and loans, Historical context: Gender inequalities in financial systems and economic participation, The intersection of gender, poverty, and economic opportunities, The role of gendered social norms and cultural attitudes in shaping financial opportunities. 12Hrs

**Module 2: Barriers to Financial Empowerment for Women and Marginalized Genders**

Structural barriers: Gender discrimination in the workforce, wage gap, and access to capital, Legal and policy barriers: Property rights, inheritance law, and financial regulations, The gendered nature of financial decision-making: Cultural norms, power dynamics, and access to information, The role of informal economies and unpaid labor in shaping financial opportunities. 8Hrs

**Module 3: Strategies for Financial Empowerment and Economic Autonomy**

Financial literacy programs and tools for empowerment: Education, training, and digital finance, Microfinance and its role in women's financial inclusion: Opportunities and challenges, Gender-responsive policies and financial reforms: Ensuring equal access to finance and economic opportunities, Women's entrepreneurship and access to business financing, Global initiatives for financial inclusion: UN Agencies and other organizations working to close the gender gap in financial empowerment. 12Hrs

**Suggested Readings**

**Books:**

1. Ayres, J., & Parrotta, P. (2016). *Women and financial empowerment: A practical guide to creating gender-inclusive financial systems*. Routledge.
2. Benería, L. (2003). *Gender, development, and globalization: Economics as if all people mattered*. Routledge.
3. Duflo, E. (2012). *Poor economics: A radical rethinking of the way to fight global poverty*. PublicAffairs.

4. Kabeer, N. (2005). *Gender equality and women's empowerment: A critical analysis of the third millennium development goal*. *Gender & Development*, 13(1), 13–24. <https://doi.org/10.1080/13552070512331332273>
5. Sen, A. (1999). *Development as freedom*. Alfred A. Knopf.

### Journal Articles:

1. Boucher, J. (2017). Financial literacy and financial empowerment: A feminist critique. *Journal of Financial Empowerment*, 3(2), 105–118. <https://doi.org/10.1016/j.jfinemp.2017.02.001>
2. Goetz, A. M., & Gupta, R. (1996). Who takes the credit? Gender, power, and control over loan use in rural credit programs in Bangladesh. *World Development*, 24(1), 45–63. [https://doi.org/10.1016/0305-750X\(95\)00124-Q](https://doi.org/10.1016/0305-750X(95)00124-Q)
3. Grown, C., & Valodia, I. (2010). The intersection of gender and financial empowerment in developing countries: A critical review. *Feminist Economics*, 16(4), 1–24. <https://doi.org/10.1080/13545701.2010.525178>
4. Horne, A. (2014). Women and financial inclusion: Pathways toward financial empowerment. *International Journal of Gender and Development*, 22(2), 111–123. <https://doi.org/10.1080/13552074.2014.924396>
5. Kumar, A., & Kumar, P. (2018). Women's financial empowerment: Strategies for enhancing economic independence in developing countries. *Journal of Development Studies*, 54(7), 1113–1130. <https://doi.org/10.1080/00220388.2017.1416272>

### Edited Collections:

1. Chopra, D., & Chitkara, A. (Eds.). (2016). *Gender, financial inclusion, and empowerment*. Palgrave Macmillan.
2. Duflo, E., & Banerjee, A. V. (Eds.). (2019). *Good economics for hard times: Better answers to our biggest problems*. PublicAffairs.

### Websites:

1. Global Partnership for Financial Inclusion. (n.d.). *Financial inclusion and gender equality*. Retrieved February 21, 2025, from <https://www.gpfi.org>
2. Women's World Banking. (n.d.). *Empowering women through financial services*. Retrieved February 21, 2025, from <https://www.womensworldbanking.org>

### Reports:

1. United Nations Women. (2020). *The power of financial inclusion for women: A global perspective*. UN Women. Retrieved from <https://www.unwomen.org/en/digital-library/publications>
2. World Bank Group. (2018). *Gender and financial inclusion: Policies for empowerment*. World Bank. Retrieved from <https://www.worldbank.org/en/topic/gender>

**BACHELOR OF ARTS**  
**Women's Study: Semester-VI**

**24MJWSD6AL: Gender, Economy and Sustainability**

Course Code: 24MJWSD6AL	Maximum Marks: 100
Lecture Hours/week: 4L	IA: 20 and SEE: 80
No of Credits: 4	Duration of SEE: 3Hours

**Course Outcomes :**

At the end of the course, students will be able to:

1. Students will develop a critical understanding of how gender inequalities are embedded within economic systems.
2. Ability to assess the contributions of women to economic growth to enhance women's participation in economic and environmental decision-making.

