COURSE CODE	D21MWS11	INTRODUCTION TO WOMEN'S STUDIES	L	T	P	C
CORE-I			6	-	-	4
Cognitive Level	K1 – Remember K2 – Understand K5 – Evaluate					
Course Objectives	➢ To disseminate knowledge about the origin and growth, fundamental concepts ➢ To Institutionalize Women"s Studies and its challenges. ➢ To highlight the different roles of Women in the Indian society. ➢ To transform women as the developmental agents for societal change ➢ To bring out attitudinal changes in minds of the women.					

Unit – 1: Origin and growth of women's studies

Women"s studies- Meaning – Origin and Growth -Features- Importance and need – Aims of Women"s Studies- Nature, Goals and Scope of Women"s Studies- Women"s studies as an academic discipline - Interdisciplinary Subject- Women Studies in India and abroad- Role of Women"s Studies in Higher Education- Role of UGC in Promoting Centre for Women"s Studies in feministic perspective.

Unit – 2: Fundamental concepts in women's studies

Sex and Gender - Discrimination- Patriarchy and Matriarchy- Femininity and Masculinity-Sex Roles- Sex Ratio - feminism - Equality and Equity- Private-Public Dichotomy- Sexual Division of work – Andro centrism - Anarchism – Gender Identity- Gender Disparity- Gender Disability – Transgender.

Unit-3: Institutionalization of women's studies and challenges

Growth and changing perspectives of Women"s Studies and Areas of Research - Need of incorporating Women"s Studies with other disciplines - Sociology, Economics, History, Literature, Political Science, Education, Psychology, Management, Mass media and other sciences- Employment Opportunities for Women"s Studies in India .

Unit-4 Women studies and gender studies

Gender studies-Gender Studies vs Women"s Studies- Gender concepts-Gender sensitization- Gender and violence-Gender Discrimination-Gender Division of Labour - Gender Equality-Inequality-Gender Parity and Gender Equity-Gender Sensitization-Gender Mainstreaming-Gender Audit-Gender Budgeting- Gender Sensitive Approach- Glass Ceiling

Unit-5: Women's studies and developmental agents for change

National Committees and commissions for Women in Women"s Studies National Commission for Women, NPEW HRC, Department of Women and Child development, State Women"s Development Corporations -Centre and State initiatives of women"s studies-schemes for women developments.

References

- Parisi, Laura,"Transnational", In Orr, Catherine Margaret; Braithwaite, Ann; Lichtenstein, Diane Marilyn (eds.). Rethinking women's and gender studies. New York: Routledge, 2012.
- Potter, M. "Loyalism, Women and Standpoint Theory". Irish Political Studies,2014.
- Johnson, Jennifer L.; Luhmann, Susanne. "Social Justice for (University) Credit? The Women's and Gender Studies Practicum in the Neoliberal University. (Report)". Resources for Feminist Research,2016.
- Berger, Michele Tracy; Radeloff, Cheryl. Transforming Scholarship: Why Women's and Gender Studies Students Are Changing Themselves and the World. New York: Routledge,2015.
- Laura Heston, University of Massachusetts,Introduction to Women, Gender, Sexuality Studies,2017.

Course Outcomes

Upon completion of this course the students will be able to
- ➢ CO1: Know the concept of Women"s Studies
- ➢ CO2: Understand the women"s studies and institutionalization
- ➢ CO3: Make aware of Women in Indian Society
- ➢ CO4: Understand the women development agents
- ➢ CO5: Critically analyze the life style and challenges of women.

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	M	S	S	M	S	S	S	M	M
CO2	S	M	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	M	M	M	M	S	S	S	S	S
CO4	S	M	M	S	S	S	M	S	S	M	M	S
CO5	S	S	M	S	S	M	S	S	S	S	S	S

Strongly correlating   :S,
Moderately orrelating: M,
Weakly correlating:W
No correlation : N

COURSE CODE	D21MWS12	FEMINISM AND MOVEMENT	L	T	P	C
CORE-II			6	-	-	4
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze					
Course Objectives	➢ To introduce the concept of Feminism, different schools of Feminism, Contributions of Feminists. ➢ To Realize the Disability and feminism and Indian Feminist thinkers and Activists. ➢ To understand feminist movements in India ➢ To instill feminist thought in the society ➢ To provide an exposure to imbibe feminist thoughts, Ideals, and Movements.					

Unit-1: Meaning and concept of feminism

Concept of Feminism – Meaning of Feminism – Definition of Feminism –Historical Perspectives of Feminism- Theories of Feminism- First wave feminism-second wave feminism- third wave feminism- and explanation of the terms feminism and feminist-Interventions of Feminist Critiques

Unit- 2: Types of feminism

Various types of feminism-feminist views on society- importance of feminism-Cultural Feminism-Eco Feminism- Black Feminism-Material Feminism-Moderate Feminism- Liberal Feminism- Dual and Psychoanalytic Feminism-French Feminism- Post Modern feminism.

