

112/12

**MINUTES OF THE MEETING OF AD-HOC BOARD OF STUDIES IN
WOMEN'S STUDIES HELD ON 05 MARCH 2013**

Vide Goa University Notice No. GU/Acad-PG/24/BOS-Wom-Stud/2013/5017 dated 22/02/2013, the Ad-hoc Board of Studies in Women's Studies met at 10.30 A.M. on Tuesday, 05 March 2013 in the Department of Sociology, Goa University.

The following members were present:

1. Dr. Ganesha Somayaji, Professor and Head, Department of Sociology, Goa University, Goa (Chairperson)
2. Dr. Shaila Desouza, Teacher-in-Charge, Centre for Women's Studies, Goa University, Goa (Member)
3. Advocate Albertina Almeida, Near Taleigao Church, Taleigao Plateau, Goa - 403 206 (Member)
4. Dr. Nandini Manjrekar, Associate Professor and Chairperson, Centre for Education, School of Education, Tata Institute of Social Sciences, Mumbai (Member)
5. Dr. (Mrs.) Radhika S. Naik, Principal, S. S. Dempo College of Commerce and Economics, Altinho, Panjim (Member)

The following member expressed her inability to attend:

Dr. Sharmila Rege, Director, Women's Studies Centre, University of Pune,
Pune - 411007 (Member)

Proceedings:

The Chairperson welcomed the members of the Ad-hoc Board of Studies in Women's Studies (henceforth the Board).

The Chairperson introduced and explained the agenda for the meeting, and the Board transacted the following business from the agenda:

PART A: (i) Recommendation regarding courses of study in the subject or group of subjects at the undergraduate level.

Nil

(ii) Recommendation regarding courses of study in the subject or group of subjects at the post-graduate level.

The Board perused, discussed and approved the syllabus (Ten compulsory courses) and Ten optional courses) for M.A. Programme in Women's Studies. (See Annexure I)

PART B: (i) Scheme of examinations at the undergraduate level

(NIL)

(ii) Panel of examiners for different examinations at the under-graduate level

Nil

✓
(iii) Scheme of examinations at the post-graduate level.

The modalities of evaluation for ISA and SEA will be worked out in the beginning of each semester as per the Ordinance (OB 10-A.6.2 and OB 10-A.8.9).

(iv) Panels of examiners for different examinations at the post-graduate level.

Nil

PART C: (i) Recommendation regarding preparation and publication of selection of reading material in any subject or group of subjects and the names of person recommended for appointment to make the selection. (NIL)

PART D: (i) Recommendation regarding general academic requirements in the departments of University or affiliated colleges.

Nil

PART E: (i) Recommendation of textbooks for the courses of study at the undergraduate level

(NIL)

(ii) Recommendation of text books for the courses of study at the post-graduate level. Each course outline contains a list of basic readings.

Chalor


1081

PART F: (i) The declaration by the Chairperson that the minutes were read out by the Chairperson at the meeting itself.

While recognising the efforts put in by Dr. Shaila Desouza in preparing the entire syllabus for MA in Women's Studies, the Board thanks Dr. Desouza for her outstanding intellectual contribution and commitment towards establishing Women's Studies in Goa University. The Chairperson thanked the members of the Board for their academically enriching participation.

The foregoing minutes of the meeting were read out by the Chairperson at the meeting itself and they were unanimously approved by all the members present.

Date: 05 March 2013


Signature of the Chairperson
(Prof. Ganesha Somayaji)


Dr. Shaila Desouza

Advocate Albertina
Almeida


Dr. Nandini Manjrekar

Dr. (Mrs.) Radhika Naik

PART G: The remarks of the Dean of the Faculty:

- a. The minutes are in order.
- b. The minutes may be placed before the Academic Council with remark, if any.
- c. Important points of the minutes which need clear policy decision of the Academic Council to be recorded.

Date: 06/03/2013.

Signature of the Dean



Professor N. Shyam Bhat





GOA UNIVERSITY

Sub P.O. Goa University, Taleigao Plateau, Goa 403 206

DEPARTMENT OF WOMEN'S STUDIES

MA Syllabus

Choice-based Credit System Implemented from the Academic Year (2013- 2014)

Background and Purpose: Women's Studies in India, is an interdisciplinary field of feminist scholarship and is a comparatively new discipline within the formal University system. Goa University is one of the forerunners in this respect, as it initiated Women's Studies in the 7th Plan through the establishment of a UGC Centre as early as 1988. Goa University in order to strengthen and sustain Women's Studies within the university system, has now, in the 12th Plan established a Department of Women's Studies with a mandate for teaching, training, research, advocacy, field action and dissemination. The Women's Studies MA Programme is designed to facilitate critical thinking and develop new knowledge, to help students understand the creation and perpetuation of inequalities with the intention to develop in students the capacity and skills to bring about change, create new areas of service and to ultimately impact policy and the discourse on women's development in the country. The programme also aims at creating research capacities for students to engage with the academic discipline of Women's Studies.

Prerequisites: A Bachelor's Degree in any subject. All candidates will have to qualify in the Women's Studies entrance test for admission.

Semesters and Courses: The Department offers two year M A Programme in the subject of Women's Studies and is governed by GU Ordinance OB10A. The MA Programme comprises of:

- 10 Compulsory Courses of 4 credits each (40 credits).
- 10 Optional Courses of 4 credits each (40 credits). The Optional Courses that will be offered each Semester are decided by the Department.

Note: A student if she/he so desires may choose to study Optional Courses of not more than a total of 20 credits from other Departments/Institutions. One credit is equivalent to 15 clock hours of contact teaching.

- c) A student has the option of doing a MA Dissertation in the second year. The MA dissertation will carry 12 Credits and can be in lieu of Optional Courses of a total of 12 credits.

Note: A student has to secure 80 credits to qualify for a MA Degree in Women's Studies.

Assessment: Each Compulsory/Optional Course has Intra-Semester Assessment (ISA) and Semester End Assessment (SEA). The assessment for the entire MA Programme is internal.

COMPULSORY COURSES

<u>Sr. No.</u>	<u>Subject Code</u>	<u>Course Title</u>	<u>Number of Credits</u>	<u>Page No.</u>
✓ 1.	WSC - 101	Core Concepts in Women's Studies	4	4
2.	WSC - 102	Contemporary Feminist Thought	4	5
✓ 3.	WSC - 103	Mapping the Indian Women's Movement	4	6
✓ 4.	WSC - 104	Gender Issues in Goa	4	7
5.	WSC - 105	Doing Feminist Research	4	8
✓ 6.	WSC - 106	Field work Skills and Practice	4	9
✓ 7.	WSC - 107	Gender-sensitive Interventions for Change	4	10
✓ 8.	WSC - 108	Gender, Development and the State	4	11
9.	WSC - 109	Gender and Marginality	4	12
✓ 10.	WSC - 110	Gender, Human Rights and Law	4	13-14

