



गोंय विद्यापीठ

ताळगांव पठार

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(Accredited by NAAC)

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GU/Acad –PG/BoS -NEP/2023/85/3

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**CIRCULAR**

In supersession to the above referred Circular, the updated approved Syllabus with revised Course Codes of the **Master of Arts in Women's Studies** Programme is enclosed.

The Dean/ Vice-Deans of the Manohar Parrikar School of Law, Governance and Public Policy are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin Lawande)  
Assitant Registrar – Academic-PG

To,

1. The Dean, Manohar Parrikar School of Law, Governance and Public Policy, Goa University.

Copy to:

1. The Chairperson, Board of Studies in Women's Studies.
2. The Programme Director, MA in Women's Studies, Goa University.
3. The Controller of Examinations, Goa University.
4. The Assistant Registrar, PG Examinations, Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

**GOA UNIVERSITY**  
**Sub P.O. Goa University, Taleigao Plateau, Goa 403 206**

**MANOHAR PARRIKAR SCHOOL OF LAW, GOVERNANCE & PUBLIC POLICY**  
**WOMEN'S STUDIES PROGRAMME**

**M.A. Women's Studies Syllabus following the Choice-based Credit System**  
**Total credits 80 credits**

**About Women's Studies:**

Women's Studies in India, is an interdisciplinary field of feminist scholarship 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 using a variety of pedagogical tools including field practice to understand social realities.

**Prerequisites for Admission:**

The prerequisite for admission into the M.A. Women's Studies Programme is the minimum prescribed percentage in a Bachelor's Degree in any subject and as per Goa University Ordinance for admission.

**Semesters and Courses:**

The Manohar Parrikar School of Law, Governance and Public Policy offers a two-year M.A. Programme in the subject of Women's Studies taught over 4 semesters. The M.A. Programme is governed by Goa University Ordinances and in line with the National Education Policy 2020.

**Course and Credit Distribution:**

<b>Courses</b>	<b>SEM1</b>	<b>SEM2</b>	<b>SEM3</b>	<b>SEM4</b>	<b>Total Credits</b>
Discipline Specific Core Course	16	16			32
Discipline Specific Elective Course	4	4			08
Research Specific Elective Course			8	4	12
Generic Elective Course			12		12
Discipline Specific Dissertation				16	16
<b>Total Credits</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>80</b>

One Credit is 15 contact hours

<b>MA Women's Studies Programme - Courses and Structure</b>		
<b>Semester I</b>		
<b>Discipline Specific Core Courses (DSC)</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Core Concepts in Women's Studies & Feminist Thought	WST500	4
Mapping the Women's Movement	WST501	4
Gender and Marginality	WST502	4
Women and Violence	WST503	4
<b>One Discipline Specific Elective Course (DSE)</b>		<b>4</b>
<b>Total Credits in Semester 1</b>		<b>20</b>
<b>Semester 2</b>		
<b>Discipline Specific Core Courses (DSC)</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Gender, Development and the State	WST504	4
Women's Health Critical Debates	WST505	4
Gender Human Rights and Law	WST506	4
Gender-Sensitive Interventions for Change	WST507	4

<b>One Discipline Specific Elective Course (DSE)</b>		<b>4</b>
<b>Total Credits in Semester 2</b>		<b>20</b>
<b>Semester 3</b>		
<b>Research Specific Elective Courses (RSE)</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Doing Feminist Research	WST600	4
Research Methods and Academic Writing	WST601	4
<b>Three Generic Elective Courses (GEC)</b>		<b>12</b>
<b>Total Credits in Semester 3</b>		<b>20</b>
<b>Semester 4</b>		
<b>Research Specific Elective Courses (RSE)</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Field Work Skills and Practice	WST602	4
<b>Discipline Specific Dissertation (DSD) as per GU Ordinance</b>	WST651	16
<b>Total Credits in Semester 4</b>		<b>20</b>
<b>Total Credits in all 4 Semesters of the MA Women's Studies Programme</b>		<b>80</b>