Unit- 3: Feminists' Contributions

Socialist Feminism: Class & Gender- Dual System v/s Unified system theory – Lesbianism- Existential Feminism-Liberal feminism: Equality, Rationality, Freedom--Marxist Feminism: Production, Reproduction class, Alienation, Marriage and family-socialist feminism- radical feminism.

Unit -4: Feminism in India

.Women feminist and their feminist thoughts in the ancient era -Women in Bhakti tradition- Feminism during freedom fight- feministic concepts in independent India- various feminists in India Bharathiyar,Gandhi, Ambedkar etc..-Women feminist and their feminist thoughts in the modern era- feminism in India during 20th century.

Unit- 5: Post independence movements in India

Tebhaga Movement and Telengana Movement -Women"s groups and organizations, some autonomous Women"s Movement –RoopKanwar incident and anti-sati agitation,-Movements for Uniform Civil code and ShahBano case - Dalit women and the question of double marginality

References

- Child, Lydia Maria Francis,Brief History of the Condition of Women: In Various Ages and Nations. C. S. Francis &Company2013 .
- Miller, Alice Duer,Women are People!. George H. Doran Company,2013.
- Wayback Machine, Poor White Women Archived, 2016 .

Course outcomes

Upon completion of this course the students will be able to
- CO1: Know the concept of feminism
- CO2: Understand the feminist theories and feminist thinkers
- CO3: Make aware of feminist thoughts in Indian society
- CO4: Understand the women movements
- CO5: Critically analyze the life style and women movements

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	M	S	S
CO3	S	S	S	M	S	S	S	S	S	S	M	S
CO4	S	S	S	S	M	S	M	S	S	M	S	S
CO5	S	S	M	S	S	S	M	S	S	S	S	S

Strongly correlating	:S
Moderately Correlating	:M
Weakly correlating	:W
No correlation	:N

COURSE CODE	D21MWS13	INTRODUCTION TO GENDER STUDIES	L	T	P	C
CORE-III			6	-	-	4
Cognitive Level	K1 – remember K2 – understand K5 – evaluate					
Course Objectives	➢ To disseminate the students with the concepts of Sex and Gender ➢ To make aware of gender roles ➢ To make aware of the concepts of masculinity and femininity ➢ To inculcate Gender concepts in Indian perspective ➢ To serve the society to eradicate gender based inequalities in the society					

Unit 1: Introduction to Gender Studies

Gender studies- Meaning – Gender concepts -Origin and growth -Features-Importance and need for Gender Studies – Aims of Gender Studies- Nature, Goals and Scope of Gender Studies- Importance of Gender Studies-Need of Gender Studies.

Unit 2: Concept of sex and gender

Sex and Gender – Concept of Sex and Gender in the Traditional Society - Difference between Sex-Gender -Role of Gender and multi roles of Gender- Criticism on Sex-Gender Binary-Problems of Sex- Gender System-Recent social norms related to Sex-Gender System - Transgender – homophobia

Unit 3: Gender and structural inequalities

Historical Analysis of Gender and class during Industrial revolution in Europe-Gender and Class during industrial Revolution in India-Gender and other structural inequalities-Class and Gender-Caste and Gender-race and Ethnicity-Manifestations of power-Relationship between Gender and class.

Unit -4: Multi dimensions gender

Multi Gender roles and identity-femininity and Masculinity-Womanhood and Motherhood- Visible and Invisible Women- Women Empowerment-Gender Discrimination-Gender Division of Labour - Gender Equality-Inequality-Gender Parity and Gender Equity-Gender Sensitization-Gender Mainstreaming-Gender Audit-Gender Budgeting- Gender Sensitive Approach- Glass Ceiling

Unit -5: Gender and development in India

Gender socialization-Gender and Work-women in organized and unorganized sector-–Gender development approach- Gender and Technology-Gender and Media-Gender and Employment Opportunities-Gender and Development of India-Ideologies of Globalization and Structural Adjustment-Millennium Development Goals approach and Sustainable Development.

References:

- Ettinger, Bracha L. "(M)Other Respect: Maternal Subjectivity, the Ready-made mother-monster and The Ethics of Respecting". Studies in the Maternal. Understanding the Complexities of Gender: Sam Killermann at TEDxUofChicago, 2010.
- RuspiniElisabetta, Hearn Jeff, Pease Bob, Pringle Keith (eds.),Men and Masculinities around the World: Transforming Men's Practices. New York: Palgrave Macmillan, 2011.
- Pringle, Keith. Doing (oppressive) gender via men"s relations with children, in AnneliHäyrén and Helena. WahlströmHenriksson (eds), Critical Perspectives on Masculinities and Relationalities: In Relation to What?. New York: Springer, 2017.
- Soh, Debra. The End of Gender: Debunking the Myths about Sex and Identity in Our Society. Threshold Editions,2020.