OPTIONAL COURSES

<u>Sr. No.</u>	<u>Subject Code</u>	<u>Course Title</u>	<u>Number of Credits</u>	<u>Page No.</u>
✓ 1.	WSO - 101	Critical Debates on Women's Health	4	15
2.	WSO - 102	Gender and Culture	4	16
3.	WSO - 103	Re-reading History: Feminist Perspectives	4	17
✓ 4.	WSO - 104	Women's Welfare and Empowerment	4	18
5.	WSO - 105	Gender and Political Processes	4	19
✓ 6.	WSO - 106	Gender and Media	4	20
7.	WSO - 107	Demography, Labour, Work and Gender	4	21
8.	WSO - 108	Gender, Environment and Ecology	4	22
9.	WSO - 109	Gender and Education	4	23
✓ 10.	WSO - 110	Women and Violence	4	24

WOMEN'S STUDIES COURSE OUTLINES

COMPULSORY COURSES

COURSE NO. WSC -101

TITLE: CORE CONCEPTS IN WOMEN'S STUDIES (4 CREDITS)

TOTAL CONTACT HOURS:

(60 HOURS)

Objectives and Contents of the Course: This course will introduce students to basic concepts in Women's Studies. At the end of this course students would be expected to be acquainted with the following key concepts and debates:

Module 1: Sex and Gender: different cultural constructions of difference. Nature vs Nurture: the female body, biological reductionism and various explanations for difference and inequalities. Nature/Culture debates. Stereotyping, gender essentialism and the politics of discrimination. (15 hours)

Module 2: In examining cultural myths about gender as well as ongoing debates on gender construction, we will consider how gender is tied in with notions of power, identity, voice and other defining identity categories (caste, class, sexual orientation, disability, etc). Hierarchy, Power and Control: Patriarchy and other sites of power. (15 hours)

Module 3: Students will be introduced to Feminism and different explanations for difference and inequality. Marx's historical materialism, Engel's origins of family, private property and the state.. Reproduction versus production debate. (15 hours)

Module 4: Levels of Gender consciousness. Equality, Equity and Social Inequalities: Substantive Equality and Positive discrimination. The course will also cover the History of Women's Studies in India: Its development and significance. (15 hours)

Recommended Reading List for WSC-101:

1. Gould Carol C. 1999. *Gender: Key Concepts in Critical Theory*. New York: Humanity Books.
2. V. Geetha. 2002. *Gender*. Kolkata: Stree.
3. Bhasin Kamla. 1993. *What is Patriarchy?* New Delhi: Kali for Women.
4. Bhasin Kamla and Nighat Said Khan. 1986. *Some Questions on Feminism and its Relevance in South Asia*. New Delhi: Kali for Women.
5. Chakravarti Uma. 2006. *Gendering Caste*. Kolkata: Stree
6. Davis Kathy. 2006. *Handbook of Gender and Women's Studies*. London: Sage.
7. Lorber Judith. 1991. *The Social Construction of Gender*. London: Sage
8. Ray Raka. 2012. *Handbook of Gender*. New Delhi: Oxford University Press.
9. Pilcher Jane. 2005. *Fifty concepts in Gender Studies*. London: Sage.

COURSE NO. WSC - 102**TITLE: CONTEMPORARY FEMINIST THOUGHT (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Contents of the Course: This course will introduce the students to theories of western feminism ranging from the 19th Century (suffragist movement), marxist/socialist feminism, liberal feminism to 21st Century (transnational and postcolonial feminist thought). It will focus on recent Indian feminist writings with the aim that students develop an independent understanding of what feminism means to them and what liberty means to them in the contemporary context.

Module 1: Tracing the history of liberty, equality, freedom and justice. Workers movement and Suffragist Movement. History of women's struggle for equality in the west. **(15 hours)**

Module 2: Different Feminist Schools of Thought: Liberal, Radical, Socialist, Marxist feminism. Parallels and points of difference. **(15 hours)**

Module 3: Post-structural feminism, cultural feminism, materialist feminism, critical race feminism, dalit feminism and related areas of scholarship such as queer theory. Indian Feminist writers **(15 hours)**

Module 4: Situating Feminism: Thought and action. Towards a contemporary understanding of Feminism **(15 hours)**

Recommended Reading List for WSC-102 :

1. Shukla Bhaskar A. 2007. *Feminism from Mary Wollstonecraft to Betty Friedan*. New Delhi: Sarup & Sons.
2. John Mary. 1996. *Discrepant Dislocations: Feminism, Theory and Postcolonial Histories*. Delhi: Oxford University Press.
3. Chakravarty Radha. 2008. *Feminism and contemporary women writers*. New Delhi: Routledge.
4. Freedman Jane. 2002. *Feminism*. New Delhi: Viva Books .
5. *A Concise Companion to Feminist Theory*. 2003. Malden, MA: Blackwell.
6. McCann Carole Ruth, Kim Seung-Kyung. 2012. *Feminist Theory Reader*. New York: Routledge.
7. McHugh Nancy Arden. 2007. *Feminist Philosophies A-Z*. Edinburgh: Edinburgh University Press.
8. Faganis Sondra. 1994. *Situating Feminism : From Thought to Action*. London: Sage.
9. Clough P. 1994. *Feminist Thought*. Oxford: Blackwell.
10. Bhagwat Vidyut. 2004. *Feminist Social Thought*. Jaipur: Rawat Publications.
11. Chaudhuri Maitrayee. 2004. *Feminism in India*. New Delhi: Kali for Women
12. Bhanavi Kumkum et al. 2006. *Feminist Futures*. New Delhi: Zubaan.

COURSE NO. WSC -103**TITLE: MAPPING THE INDIAN WOMEN'S MOVEMENT (STRUGGLES/ TRANSITIONS)(4 CREDITS)****TOTAL CONTACT HOURS: (60 HOURS)**

Objectives and Contents of the Course: This course will take the students through the trajectory of women's issues and struggles from the colonial period to the present day. The course will begin with the emergence of the women's question in colonial India, to issues raised during the Independence movement. Women's involvement in the Nationalist struggle. Post-Independence and the birth of the Autonomous Women's Movement. Individual achievements of women, women's issues and movements. NGOs and Self Help Groups. This course will introduce the students to concepts and debates in Women's Studies which is the academic arm of the Women's Movement. It will map some of the struggles within the Indian Women's Movement and allow students to understand the current scenario and to trace the transitions. Through the course, students will be enabled to develop a critical understanding of present society from a gendered lens and understand the growth of the women's movement in Goa.

Module 1: Women's issues in colonial India. sati, bride price, child marriage and the concerns brought about with teenaged mothers, plight of widows, religious dedication and prostitution, etc. Social reform movement. Contribution of women in colonial India. (15 Hours)

Module 2: Women in the nationalist movement. Gandhi and Women. Women leaders. (10 hours)

Module 3: Post-Independence and the birth of the Autonomous Women's Movement. Women's issues, movements, NGOisation & growth of self-help groups. Critique of SHG's. (20 Hours)

Module 4: History of Women's Movement in Goa: Issues and Concerns (15 hours)

Recommended Reading List for WSC-103:

1. Spender Dale. 1983. *There's Always Been a Women's Movement this Century*. London: Pandora Press.
2. Bassentt Susan. 1986. *Feminist Experience: The Women's Movement in Four Cultures*. London: Allen and Unwin.
3. Kumar, Radha. 1993. *The History of Doing 1800 - 1990*. New Delhi: Kali for Women.
4. Agnihotri Indu and Vina Mazumdar. 1995. 'Changing terms of Political Discourse: Women's Movement in India 1970s - 1990s' EPW, Vol. XXX, No.29, July 22.
5. Gandhi Nandita and Nandita Shah. 1992. *The Issues at Stake : Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women.
6. *Writing the Women's Movement a Reader*. 2005. New Delhi: Zubaan.
7. *The State and the Women's Movement in India : A Report*. 1995. New Delhi: Indian Association of Womens Studies.
8. *The Women's Movement Today Vol. 1 A-Z*. 2007. Jaipur: Rawat Publications .
9. *The Women's Movement Today Vol. 2 Primary Documents*. 2007. Jaipur: Rawat Publications.
10. Wilson Elizabeth. 1986. *Hidden Agendas: Theory, Politics and Experience in the Women's Movement*. London: Tavistock Publications.
11. Bystydzienski Jill M and Sekhon Joti (eds.) *Democratization and Women's Grassroots . Movements*. 2002. New Delhi: Kali for Women.
12. Issues of the SAAD Newsletters

COURSE NO. WSC - 104**TITLE: GENDER ISSUES IN GOA (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the course: This course will introduce the students to a critical understanding of gender issues in Goa from 1961. Post Liberation, Goa has experienced several changes which have had both negative as well as positive consequences for the society in general and women in particular. This course will look at the trajectory of issues that have emerged as well as the response of the state and women's organisations to these issues. The course will also aim to develop in the students the capacity to identify linkages between social issues, social needs, policies and programmes. The course will introduce students to an understanding of Goa from existing sources, the story told by demographic figures, local literature, tiatr, customs and traditions etc. The course will also highlight aspects of the law in Goa which is different from the rest of the country: the Codigo Civil Portugues (Family Law in Goa). The course will also discuss the impacts of the tourism and mining on women in Goa.

Module 1: Brief history of Goa. Women leaders in Goa's history. Understanding Goa from existing demographic data. **(15 hours)**

Module 2: Understanding Goa through issues raised by the Women's Movement in Goa. Women's movement response to tourism, mining, casinos, crimes against women and children, alcohol, etc. **(20 hours)**

Module 3: Women in Goa: Law, custom, tradition and practices. **(15 hours)**

Module 4: Mapping contemporary concerns. Analyzing society through newspaper reports **(10 hours)**

Recommended Reading List for WSC-104:

1. Desouza Shaila. 2005. *A Situational Analysis of Women and Girls in Goa*, (Monograph) New Delhi: National Commission for Women.
2. *State of Goa's Health: A Report*, 2001. New Delhi and Sangath, Goa Voluntary Health Association of India.
3. Alvares Claude. 2002. *Fish curry and rice: A sourcebook on Goa, its ecology and life-style*. Goa: The Goa Foundation.
4. Saad Newsletters
5. *Goa State Development Report*, 2011, Planning Commission of India.

COURSE NO. WSC - 105**TITLE: DOING FEMINIST RESEARCH (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the course: The student will be introduced to the nature and purpose of doing feminist research. They will be taken through the theoretical foundations of feminist research and this will include a critique of conventional research. Feminist research positions both epistemological and methodological will be discussed which will include feminist empiricism, standpoint feminism, and post-modern feminist theory, the reworking of oral history, discourse analysis, participatory and action research, grounded theory etc. This course will allow for a feminist critique of research through the application of classroom knowledge to practical research. This course will aim at equipping students with knowledge of feminist methods and techniques as well as the skills needed for the same.

Module 1: Basics of research, politics of knowledge and knowledge creation and different ways of knowing. Feminism and the social sciences

(10 hours)

Module 2: Feminist research positions: epistemological and methodological. feminist empiricism, standpoint feminism, and post-modern feminist theory, the reworking of oral history, discourse analysis, participatory and action research, situated knowledge, grounded theory etc.

(40 hours)

Module 3: Feminist Critical Analysis: case studies

(10 hours)

Recommended Reading List for WSC-105:

1. Denscombe Martyn. 2003. *The Good Research Guide for small scale Social Research Projects*. Second Edition. Philadelphia: Open University Press.
2. Hughes Christina. 2002. *Key Concepts in Feminist Theory and Research*. London: Sage.
3. Biber Sharlene Nagy Hesse. 2007. *Feminist Research Practice*. Thousand Oaks: Sage.
4. Robert Helen. 1986. *Doing Feminist Research*. London: Routledge.
5. Kleinman, Sherryl. 2007. *Feminist Fieldwork Analysis*. Los Angeles: Sage Publications.
6. Code, Lorraine. 1995. *How do we know? : Questions of method in feminist practice*, in Sandra Burt and Lorraine Code (eds.) *Changing Methods: Feminist Transforming Practice*, 13-44, Canada: Broadview Press.
7. Brooks, Abigail. 2007. *Feminist Standpoint Epistemology: Building knowledge and empowerment through women's lived experience*, in Sharlene J. Nagy Hesse-Biber and Patricia Lina Leavy (eds.) *Feminist Research Practice: A Primer*, London: Sage Pub.
8. Haraway, Donna, J. 1988. *Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective*. *Feminist Studies*, Vol. 14, No.3 (Autumn), 575-599.
9. Harding, Sandra. 1987. *Is there a Feminist Method?* In *Feminism and Methodology*. Bloomington and Indianapolis: Indiana University Press. p 1-14
10. Stanley L. and Sue Wise. 1993. *Breaking Out Again: Feminist Ontology and Epistemology*. London: Routledge.
11. Jarvilluoma Helmi. 2003. *Gender and Qualitative Methods*. London: Sage.
12. Delamont Sara and Paul Atkinson. 2008. *Gender and Research*. Los Angeles: Sage.
13. Tannen Deborah. 1994. *Gender and Discourse*. New York: OUP.

COURSE NO. WSC - 106**TITLE: FIELDWORK SKILLS AND PRACTICE (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the Course: This course will include a component of 20 hours of field attachment as the development of skills and practice in the field is an important aspect of this course. This field work opportunity will provide the student an exposure to ground realities and will provide the opportunity to learn hands on as also by observation and active participation. This will help the students to integrate the classroom learning with actual practice. The field experience of each student will be required to be presented to the class through a seminar or other form of presentation so that the students get the opportunity to bring their learning in the field into the classroom. This paper is an integration of theory, field realities and actual field work practice. The development of the necessary knowledge, skills, values and attitudes appropriate to field work practice will be an integral part of this course. Students with the help of field contacts as supervisors/ guides, will be given the opportunity to experience field situations that may be complex and challenging. Student's self-development and the realization of personal limitations and capabilities will also be the target of this course.

Module 1: Theory of working with women and children: Social work theory, values
(15 hours)

Module 2: Development of Skills through field Practice
(30 hours)

Module 3: Bringing the field into the classroom
(15 hours)

Recommended Reading List for WSC-106:

1. Vishwanathan Maithili.1994. *Social Framework and Strategies in Women's Development*. Jaipur: Printwell.
2. Pritchard Colin.1978. *Social Work: Reform or Revolution*. London: Routledge and Kegan Paul.
3. Singh Anilkumar.1985. *Women and Development: Promise and Realities*. New Delhi: CWDS.
4. Wadia A. 1968. *History and Philosophy of Social Work in India*. Bombay: Allied Publishers.
5. Government of India. 1987. *Encyclopedia in Social Work*. New Delhi: Publication Division (Social Welfare Ministry).