**WOMEN'S STUDIES DISCIPLINE SPECIFIC CORE COURSES (COMPULSORY)**

<b><u>Course Code</u></b>	<b><u>Course Title</u></b>	<b><u>Number of Credits</u></b>
<a href="#"><u>WST500</u></a>	- Core Concepts in Women's Studies and Feminist Thought	4
<a href="#"><u>WST501</u></a>	- Mapping the Women's Movement	4
<a href="#"><u>WST502</u></a>	- Gender and Marginality	4
<a href="#"><u>WST503</u></a>	-Women and Violence	4
<a href="#"><u>WST504</u></a>	- Gender, Development and the State	4
<a href="#"><u>WST505</u></a>	- Women's Health: Critical Debates	4
<a href="#"><u>WST506</u></a>	- Gender, Human Rights and Law	4
<a href="#"><u>WST507</u></a>	- Gender-Sensitive Interventions for Change	4

**WOMEN'S STUDIES DISCIPLINE SPECIFIC ELECTIVE COURSES – (DSE)**

<b><u>Course Code</u></b>	<b><u>Course Title</u></b>	<b><u>Number of Credits</u></b>
<a href="#"><u>WST521</u></a>	- Gender and Culture	4
<a href="#"><u>WST522</u></a>	- A Gender Review of Literature	4
<a href="#"><u>WST523</u></a>	- Gender and Education	4
<a href="#"><u>WST524</u></a>	- Demography, Labour, Work and Gender	4

**WOMEN'S STUDIES RESEARCH SPECIFIC ELECTIVE COURSES – (RSE)**

<b><u>Course Code</u></b>	<b><u>Course Title</u></b>	<b><u>Number of Credits</u></b>
<a href="#"><u>WST600</u></a>	- Doing Feminist Research	4
<a href="#"><u>WST601</u></a>	- Research Methods and Academic Writing	4
<a href="#"><u>WST602</u></a>	- Field Work Skills and Practice	4

**WOMEN'S STUDIES DISCIPLINE SPECIFIC DISSERTATION- (DSD)**

<b><u>Course Code</u></b>	<b><u>Number of Credits</u></b>
<a href="#"><u>WST651</u></a>	– Discipline Specific Dissertation 16

**WOMEN'S STUDIES GENERIC ELECTIVE COURSES – (GSE)**

<b><u>Course Code</u></b>	<b><u>Course Title</u></b>	<b><u>Number of Credits</u></b>
<a href="#"><u>WST621</u></a>	- Re-reading History: Feminist Perspectives	4
<a href="#"><u>WST622</u></a>	- Gender and Political Processes	4
<a href="#"><u>WST623</u></a>	- Gender, Environment and Ecology	4
<a href="#"><u>WST624</u></a>	- Gender and Media	4

Students from other disciplines may do Women's Studies Core Courses offered in Semester I as Generic Elective Courses

## M.A. WOMEN'S STUDIES COURSE OUTLINES

### WOMEN'S STUDIES DISCIPLINE SPECIFIC CORE COURSES (COMPULSORY)

**Programme: M. A Women's Studies**

**Title of the Course: CORE CONCEPTS IN WOMEN'S STUDIES AND FEMINIST THOUGHT**

**Course Code: WST500**

**Number of Credits: 4**

**Effective from Academic Year: 2022-2023**

<b><u>Course prerequisite:</u></b>	Registration in any Masters Programme at Goa University Students from other disciplines may opt for this course as an Elective	
<b><u>Objectives:</u></b>	This course will introduce students to the discipline of Women's Studies, the key concepts and the development of feminist thought around the world.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> History of Women's Movement and the emergence of Women's Studies, development of Women's Studies and its significance in the Indian context - nomenclature of Women's Studies /Gender Studies/ Family Studies, etc. <b>Key Concepts:</b> Equality, <i>Nature-Nurture Debate</i>, Sex and Gender, Stereotyping and Essentialism, Patriarchy and Masculinity, Equity,</p> <p><b>Module 2:</b> Feminism, The Wave Theory, Early developments in feminist thought: Liberal, Radical, Socialist, Marxist feminism. Parallels and points of difference. <b>Key Concepts:</b> Power, Strategic Needs vs. Practical Needs of Women, Access and Control, Levels of Gender Consciousness.</p> <p><b>Module 3:</b> Intersectionality (caste, class, sexual orientation, disability, etc.), black feminist thought, dalit feminism, Queer theory, contemporary developments in feminist thought, Post-modern feminism. <b>Key Concepts:</b> Intersectionality, Backlash</p>	<p>20 hours</p> <p>20 hours</p> <p>20 hours</p>
<b><u>Pedagogy:</u></b>	Lectures, assignments, games, films, discussion, group readings and presentations	
<b><u>References:</u></b>	<p>Bhagwat Vidyut. 2004. Feminist Social Thought. Jaipur: Rawat Publications.</p> <p>Bhasin Kamla. 1993. What is Patriarchy? New Delhi: Kali for Women.</p> <p>Bhasin Kamla and Nighat Said Khan. 1986. Some Questions on Feminism and its Relevance in South Asia. New</p>	