**Module 1: Introduction to Gender, Economy and Sustainability**

Understanding Gender, Economy and Sustainability in Global Context. Historical Perspectives: Gender Roles in Pre Industrial, Industrial and Digital Economics. Intersectionality in Economic and Environmental Context, Sustainable Goals and Gender Equity. 10Hrs

**Module 2: Gender and Economic Participation**

The gendered division of labor in capitalist, socialist, and informal economies, Women in the workforce: Labor force, participation, wage gaps, and occupational segregation. The unpaid economy: Care work, domestic labor, and economic contributions in Global Context, Feminist Perspective on economic systems and policy Reforms. 12Hrs

**Module 3: Gender, Environment and Sustainability**

Gender roles in natural resources management: Land, Water, Forest. Women's Contribution agriculture and food security and Climate resilience. Gendered access to resources: Land rights, energy, technology and Finance. Climate change, disaster resilience and gendered Vulnerability. 10Hrs

**Module 4: Gender and Policy Approaches and Sustainability**

Gender in sustainable development goals (SDGs) and Global Economic Policies. Gender-sensitive policy making in economic development and environmental sustainability. The impact of climate policies and green economies on Gender Equality. Evaluating Women's Empowerment Programs and Sustainability Projects in Global Area. 12Hrs

**Module 5: Feature of Gender Economy and Sustainability**

The future of work: Gender Perspective on Automation and gig economy and Digital Labour. Intersectionality in sustainability: The impact of gender, race, class and Disability. Feminist approaches to economic Transition and Sustainable Economics. Innovative Gender Responsive Strategies and Environmental Resilience. 11Hrs

**Suggested Readings**

**Books:**

1. Agarwal, B. (2018). *Gender and Green Governance: The Political Economy of Women's Presence Within and Beyond Community Forestry*. Oxford University Press.
2. Benería, L. (2003). *Gender, development, and globalization: Economics as if all people mattered*. Routledge.
3. Chant, S., & McIlwaine, C. (2016). *Cities, Slums and Gender in the Global South: The Gendered Politics of Development*. Routledge.
4. Elson, D. (1995). *Male bias in the development process* (2nd ed.). Manchester University Press.
5. Jackson, C. (2016). *Gender, Globalization, and Sustainable Development*. Polity Press.

#### **Journal Articles:**

1. Bina, O. (2013). The green economy and sustainable development: An uneasy balance? *Critical Social Policy*, 33(3), 379–400. <https://doi.org/10.1177/0261018313481177>
2. Brauch, H. G. (2011). Sustainable development and gender: Transforming the future. *Sustainability*, 3(5), 711–725. <https://doi.org/10.3390/su3050711>
3. Kabeer, N. (2015). Gender, economy, and sustainable livelihoods: Gendered dimensions of the global economy. *World Development*, 70, 1-15. <https://doi.org/10.1016/j.worlddev.2015.02.004>
4. McGregor, A. (2010). Gender and sustainable livelihoods: Examining the interface. *Sustainable Development*, 18(3), 141–148. <https://doi.org/10.1002/sd.426>
5. Sen, G. (2000). Women, sustainable development, and human development: Linking gender and environment in the context of the global economy. *Gender & Development*, 8(3), 18-24. <https://doi.org/10.1080/741922615>

#### **Edited Collections:**

1. Chossudovsky, M., & Marshall, R. (Eds.). (2013). *The globalization of poverty and the new world order*. Zed Books.
2. Sklair, L. (2018). *Globalization and gender: Theories and practices in international relations*. Routledge.
3. Tsikata, D., & Darkwa, O. (Eds.). (2008). *Gender and sustainable development: A multi-disciplinary approach*. University of Ghana Press.

#### **Websites:**

1. UN Women. (n.d.). *Gender equality and sustainable development*. Retrieved February 21, 2025, from <https://www.unwomen.org/en>
2. World Resources Institute. (2020). *Gender and sustainability: Pathways to a sustainable world*. Retrieved February 21, 2025, from <https://www.wri.org>

#### **Reports:**

1. United Nations Development Programme (UNDP). (2015). *Sustainable development goals and gender equality*. UNDP. Retrieved from <https://www.undp.org>
2. World Bank Group. (2012). *Gender and sustainable development: Key findings from the World Bank*. World Bank. Retrieved from <https://www.worldbank.org>

**BACHELOR OF ARTS**  
**Women's Study: Semester-VI**

**24MJWSD6BL: Women and Leadership policy and Advocacy**

Course Code: 24MJWSD6BL	Maximum Marks: 100
Lecture Hours/week: 4L	IA: 20 and SEE: 80
No of Credits: 4	Duration of SEE: 3Hours

**Course Outcomes :**

At the end of the course, students will be able to:

1. Students will examine how gendered power structures affect leadership dynamics,
2. Students will gain an understanding of how policies are developed and how women's leadership can influence policy change,

**Module 1: Understanding Women and Leadership**

Conceptualizing Leadership from Gender Perspective. Historical Evolution of Women Leadership in Politics, Business and Activism. Theories of leadership: Transformational, participatory and feminist leadership models. Barriers to Women's leadership: Gender Norms, Institutional bias, Societal Expectations. Intersectionality in leadership: Impact of race, class, and other identities. 10Hrs