COURSE NO.WSC - 107**TITLE: GENDER-SENSITIVE INTERVENTIONS FOR CHANGE (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the course: This course will introduce students to participatory methods and tools (including participatory reflection and action: PRA) to bring about change and the objective of this course is to encourage students to create campaigns, group dynamic games and other gender sensitization and gender analytical tools, as well as programmes for gender equality that can be used with various groups of stakeholders. Students will work on group projects as well as individual assignments. The students will be encouraged to use various media, address different target groups. This course is completely project based. Students will be expected to use the tools created for the target audience as part of the International Women's Day celebrations around 8th March. The student in the final month of the course will self-assess the impact of the intervention created with guidelines followed for the assessment.

Module 1: Participatory Workshops to learn the use of different Participatory Tools: Social Mapping, Simulation games, group dynamic sessions, skits and songs, flexi flans, 3 pile sorting cards, story with a gap. Modeling tools to match target group. **(30 hours)**

Module 2: Intervention for Change: Tool Creation **(30 hours)**

Recommended Reading List for WSC-106:

1. *Gender Analysis Framework:*
<http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdf>
2. Murthy Ranjani K. 2001. *Building Women's Capacities*. New Delhi: Sage Publications.
3. Grambs Jean. 1976. *Teaching About Women in the Social Studies : Concepts, Methods and Materials*. Virginia: National Council for the Social Studies.
4. *Participatory Planning for change:*
<http://www.dfggmoi.gov.kh/documents/Learning-Theme-01/1-Handout/Module4-SA-Tools/Module4-8-SA-Tool-En/M4-1-Participatory-Planning-6-Handout-En.pdf>
5. http://hcfp.gov.in/downloads/manuals/Training_Manual_on_Gender_Sensitization.pdf
6. <http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf>
7. <http://timesfoundation.indiatimes.com/articleshow/1254836.cms>

COURSE NO. WSC - 108**TITLE: GENDER, DEVELOPMENT AND THE STATE (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the course: This course will introduce students to development concepts and debates and the perspective of engendering development. Students will be introduced to the politics of development in India: landmark policies, plans, reports and Commissions. Students will be introduced to gender analysis frameworks, gender mainstreaming and gender budgeting. Gender blind, gender neutral and gender redistributive policies Case Studies of Tourism and Mining and other local projects in Goa will be analysed. Associated issues of development, law, politics, wages, health will be discussed.

Module 1: Globalization and Women in India. The 4th World Conference on Women held in Beijing, China in 1995 and the emergence of the empowerment approach to women's development. What is meant by women's empowerment?

(15 hours)

Module 2: Production and Reproduction: Formal and Informal Labour, issues of livelihood and gender.

(15 hours)

Module 3: Development Policy in India: gender analysis frameworks, gender mainstreaming and gender budgeting. Analyzing policy and programme: Gender blind, gender neutral and gender redistributive policies.

(15 hours)

Module 4: Gender and Development Policy in Goa: Analyzing Tourism, Mining Construction

(15 hours)**Recommended Reading List for WSC-108:**

1. Afshar Haleh. 1991. *Women, Development and Survival in the Third World*. London: Longman.
2. Kelkar, Govind. 2005. Development Effectiveness through Gender Mainstreaming. *EPW* Vol XLNo.44-45.
3. Gupta Amit. 1986. *Women and Society: The Developmental Perspective*. New Delhi: Criterion Publications.
4. Vishvanathan, Nalini et al (eds.) 1998. *The Women, Gender and Development Reader*. London: Zed Books.
5. Heptulla Najma. 1992. *Reforms for Women: Future Options*. New Delhi: Oxford & IBH.
6. Golombok Susan. 1994. *Gender Development*. Cambridge: Cambridge University Press.
7. Kalpagam U. 2011. *Gender and Development in India*. Jaipur: Rawat Publications.
8. Krishna Sumi. 2003. *Livelihood and Gender: Equity in Community Resource Management*. New Delhi: Sage.
9. World Bank. 2002. *Engendering Development*. Oxford: Oxford University Press.
10. Das Bhaswati. 2009. *Gender Issues in Development*. Jaipur: Rawat Publications.
11. Singh Navsharan and Maitrayee Mukhopadhyay. 2007. *Gender Justice, Citizenship Development*. Zubaan.
12. Rai Shirin. 2008. *The Gender Politics of Development*. New Delhi: Zubaan.
13. Kapadia Karin. 2003. *The Violence of Development*. New Delhi : Zubaan.
14. Tsikata Dzodzi and Pamela Golah. 2010. *Land Tenure, Gender, and Globalisation*. New Delhi Zubaan and IDRC.
15. Alvares Claude. 2002. *Fish curry and rice: A sourcebook on Goa, its ecology and life-style*. Goa: The Goa Foundation.

COURSE NO. WSC - 109**TITLE: GENDER AND MARGINALITY (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the course: The students will be introduced to theories on gender, inter-sectionality and difference with a focus on caste, class, religion and disability in particular. The course will discuss identity politics, exclusion and state affirmative action/initiatives for inclusion. Theories of power politics and collective action. Students will be given an exposure to the work of Ambedkar, Phule as well as the lesser heard voices of women in history and contemporary Dalit feminist writings. The course covers the canvas of cultural oppression, ethnic conflict and violence, class exploitation, poverty and disabled persons rights from a gendered lens.

Module 1: Caste: Historical roots of caste: Work of Ambedkar and Phule. Caste and Gender. Dalit Feminism. Identity politics

(15 hours)

Module 2: Class: Recognition vs Redistribution. Domestic Labour: Issues, challenges and lacunae in the law. Class, exploitation, poverty and vulnerability. Women factory workers, women, class and work

(15 hours)

Module 3: Religion: Case studies of gender and religious conflicts in India. Women as targets. Women as custodians of community identity and honor

(15 hours)

Module 4: Disability: Contemporary debates on rights, inclusion. Disability and gender. State response to disabled persons issues.

(15 hours)

Recommended Reading List for WSC-109:

1. Rao Anupama. *Gender and Caste*, New Delhi: Kali for Women and Book Review Literary Trust.
2. Kelkar Govind. 1991. *Gender and Tribe : Women, Land and Forests in Jharkhand*. New Delhi: Kali for Women.
3. Fraser Nancy, 1997. Recognition from Redistribution to Recognition? : Dilemmas of Justice in a "Post-socialist" Age. Chapter I in *Justice Interruptus*. New York: Routledge. <http://ethicalpolitics.org/blackwood/fraser.htm>
4. Sathyamurthy, T. 1996. *Region, Religion, Caste, Gender and Culture in Contemporary India*. Oxford: Oxford University Press.
5. Baghel Indu. 2009. *Dalit Women in Panchayati Raj*. New Delhi: Jnanada Prakashan.
6. Nongbri Tiplut. 2003. *Development, Ethnicity and Gender: Select essays on Tribes in India*. Jaipur: Rawat Publications.
7. *International Classification of Functioning, Disability and Health*. 2001. Geneva: WHO
8. S Mitra and Usha Sambamoorthi. 2006. Employment of persons with Disabilities. *EPW* Vol- XLI No. 03 Jan 21.
9. D Das and S B Agnihotri. 1998. Physical Disability: Is there a gender dimension. *EPW* Vol - XXXIII No. 52, September 26.
10. Mehrotra Nilika. 2004. Women, Disability and Social Support in Rural Haryana. *EPW*. Vol - XXXIX No. 52, December 25.