	<p>Delhi: Kali for Women.</p> <p>Bhavnani Kumkum et al. 2006. Feminist Futures. New Delhi: Zubaan.</p> <p>Butler, Judith. 1990. Gender Trouble: Feminism and subversion of an Identity. Routledge</p> <p>Chaudhuri Maitrayee. 2004. Feminism in India. New Delhi: Kali for Women</p> <p>Clough P. 1994. Feminist Thought. Oxford: Blackwell.</p> <p>Connel, R. 2009. Gender. Cambridge: Polity Press</p> <p>Davis Kathy. 2006. Handbook of Gender and Women's Studies. London: Sage.</p> <p>Eagleton Mary. 2003. A Concise Companion to Feminist Theory. Malden, MA: Blackwell.</p> <p>Freedman Jane. 2002. Feminism. New Delhi: Viva Books.</p> <p>Gould Carol C. 1999. Gender: Key Concepts in Critical Theory. New York: Humanity Books.</p> <p>Heckman, Susan. 1990. Gender and Knowledge: Elements of Postmodern Feminism, Polity Press: Cambridge.</p> <p>John Mary. 1996. Discrepant Dislocations: Feminism, Theory and Postcolonial Histories. Delhi: Oxford University Press.</p> <p>Lorber Judith. 1991. The Social Construction of Gender. London: Sage</p> <p>McCann Carole Ruth, Kim Seung-Kyung. 2012. Feminist Theory Reader. New York: Routledge.</p> <p>McHugh Nancy Arden. 2007. Feminist Philosophies A-Z. Edinburgh: Edinburgh University Press.</p> <p>Pilcher Jane. 2005. Fifty concepts in Gender Studies. London: Sage.</p> <p>Ray Raka. 2012. Handbook of Gender. New Delhi: Oxford University Press.</p> <p>Tong, Rosemary &amp; Tina Fernandes B. 2018. Contemporary Feminist Thought: A More Comprehensive Introduction. New York: Westview Press</p> <p>V. Geetha. 2002. Gender. Kolkata: Stree.</p> <p>V. Geetha. 2007. Patriarchy. Kolkata: Stree</p>
<p><b><u>Course Outcomes</u></b></p>	<p>1. Students will understand basic concepts in women's studies and the relevance of women's studies as an academic discipline.</p> <p>2. Students will understand feminism, feminist theories, recent developments in feminist thought and will explore the future of feminism.</p>



**Programme: M. A Women's Studies**

**Title of the Course: MAPPING THE WOMEN'S MOVEMENT**

**Course Code: WST501**

**Number of Credits: 4**

**Effective from Academic Year: 2022-2023**

<b><u>Course prerequisite:</u></b>	Registration in any Masters Programme at Goa University Students from other disciplines may opt for this course as an Elective	
<b><u>Objectives:</u></b>	This course will introduce students to the history of liberty, equality, freedom and justice and take the students through the trajectory of the women's movement in the west and will focus on mapping the different phases of the Indian Women's Movement (IWM). Beginning with the emergence of the women's question in colonial India, to issues raised during the Independence movement and women's involvement in the Nationalist struggle for independence, this course will take students through the journey of the IWM post-Independence to the birth of the Autonomous Women's Movement from individual achievements of women to women's issues and movements.	
<b><u>Content:</u></b>	<b>Module 1:</b> Tracing the history of liberty, equality, freedom and justice. Waves of the Feminist Movement in west; (First Wave, Second Wave and Third Wave).  <b>Module 2:</b> Women as beneficiaries and in need of protection. Women's issues in colonial India: sati, bride price, child marriage and the concerns brought about with teenaged mothers, education, plight of widows, religious dedication and prostitution, etc. Social reform movement and women in colonial India (Abbaka Rani, Rani of Jhansi, Anandi bai Joshi, Rasundari Devi, Rukmabai, Pandita Ramabai, Durgabai Deshmukh, Savitribai Phule, etc.)  <b>Module 3:</b> Gender and the Nation. Gandhi and Women. Participation in Nationalist movement. Women leaders. Post-Independence and the birth of the Autonomous Women's Movement. Women's experience of social and political postcolonial movements in India Women's issues, movements and growth of NGOisation. Dalit feminist movements and questions within feminist movements – navigating leadership and agenda of women's movement.	15 hours  15 hours  15 hours