Course outcomes

Upon completion of this course the students will be able to

- CO1: Know the concept of Gender
- CO2: Understand the Marginalization of Women and Gender
- CO3: Make aware of Gender and differentiation between women and Gender
- CO4: Understand Gender Development approach
- CO5: Critically analyze social factors and gender discrimination

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	W	S	S	S	M	S	S
CO3	S	S	S	M	W	S	S	M	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly correlating	:S
Moderately Correlating	:M
Weakly correlating	:W
No correlation	:N

COURSE CODE	U21MWS14	WOMEN EDUCATION ANDEMPOWERMENT	L	T	P	C
CORE-IV			6	-	-	4
Cognitive Level	K1 – Remember K2 – Understand K6 - Create					
Course Objectives	➢ To provide an overview upon the origin and growth of Women's education and policies and legislations pertaining to it. ➢ To develop critical view upon education as changing agent and prevention against violence ➢ To support students to understand about impact of education in improving the health status of Women ➢ To make aware of Women Educational empowerment ➢ To serve the women folk to get educational empowerment					

Unit 1: Origin and growth of women's education

Women's Education Meaning and its Importance - Barriers to Education - Inadequate School College Facilities and Resources - Shortage of Trained Female Teachers and Administrators - Class room culture in Educational Institutions - Gender Bias in Curriculum - Gender Gaps at the Primary, Secondary, Higher Secondary School and University Levels - Drop outs - Wastage and Stagnation of girls - Benefits of Educating Girls/Women

Unit 2: Changing roles of women in the society

Role of education and attitudinal changes of women - Family - Workplace - Society Enrichment - Complicated and Complex Roles in the Professional, /Leadership and Managerial Positions - Changing values and women - Moral vision - Professional Decision - Bridging the Gap of Gender Equality - Equity - Cultural Impact - Awareness of Women's position - Gender Discrimination - Changes in the attainment of Goals.

Unit 3: Women's education as social right

Educational status of Rural and Urban women - Importance of functional literacy - Literacy Rate Disparity - Growth of Literacy - formal and Non formal Education - Adult education - Government Programmes and Schemes –MahilaSamakhya – SamagraShikshaAbhiyan - A Social Right and Development imperative of Female Education - Empowerment of Women through Education

Unit 4: Women's empowerment through education

Status of Women's Education in past and present scenario - Need of Education for Women Empowerment - Barriers to Women Empowerment - Violence on Girls and Women - Sexual abuse and violence: Role of education in preventing them - Safety of girls and women at school, home and workplace - Technology as aid for safety of Women - Cyber security - Constitutional Provisions, Special Laws, National Policies and Government Efforts for the Support of Women Empowerment in India - Role of Women in Indian Economy

Unit 5: Women Education and Health

Education as a determinant of Health - Women and Health Promotion in Family - Importance of Women Health Education and Awareness in Society and Workplace - Health Education Strategies - Socio Economic Impact of Health Education - Strategies to Reduce Disease Among Women - Maternal Health - Vaccinations - Community-Based Health Interventions - Innovations in Healthcare for Women - Government Programmes on Health Education

References

- Mosedale, Sarah .Assessing women's empowerment: towards a conceptual framework. Journal of International Development,2014.
- Lopez, Alvarez, From unheard screams to powerful voices: a case study of Women's political empowerment in the Philippines. 12th National Convention on Statistics (NCS) EDSA Shangri-la Hotel, Mandaluyong City,2013.
- Christens, Brian D. Public relationship building in grassroots community organizing: relational intervention for individual and systems change". Journal of Community Psychology,010.

Course Outcomes

Upon completion of this course the students will be able to

- ➢ CO1: understand the origin and Growth of Women's Education
- ➢ CO2: explore the changing role of women in society
- ➢ CO3: explain the gender identity and socialization process through education
- ➢ CO4: discuss safety of girls and women at school, home and workplace and theirempowerment
- ➢ CO5: examine the accountability of education in Women Health

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	M	M	S	M	S	S	S	S	S
CO2	S	S	S	S	S	S	S	M	S	M	S	M
CO3	S	S	S	M	S	M	S	S	S	S	S	S
CO4	S	S	S	S	S	M	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly correlating :S,
Moderately Correlating :M,
Weakly correlating :W
No correlation :N