COURSE NO. WSC - 110**TITLE: GENDER, HUMAN RIGHTS AND LAW (4 CREDITS)****(60 HOURS)****TOTAL CONTACT HOURS:**

Objectives and Content of the course: Students in this course will be introduced to the international discourse on human rights and will focus specifically on the Convention on the Elimination of Discrimination against Women (CEDAW), Vienna Declaration and the Beijing Platform for Action (BPFA, 1995) and initiatives for 'gender mainstreaming' while also looking at the principles of equality and non-discrimination as reflected in the Universal Declaration of Human Rights (UDHR), International Convention for Economic, Social and Cultural Rights (ICESCR) and International Convention on Civil and Political Rights (ICCPR). Issues related to enforcement of existing international approaches to advancing women's rights. Within the Indian context, students will be introduced to the law (sections of the Indian Penal Code specifically dealing with women's rights, various acts for the prevention of crime and protection of women's rights as well as landmark judgments). Students will also be enabled to analyse existing procedures followed in implementation of the law and the lacunae. Some of the other issues that this course will address are: history and culture of silence related to crimes against women, need for anonymity of the victim, substantive equality and politics of affirmative action and positive discrimination through women specific laws and supreme court guidelines such as: the Protection of Women from Domestic Violence Act 2005, ITPA, Vishaka Judgment, etc. Landmark cases of human rights violations. The family law in Goa will also be critically analysed.

Module 1: History of the 'rights' perspective. International discourse on human rights: Un Declaration of Human Rights, ICESCR, ICCPR Convention on the Elimination of Discrimination against Women (CEDAW), Vienna Declaration and the Beijing Platform for Action (BPFA, 1995). Critical concepts such as intersectionality and cultural relativism related to the enforcement of existing international approaches to advancing women's rights. (15 hours)

Module 2: The concept of Substantive Equality as reflected in the Constitution of India in procedural law, and in systems of access to justice, and in legislating women specific legislation such as Protection of Women from Domestic Violence Act, 2005, and judgments such as Vishaka Judgment (15 hours)

Module 3: Rights Concepts as reflected in the criminal laws relating to crimes against women, with special reference to the Indian Penal Code, The Immoral Traffic (Prevention) Act, 1956, Dowry Prohibition Act, 1961, Indecent Representation of Women (Prohibition) Act, 1986. Commission of Sati (Prevention) Act, 1987 (3 of 1988), The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989, all as amended to date. December 16, 2012 as a turning point in prevention of crimes against women, amendments to the law, mobilization and interventions for change. (20 hours)

Module 4: Family Law in Goa from a rights perspective

(10 hours)

Recommended Reading List for WSC-110:

1. Mapp Susan C. 2008. *Human Rights and social Justice in a Global Perspective*. New York: Oxford University Press.
2. Sathe S. 1993. *Towards Gender Justice*. Bombay: Research Centre for Women s Studies.

3. Balasubrahmanyam Vimal. 1990. *In Search of Justice, Women, Law, Landmark Judgements and Media*. Pune: Shubhada Saraswat Prakashan.
4. Parashar Archana. 1992. *Women and Family Law Reform in India: Uniform Civil Code and Gender Equality*. New Delhi: Sage Publications.
5. Agnes Flavia, Ghosh Shoba Venkatesh 2012, *Negotiating Spaces*. New Delhi: Oxford University Press
6. Agnes Flavia. 1999. *Law and gender inequality: The politics of women s rights in India*. New Delhi: Oxford University Press.
7. Agnes Flavia. 1990. *Journey to Justice: Procedures to be followed in a rape Case*. Bombay: Majlis
8. *Companion reader on violence against women*. 2012. New Delhi: Sage Publications.
9. Bindra Anju. 2009. *Women and Human Rights*. New Delhi: Manglam Publishers.
10. Haksar Nandita. 1986. *Demystification of Law for Women*. New Delhi: Lancer Press.
11. Mackinnon Catherine and Anne C. Herrmann. 2000. *Sex Equality: On Difference and Dominance in Theorizing Feminism: Parallel Trends in Humanities and Social Sciences*, Westview Press
12. Bindra Anju. 2009. *Women and Human Rights*. New Delhi: Manglam Publishers.
13. Parashar Archana & Dhanda Amita, (ed), 1999, *Engendering Law: Essays in Honour of Lotika Sarkar*. New Delhi: Eastern Book Company
14. International Dalit Solidarity Network - Cordaid, National Campaign on Dalit Human Rights, et al, 2007. Note prepared for 11th Session of the Human Rights Council.
15. Translated editions of Family laws in Goa.

OPTIONAL COURSES

COURSE NO. WSO - 101

TITLE: CRITICAL DEBATES ON WOMEN'S HEALTH (4 CREDITS)

(60 HOURS)

TOTAL CONTACT HOURS:

Objectives and Content of the course: This course will help students get a better understanding of the politics of gender and health of women as well as the politics of health care. The course stresses the potential for women's agency and autonomy with respect to improving their health and environments.

Module 1: Health, Gender and Power: Discrimination, Food access and Health. Traditional medicine: women and the power of knowledge over traditional health systems, family kitchens, pregnancy and childbirth etc. Harmful traditional practices and women's health. Women's bodies as sites of control -menstruation, family planning and contraceptive technology. The gender of health care providers. (15 Hours)

Module 2: Health Policy in India: Family Planning, Welfare to Empowerment. Reproductive health and health care. Debates around abortion and medical termination of pregnancy. (15 Hours)

Module 3: Women's Experience and Health: Health and Violence: Psychological concerns and women coping with stress: Alcoholism, drug abuse. Lifestyle and health. Special issues in women's health (menopause, cancer, violence, AIDS and aging) (15 Hours)

Module 4: Women's health and the global environment. Medicalization of women's health concerns. Women as consumers of health care and health insurance. (15 Hours)

Recommended Reading List for WSO-101:

1. Lingam Lakshmi. 2002. Towards understanding women's health: Critical Overview of Women's Studies. *Samyukta*. Vol.II No.1. p 51-68.
2. WHO Gender and Health: http://whqlibdoc.who.int/publications/2009/9789241563857_eng.pdf
3. Karkal Malini (ed.) 1995. *Our health: How does it count? In Our Lives Our Health*. Coordination Unit. World Conference on Women - Beijing 95.
4. Malwande Alaka Basu. 1995. Women's roles and the gender Gap in Health and Survival in Monica Das Gupta, Lincoln Chen and T.N Krishnan (eds.) *Women's Health in India: Risk & Vulnerability*. New Delhi: Oxfam.
5. Desouza Shaila (ed.). 2006. *Women's Health in Goa: A Holistic Approach*. New Delhi: Concept Publishers.
6. Sen Geetha et al (ed.) 1994. *Population Policies Reconsidered: Health, Empowerment and Rights*. Boston: Harvard School of Public Health.
7. Desouza Shaila. 2005. *A Situational Analysis of Women and Girls in Goa*, (Monograph) New Delhi: National Commission for Women.
8. Sangath. 2001. *State of Goa's Health: A Report, 2001*. New Delhi: Voluntary Health Association of India.
9. Conrad Peter. 2001. *The Sociology of Health & Illness*. New York: Worth Publishers.
10. White Kevin. 2009. *An Introduction to the Sociology of Health and Illness*. Los Angeles Sage Publications

COURSE NO. WSO - 102**TITLE: GENDER AND CULTURE (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the course: Students will be introduced to theoretical positions on the understanding of culture and will be equipped with skills for the methodological analysis of cultural practices. Students will traverse the canvas of the gender politics of language, custom and tradition and community identity. This course will enable the students to have a critical understanding of culture.