	<p>Women's movement and impact on policy and laws, Social media: movements and challenges. Student Protests, Sexuality, LGBTQ Movements, Menstrual Activism, Anti CAA protests, and other contemporary movements.</p> <p><b>Module 4: Goa:</b> History of Women's Movement in Goa: Issues and Concerns. Mapping the Contemporary women's movements in Goa through news and social media.</p>	<p>15 hours</p>
<p><b><u>Pedagogy:</u></b></p>	<p>lectures/assignments/self-study/Role Play/poster and album making/presentations/ group readings and discussions</p>	
<p><b><u>References:</u></b></p>	<p>Alvares Claude. 2002. Fish curry and rice: A sourcebook on Goa, its ecology and life-style. Goa: The Goa Foundation.</p> <p>Bassentt Susan. 1986. Feminist Experience: The Women s Movement in Four Cultures. London: Allen and Unwin.</p> <p>Bystydzienski Jill M and Sekhon Joti (eds.) Democratization and Women's Grassroots Movements. 2002. New Delhi: Kali for Women.</p> <p>Desouza Shaila. 2005. A Situational Analysis of Women and Girls in Goa, (Monograph) New Delhi: National Commission for Women.</p> <p>Faganis Sondra. 1994. Situating Feminism: From Thought to Action. London: Sage.</p> <p>Forbes Geraldine. 1999. Women in Modern India. Cambridge University Press.</p> <p>Forbes Geraldine. 2005. Women in Colonial India: Essays on Politics, Medicines and Historiography. New Delhi: Chronicle Books.</p> <p>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.</p> <p>Goa State Development Report, 2011, Planning Commission of India.</p> <p>Jayawardena Kumari. 2016. Feminism and Nationalism in the Third World. Verso Books.</p> <p>Khullar Mala. 2005. Writing the Women's Movement a Reader. New Delhi: Zubaan.</p> <p>Krishnraj Maitryi.2012. The Women's Movement in India: A 100 year History. India: Social Change Vol. 42 (3) Sage, 325-333.</p>	

<p><b><u>Additional Readings</u></b></p>	<p>Kumar, Radha. 1993. The History of Doing 1800 – 1990. New Delhi: Kali for Women.</p> <p>Murthy Laxmi &amp; Rajashri Dasgupta. 2013. Our Pictures, Our Words: A Visual Journey through the Women’s Movement. New Delhi: Zubaan</p> <p>Sarkar. S &amp; Tanika Sarkar (eds.).2008. Women and Social Reform in Modern India: A Reader, Indiana University Press</p> <p>Spender Dale.1983.There’s Always Been a Women’s Movement this Century. London: Pandora Press.</p> <p>State of Goa’s Health: A Report, 2001. New Delhi and Sangath, Goa Voluntary Health Association of India.</p> <p>The State and the Women s Movement in India : A Report. 1995. New Delhi: Indian Association of Womens Studies.</p> <p>Wilson Elizabeth.1986. Hidden Agendas: Theory, Politics and Experience in the Women’s Movement. London: Tavistock Publications.</p> <p>Zubaan Archive. 2006. Poster Women: A Visual History of the Women’s Movements in India. New Delhi.</p> <p>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.</p> <p>Bailancho Saad. Issues of the SAAD Newsletters</p> <p>Kannabiran K, ‘ The Judiciary, Social Reform and Debate on Religious Prostitution in Colonial India’, in Economic and Political Weekly, VOL.30, No. 43,1995.pp WS59-WS.</p>
<p><b><u>Course Outcomes:</u></b></p>	<p>1.The course will help students to understand the current scenario in India and to trace transitions within the Women’s Movement.</p> <p>2.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 India and Goa in particular.</p>