**Module 2: Gender, Policy, and the Political Representation**

Gender Responsive Policies role in Increasing Women Leadership. Gender quotas and affirmative actions: Effectiveness and Challenges. International frameworks for gender equality in leadership: The Beijing Platform for Action, CEDAW, SDGs. Policy advocacy Methods. Case studies of successful policies. Gender and public policy in the workplace: Equal pay, workplace, Family Friendly Policies. 10Hrs

**Module 3: Advocacy for Women's Leadership**

Tools, strategies for advocacy leadership in Policy Reforms. The role of civil society organizations in Promoting Women's Leadership. Media and Gender advocacy: How Women leaders are Portrayed. Grassroots activism: Building movements for leadership activity, Intersectional advocacy: Addressing the needs of marginalized women. 12Hrs

**Module 4: Women in Leadership: Case Studies and Global Turns**

Profile of Women Leaders in Politics, Business and Activism. Women's Leadership in Diverse Socio-political Context: Local vs. Global. leadership in times of crisis: Resilience, Solutions, Women's Leadership in Pandemic Response, Conflict Resilience and Climate Justice. Breaking Stereotypes: Women's Leadership in Technology, Military and Sports, Women Led Crisis Management. 12Hrs

**Module 5: Strengthening Women's Leadership for the Future**

Education and leadership training programs for women. Role of mentorship and networking in Leadership advancement. Men as Alice. Engaging Men in Gender Inclusive Leadership. Institutional Policies for Gender inclusion leadership: Statrgies for Sustainable Impact.Feature Directions:Gender Mainstreaming Development Initiatives.

11Hrs

## Suggested Readings

### Books:

1. Boler, M., & Zembylas, M. (Eds.). (2003). *Disrupting authoritarianism in education: Perspectives from feminist theory*. Routledge.
2. Carli, L. L., & Eagly, A. H. (2016). *Women and leadership: Discourse and practices*. Oxford University Press.
3. Kark, R., & Shamir, B. (Eds.). (2013). *Women in leadership: A global perspective*. Palgrave Macmillan.
4. O'Neil, D. A., & Bilimoria, D. (Eds.). (2005). *Women in leadership: From research to practice*. Pearson Education.
5. Waring, M. (2019). *Women, leadership, and governance in a globalized world*. Routledge.

### Journal Articles:

1. Choi, Y., & Lee, E. (2020). The role of women in leadership and policy-making: Breaking barriers. *International Journal of Gender Studies*, 25(4), 457–472. <https://doi.org/10.1080/09540253.2020.1809045>
2. Duerst-Lahti, G. (2013). Women in politics and leadership: A critical analysis of gendered institutions. *Political Science Review*, 31(2), 315–331. <https://doi.org/10.1111/j.1540-5907.2013.00510.x>
3. Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109(3), 573–598. <https://doi.org/10.1037/0033-295X.109.3.573>
4. Hinojosa, L. (2012). Gender, politics, and leadership: Women's participation in political decision-making. *Journal of Women's Studies*, 28(1), 35–53. <https://doi.org/10.1080/08164649.2012.11415301>
5. Squires, J. (2008). Gender and policy in the post-feminist era: Understanding the role of women in leadership. *International Journal of Politics, Culture, and Society*, 21(3), 233–248. <https://doi.org/10.1007/s10767-008-9049-6>

### Edited Collections:

1. Klenke, K. (Ed.). (2011). *Women and leadership: A contextual perspective*. Springer.
2. Ryan, M. K., & Haslam, S. A. (Eds.). (2007). *The glass ceiling in the 21st century: Understanding barriers to gender equality*. Routledge.
3. Wirth, L. (Ed.). (2001). *Women and leadership in the global economy*. Edward Elgar Publishing.

**Websites:**

1. UN Women. (n.d.). *Women in leadership and political participation*. Retrieved February 21, 2025, from <https://www.unwomen.org>
2. Catalyst. (n.d.). *Women and leadership: Research and insights*. Retrieved February 21, 2025, from <https://www.catalyst.org>

**Reports:**

1. Inter-Parliamentary Union (IPU). (2020). *Women in politics: 2020* (Global Snapshot). Retrieved from <https://www.ipu.org>
2. World Economic Forum. (2021). *Global gender gap report 2021: A framework for accelerating equality*. Retrieved from <https://www.weforum.org>

**BACHELOR OF ARTS**  
**Women's Study: Semester-VI**

**24MJWSD6RL: Elementary Research Project**

Course Code: 24MJWSD6RL	Maximum Marks: 50
Lecture Hours/week: 2F	IA: 10 and SEE: 40
No of Credits: 2	Duration of SEE: -

**Course Outcomes :**

At the end of the course, students will be able to:

1. Impact assessment of specific programs on women's development and ground level realities:
2. Understanding awareness, access and barriers. Students will be able to manage field research at basic level.
3. Develop the skill required for handling Sponsored research Projects, Conducting Evaluation Studies, and Use of Large Data and the application of appropriate Statistical Packages for Social Science Research.
4. Develop skill to conduct research in non-sexist, gender sensitive way.
5. Develop confidence to write project proposals and undertake independent research.

**Content**

Observation visit: Studying the village with the help of an NGO Data collection and Report writing Viva – voce.