MODULE 1: The Indian Women: Colonial construct. The 'exotic' western imagination vs the oppressed traditional housewife. Contemporary Indian woman today. **(15 hours)**

MODULE 2: Tradition, Cultural Practices and Gender. The politics of exclusion. Folklore and Gender. Gender politics of language. **(20 hours)**

MODULE 3: Culture and influences: Colonization, Migration, Tourism, Education, Work **(10 hours)**

MODULE 4: Gender, Culture and Dress, the culture of beauty salons and the Indian Woman **(15 hours)**

Recommended Reading List for WSO-102:

1. N Jayaram (ed.) 2011. *Diversities in the Indian diaspora*. New Delhi : Oxford University Press
2. Kauffman Linda. 1989. *Gender and Theory: Dialogues on Feminist Criticism*. Oxford: Basil Blackwell.
3. Madan T. N. 2011. *Sociological Traditions*. New Delhi: Sage Publications.
4. Leslie Julia. 2002. *Invented Identities: The interplay of gender, religion and politics in India*. New Delhi: Oxford University Press.
5. Arnot Madeleine. 2002. *Reproducing Gender*. London: Routledge .
6. Coates Jennifer. 1986. *Women, Men and Language: A Sociolinguistic Account of Sex Differences in Language*. London: Longman.
7. Flueckiger Joyce. 1996. *Gender and Genre in the Folklore of Middle India*. New Delhi: Oxford University Press.
8. Palriwala Rajni. 1996. *Shifting Circles of Support: Contextualising Gender and Kinship in South Asia and Sub-Saharan Africa*. New Delhi: Sage Publications.
9. Rajan Rajeswari. 1993. *Real and Imagined Women : Gender, Culture and Post-colonialism*. London Routledge.
10. Thapan Meenakshi. *Embodiment: Essay on Gender and Identity*. Delhi: Oxford University Press.
11. Goddard Angela. 2009. *Language and Gender*. London: Routledge.
12. Poynton Cate. 1989. *Language and Gender: Making the Difference*. Oxford: Oxford University Press.
13. Handoo Lalita. 1999. *Folklore and Gender* .Mysore: Zooni Publications.
14. Gilman Charlotte P. 2002. *The Dress of Women: A Critical Introduction to the Symbolism and Sociology of Clothing*. Westport, Connecticut, London: Greenwood Press.

COURSE NO. WSO - 103**TITLE: RE-READING HISTORY: FEMINIST PERSPECTIVES (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the course: This course will introduce students to feminist social history. The course aims to enable students to further develop their skills in critical analysis and understand the role that this exclusion of women from history has played in our understanding of gender in society.

Module 1: Gender in world history and a critical category in historical analysis. Debates in Feminist Historiography (15 hours)

Module 2: Re-writing History: Contributions of feminists to the rediscovery of women's voice in history: Indian feminist contributions to rewriting history. (30 hours)

Module 3: Gender Analysis of school history texts. Selection of texts and analytical skill development. (15 hours)

Recommended Reading List for WSO-103

1. Stearns Peter N. 2010. *Gender in World History*. New York: Routledge.
2. Scott Joan Wallach (ed). 1996. *Feminism and History*. New York: Oxford University Press.
3. Lerner Gerda. 1986. 'The Creation of Patriarchy'. In *Women and History*. New York: Oxford University Press.
4. Chakravati Uma. *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*. New Delhi: Tulika Books.
5. Roy Kumkum. *The Power of Gender and the Gender of Power: Explorations in Early Indian History*. New Delhi: Oxford University Press.
6. Sangari Kumkum and Sudesh Vaid (eds.). 1989. *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women.
7. Ray Bharati. 1995. *From the seams of History: Essays on Indian Women*. New Delhi: Oxford University Press.

COURSE NO. WSO - 104**TITLE:** WOMEN 'S WELFARE AND EMPOWERMENT (4 CREDITS)**TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the course: This course will introduce students to the transition from a women and family welfare approach of the state to the discourse of empowerment through an analysis of state Policy and Programme

Module 1: History and Philosophy of Social Welfare in India: Women as beneficiaries and in need of protection. Changing role and status of women in India: a historical perspective. Women Empowerment: Meaning, concept, nature, objectives & target of women empowerment, reality of women empowerment in the era of globalization. Efforts for women empowerment and the changing condition and position of women. Role of Information Communication Technology in women empowerment. Problem & issues of women empowerment: Socio cultural, gender bias, form and nature of women exploitation. Feature & techniques of women empowerment programme, women empowerment through microfinance. Women empowerment: issues & remedies in India **(20 Hours)**

Module 2: Women Entrepreneurship schemes for women equality. Female literacy & non - formal education for women development, National Literacy Mission (NLM). Development of mother child health programmes, Family planning, Integrated health programmes, rural health & hygiene network. Women empowerment through Panchayati Raj, history of women movement in India and abroad. Role and Organisation of National Commission for Women, CSWB & SSWB for Women Empowerment. Women & child development welfare programmes: Awareness camps, mahilamandal, cultural programmes. Social welfare programme: SwarnJayanti Gram SwarojgarYojna, Rastriya Mahila Kosh Yojna, Kishori Shakti Yojna, Child Development Programme, Women Development Programme, DWACRA (Development of Women And Children in Rural Areas), Janani Suraksha Yojna. **(20 hours)**

Module 3: Women and Development: Theories of development: Women in development (WID), women and development (WAD), gender and development (GAD). Dynamics of women work participation in organized & unorganized sector in urban and rural perspectives. **(20 hours)**

Recommended Reading List for WSO-104:

1. Goel S.L. 2002. *Social Welfare Administration*. New Delhi: Deep and Deep Publication
2. Sachdeva D.L. 1992. *Social Welfare administration*. New Delhi: Kitab Mahal
3. Sahay Sushma. 1998. *Women and Empowerment: Approaches and Strategies*. New Delhi: Discovery Publication House.
4. Sharma Aradhana. 2010. *Paradoxes of Empowerment*. New Delhi: Zubaan.
5. Srivastava Sushama. 2008. *Women's Empowerment*. New Delhi: Commonwealth Publishers
6. Purushottham Sangeetha. 1998. *The Empowerment of Women in India*. New Delhi: Sage.

COURSE NO. WSO - 105**TITLE: GENDER AND POLITICAL PROCESSES (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the course: This course will introduce students to the perspectives and challenges around Panchayati Raj Institutions in India and will help students understand the key determinants and barriers to women's political participation in India. The course will cover issues of women's agency, autonomy and political empowerment. The politics of reservation (the 73rd and 74th Constitutional Amendments) and current debates around the Women's Reservation Bill including the Quota Campaign. The course will also introduce students to the role of civil society and the role women play in governance through participation in social movements, activist groups and NGO's. The concept of leadership through women's collective action will be discussed. The Kerala Kudumsree experience will be discussed.

Module 1: A history of local self-government in India. Women in local self-government: Prospects and challenges. What is politics and political participation. Women's Franchise and the Nationalist Movement. **(20 hours)**

Module 2: Gender, power politics and empowerment. Politics of Reservation. Quota campaign. Analytical reflections on case studies of women in panchayats. **(20 hours)**

Module 3: Governance through civil society movements and organisations. The kudumshree experience in Kerala **(20 hours)**

Recommended Reading List for WSO- 105:

1. Krook Mona Lena, 2009. *Quotas for women in Politics*. Oxford: Oxford University Press.
2. Meehan Elizabeth. 1991. *Equality Politics and Gender*. London :Sage Publications.
3. Menon Nivedita. 1999. *Gender and Politics in India*. New Delhi: Oxford University Press.
4. Monro Surya, 2005. *Gender Politics*. London: Pluto Press 2005 .
5. Gill Rajesh. 2009. *Contemporary Indian Urban Society - Ethnicity, Gender and Governance*. Delhi: Bookwell.
6. Dasarathi Bhuyan (ed.) 2008. *Women in Politics*. New Delhi: Discovery Publishing House
7. Stacey Margaret. 1981. *Women, Power and Politics*. London: Tavistock Publications.

COURSE NO. WSO - 106**TITLE: GENDER AND MEDIA (4 CREDITS)****(60 HOURS)****TOTAL CONTACT HOURS:**

Objectives and Content of the course: The media (film, television, magazines, newspapers and the internet) plays a major role in "constructing" gender, and "popular" views of what appropriate behavior is. This course will allow students to develop a critical understanding of how gender is constructed, contested and subverted in different forms of media. The course will examine various images of gender in media with examples from the late 20th century to the present. Using theories from cultural studies, film and gender studies, and communication studies, students will explore different processes and practices of gender, specifically in terms of media representations of femininity and masculinity.

Module 1: Theories from cultural studies, 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. **(30 hours)**

Module 2: Critical analysis of Gender in Magazines and Newspapers. Advertising and the image of women. Women's magazines. Politics of paid news. **(10 hours)**

Module 3: Internet and its social impacts. Internet and women: empowering or a tool for disempowerment. **(10 hours)**

Module 4: Media, gender, and its intersections with caste and class. How social norm about gender gets enacted, represented and has an impact on identity formations and communication. Media as a socio-cultural mechanism that shapes individual and collective notions of identity: essentially what it means to be male or female. **(10 hours)**

Recommended Reading List for WSO-106:

1. Valdivia Angharad. 1995. *Feminism, Multiculturalism & the Media Global Diversities*. London: Sage Publications.
2. Creedon Pamela. 1994. *Women, Media and Sport: Challenging Gender Values*. Thousand Oaks: Sage
3. Kosambi Meera. 1994. *Women's Oppression in the Public Gaze : An Analysis of Newspaper Coverage, State Action and Activist Response*. Bombay: Research Centre for Women s University.
4. Tannen Deborah. 1994. *Gender and Discourse*. New York: Oxford University Press.
5. Joseph Ammu. 1994. *Whose News? : The Media and Women s Issues*. New Delhi: Sage.
6. Prasad Kiran (ed.) 2005. *Women and Media, Challenging Feminist Discourse*. New Delhi: The Women Press.
7. Bhasin Kamla and Beena Aggarwal (ed.) 1984. *Women and Media: Analysis, Alternatives and Action*. ISIS International
8. Das Mallika. 2000. *Men and Women in Indian Magazine Advertisements: A Preliminary Report*. November.

COURSE NO. WSO - 107**TITLE: DEMOGRAPHY, LABOUR, WORK AND GENDER (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the course: Census, NFHS and NSS sources of data will be used for students enable students an understanding of her/his society from available demographic data. Goa gender disaggregated data wherever possible will be used to understand issues and concerns for women in the State. The goal of the course is to introduce students to concepts of gender relations which are imbedded and manifested in various aspects of paid, unpaid, formal and informal work.

Module 1: What numbers say: Analyzing women's position from existing demographic sources. Feminist analyses of the global political economy. Globalization, exploitation and empowerment of women
(20 hours)

Module 2: Politics of women's work: paid and unpaid work, the gendered nature of work, the devaluation of women's work, domestic work, inequalities in the workplace, and employment equity, issues of invisibility of the domestic/caring work of women: issues of paid domestic workers: the debates around legalization of prostitution: Trafficking and commercial sex work. Engels and Marx theoretical perspectives on work and labour will be discussed. Women, the informal sector and home based work, SHG's: empowerment/disempowerment debate.
(20 hours)

Module 3: Gender based problems in the workplace: sexual Harassment, the glass ceiling, maternity leave, work and child care. Government programmes related to work. Institutional and individual attempts to manage gender in the family and in the workplace.
(20 hours)

Recommended Reading List for WSO-107:

6. Mahadevan, K. 1989. *Women and Population Dynamics: Perspectives from Asian Countries*. New Delhi: Sage Publications.
7. Day Rosemary. 1985. *The Changing experience of Women: Unit 7: Women in the Household and Unit 8: Development of Family and Work in Capitalist Society*. Milton Keynes: Open University Press.
8. Singh Andrea. 1987. *Invisible Hands: Women in Home-Based Production*. New Delhi: Sage.
9. Beechey Veronica. *The Changing Experience of Women: Units 10 and 11 :Women and Employment*. Milton Keynes :The Open University Press.
10. Jain Devaki. 1985. *Women in Poverty: Tyranny of the Household: Investigative Essays on Women s Work*. New Delhi: Shakti Books.
11. Leonard Diana. 1985. *The Changing Experience of Women : Unit 9 The Family : Daughters, Wives and Mothers*. Keynes: The Open University Press.
12. Epstein T. 1981. *The Endless Day: Some Case Material on Asian Rural Women*. Oxford :Pergamon Press.
13. Dube Leela. 1990. *Structures and Strategies : Women, Work & Family*. New Delhi Sage.
14. Hall Richard. 1994. *Sociology of Work : Perspectives, Analysis and Issues*. California: Pine Forge Press.
15. Grint Keith. 2005. *The sociology of work*. Cambridge, MA, USA : Polity Press.
16. Banerjee Nirmala. 1991. *Indian Women in a Changing Industrial Scenario*. New Delhi: Sage.

COURSE NO. WSO - 108**TITLE: GENDER, ENVIRONMENT AND ECOLOGY (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Content of the Course: This course looks at the relationship between society, gender and the environment and will draw from literature from the growing field of feminist political ecology and ecofeminism. Students will be enabled to understand the impact of the broader political economy on the local level realities affecting the environment. Environmental conflicts and environment movements such as the Chipko, Narmada Bachao Andolan, and other such cases will be used to aid the understanding of the relationship between political economy, society, gender and the environment. This course will introduce students to some of the key environmental issues and what is meant by ecofeminism. Questions of sustainability, eco-consciousness, relationship between women and nature, livelihood vs environment conflicts, environment and women's agency, knowledge of traditional healing systems, gender and water, women's role as farmers, environmental stewards and activists.

Module 1: What is Feminist Political Ecology. Ecofeminism. Theories and debates on gender and environment (15 Hours)

Module 2: Mapping Environment Movements across the country: Development, Environment, Livelihoods and Conflict: Chipko, Narmada Bachao Andolan, Goa Bachao Abhiyan, SEZ Movement, Agitations against mining (20 hours)

Module 3: Environment and Women's Agency: Relationship of Women with Environment. Women, Land and Agriculture. Women's Knowledge of Traditional Health Care and Practices (15 hours)

Module 4: Gender and water. (15 hours)

Recommended Reading List for WSO - 108:

1. Rocheleau D., B. Thomas-Slayter and E. Wangari (eds.). 1996. *Feminist Political Ecology: Global Issues and Local Experiences*. London: Routledge.
2. Krishna Sumi. 2003. *Livelihood and Gender: Equity in Community Resource Management*. New Delhi: Sage.
3. Biswal Tapan. 2006. *Human rights, Gender and Environment*. New Delhi: Viva books.
4. McCully Patrick. 1998. *Silences rivers: The ecology and politics of large dams*. Hyderabad: Orient Longmans.
5. Shiva Vandana. 1998. *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women.
6. Shiva Vandana. 1992. *The Violence of the Green Revolution: Third World Agriculture Ecology and Politics*. Mapusa: The Other India Press.
7. Alvares Claude 2002. *Fish curry and rice: A sourcebook on Goa, its ecology and life-style*. Goa: The Goa Foundation.
8. Buckingham-Hatfield Susan. 2006. *Gender and Environment*. London, New York: Routledge.
9. Biswal Tapan. 2006. *Human rights, Gender and Environment*. New Delhi: Viva books

COURSE NO. WSO - 109**TITLE: GENDER AND EDUCATION (4 CREDITS)****TOTAL CONTACT HOURS:****(60 HOURS)**

Objectives and Contents of the Course: Students will be exposed to Paulo Freire's ideas on the inadequacies of the 'banking system' in education and his ideas on a non-formal system of learning, bell hooks method of 'engaged pedagogy', to facilitate students gain knowledge and the skills to challenge existing social inequality and oppression. To give the students an opportunity to get a hands on experience with 'connected teaching', this course will be a project based course where students will be given an opportunity to experience what Mary Field Belenky calls 'connected' learning and the Krishnamurthy philosophy of education. This course will introduce students to a gender critique of education beginning with an analysis of existing school curriculum.

Module 1: Role of education and women's status. Paulo Freire: NFE and 'banking system' in education. Bell hooks engaged pedagogy. The Belenky's 'connected teaching' and the teaching/learning ideas of Krishnamurthy. **(20 hours)**

Module 2: Government Programmes and Policies to improve Education for Women in India: Sarva Shiksha Abhiyan, Kasturba Gandhi Ballika Vidhyalaya, Mahila Samakya, NPEGEL, District Primary Education Programme, NEP, RTE, NFE **(20 hours)**

Module 4: Gender critique of education and gender audit of education in India: focus on Goa **(20 hours)**

Recommended Reading List for WS-109:

1. Chanana Karuna. 1988. *Socialisation Education and Women : Explorations in Gender Identity*. New Delhi: Orient Longman
2. Mills Sara. 2011. *Language, gender and feminism*. New York : Routledge.
3. Sharma S. 1995. *Women s Education : A Conceptual Framework*. New Delhi: Discovery
4. Belenky, Mary Field, Blyth McVicker Clinchy, Nancy Rule Goldberger, and Jill Mattuck Tarule. 1986. *Women's Ways of Knowing: The Development of Self, Voice, and Mind*. New York: Basic Books.
5. Freire Paulo. 1971. *Pedagogy of the Oppressed*. New York: Herder and Herder.
6. hooks, bell. 1994. *Teaching To Transgress: Education as the Practice of Freedom*. New York: Routledge.
7. Martin Jane Roland. 1983. "The Ideal of the Educated Person." In *Philosophy of Education*, eds. Daniel R. De Nicola and Thomas W. Nelson, 3-20. Normal, 111: Philosophy of Education Society and Illinois State University.
8. Minnich, Elizabeth Karmarck. 1990. *Transforming Knowledge*. Philadelphia: Temple University Press.
9. Sharma, Rashmi, and Vimala Ramachandran. 2009. *The elementary education system in India*. New Delhi: Routledge.
10. Dodd Anne, Wescott. 2000. *Syllabus: Gender Issues in Education*. Women's Studies Quarterly Vol. 28. No. 3/4. PP 336 -346. The Feminist Press.
11. Kumar Krishna. 1986. Growing up Male. *Seminar* No. 387. February. pp53-55.
12. Jha Jyotsna and Dhir Jhingran. 2002. Nature, Nurture or Culture? Gender in Education. Jha and Jhingran (eds.) *Elementary Education for the Poorest and Other Deprived Groups: The Real Challenge of Universalization*. New Delhi: Centre for Policy Research.

COURSE NO. WSO - 110**TITLE: WOMEN AND VIOLENCE (4 CREDITS)****(60 HOURS)****TOTAL CONTACT HOURS:**

Objectives and Contents of the Course: This course will introduce to issues of violence, masculinity and male identity and how forms of violence get legalized by social custom and tradition. The course will give an overview of different forms of violence from both a historical as well as global perspective. The different forms of violence, the evolution of society's response to that form of violence, the laws, programmes and services to address that form of violence will be discussed. The course will include concerns around domestic violence, rape, including custodial rape, intimate partner violence, honor related violence, violence against women as a weapon in war, pedophilia and child abuse, self-inflicted violence and suicide, female genital mutilation, molestation and teasing, trafficking and forms of violence that are not covered by the law. The aim of the course is to explore and problematize the connection between gender, sexuality, culture and violence. The course will promote a critique of media handling of issues of crimes against women and allow students an understanding of how conceptions of gender and culture affect how we deal with violence in different communities.

Module 1: Violence, masculinity and male identity and how forms of violence get legalized by social custom and tradition. Crimes against women as under the IPC, Crimes against women under Special laws. **(15 hours)**

Module 2: Different forms of Violence: domestic violence, rape, including custodial rape, intimate partner violence, honor related violence, violence against women as a weapon in war, pedophilia and child abuse, self-inflicted violence and suicide, female genital mutilation, molestation and teasing, trafficking. **(20 hours)**

Module 3: Legal Interventions, society's response, services and programmes **(10 hours)**

Module 4: Subtle forms of violence: Gender violence and cultural sanction. Violence and media reporting. Indecent Representation of Women **(15 hours)**

Recommended Reading List for WSO-110:

1. Chatterjee Partha. 2002. *Community, Gender and Violence*. Delhi: Permanent Black.
2. Renzetti, Claire M., Edleson, Jeffrey L., Bergen, Raquel Kennedy. 2012. *Companion reader on Violence against Women*. New Delhi: Sage.
3. Connell R. 1995. *Gender and Power: Society, the Person and Sexual Politics*. Cambridge: Polity Press.
4. D'cruze Shani and Anupama Rao. 2005. *Violence, vulnerability and embodiment*. Oxford: Blackwell.
5. Chandiramani Radhika and Geetanjali Misra. 2008. *Sexuality, Gender and Rights*. New Delhi: Sage.
6. Ruehl Sonja. 1983. *The Changing Experience of Women : Unit 4 Sexuality*. Milton Keynes: The Open University Press.
7. Hossain Sara. 2006. 'Honour'. New Delhi: Zubaan.