**Programme: M. A. Women's Studies**

**Title of the Course: GENDER AND MARGINALITY**

**Course Code: WST502**

**Number of Credits: 4**

**Effective from Academic Year: 2022 - 2023**

<b><u>Course prerequisite:</u></b>	Registration in any Masters Programme at Goa University Students from other disciplines may opt for this course as an Elective	
<b><u>Objectives:</u></b>	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.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> Class and Religion: Identity politics, Recognition vs Redistribution. Women factory workers, Domestic Labour: Issues, challenges and lacunae in the law (Domestic Labour Act 2010), class exploitation, poverty and vulnerability, Case studies of gender and religious conflicts in India, Women as targets, Women as custodians of community identity and honor. Politics of food.</p> <p><b>Module 2:</b> Intersectionality revisited. Caste and Tribes: Historical roots of caste: Work of Ambedkar and Phule. Caste and Gender. Contemporary Dalit voices. Issues of tribal women, Forest and Wildlife Acts vs Livelihood. Field Trip. Politics of tribal classification.</p> <p><b>Module 3:</b> Sex: Transgender Rights, Hijjara Community in India, Section 377 and NALSA Act. Recent debates and trends. CALERI (Campaign for Lesbian Rights), PRIDE March, NAZ Foundation.</p> <p><b>Module 4:</b> Disability and Senior Citizens: Contemporary debates on rights, inclusion. Disability and gender, State response to disabled persons issues, National policy for persons with Disability 2006 and contemporary schemes, Citizens Amendment Act (CAA)2019</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<b><u>Pedagogy:</u></b>	Lectures, assignments, self-study, documentaries, films and discussion, group readings and discussions,	

	presentations, field trip	
<p><b>References:</b></p>	<p>Ambedkar BR, <i>Annihilation of Caste</i>, New Delhi: Critical Quest.</p> <p>Ambedkar BR, <i>What the Congress and Gandhi have done to the Untouchables</i> New Delhi: Critical Quest.</p> <p>Ambedkar, BR, <i>Castes in India</i>, New Delhi: Critical Quest.</p> <p>Baghel Indu. 2009. <i>Dalit Women in Panchayati Raj</i>. New Delhi: Jnanada Prakashan.</p> <p>Chakravarti Uma. 2003. <i>Gendering Caste: Through a Feminist lens</i>. Kolkata: Stree</p> <p>Fraser Nancy, 1997. Recognition from Redistribution to Recognition? : Dilemmas of Justice in a “Post-socialist” Age. Chapter I in <i>Justice Interruptus</i>. New York: Routledge.  <a href="http://ethicalpolitics.org/blackwood/fraser.htm">http://ethicalpolitics.org/blackwood/fraser.htm</a></p> <p>Ghai Anita. 2015. <i>Rethinking Disability in India</i>. New Delhi Routledge.</p> <p>Ghai, Anita. 2003 (Dis)embodied Form: Issues of Disabled Women. New Delhi: Har- Anand Publications.</p> <p>Gore, M.S. 1993. <i>The Social Context of Ideology: Ambedkar’s Social and Political Thought</i>. New Delhi Sage Publication</p> <p>Gupta Charu.2016.Gender of Caste: Representing Dalits in Print. University of Washington Press.</p> <p>Guru Gopal. 2004. <i>Dalit Cultural Movement and Dalit Politics in Maharashtra</i>. Mumbai: Vikas Adhyayan Kendra,</p> <p>Hans Asha. 2015. <i>Disability. Gender and the Trajectories of Power</i>. India: SAGE Publications.</p> <p><i>International Classification of Functioning, Disability and Health</i>. 2001. Geneva: WHO</p> <p>Kelkar Govind. 1991. <i>Gender and Tribe: Women, Land and Forests in Jharkhand</i>. New Delhi: Kali for Women.</p> <p>Majeed, Akhtar. 2002. <i>Nation And Minorities India’s Plura. Society and Its Constituents</i>, New Delhi: Kanishka Publishers.</p> <p>Mani Kumar Kalanand &amp; Fredrick Noronha.2008. Picture- Post Card Poverty, Unheard Voices Forgotten Issue: from Rural Goa. Goa 1556.</p>	

	<p>Manju, Subhash. 1988. <i>Rights of Religious Minorities in India</i>, New Delhi: National Book Organisation.</p> <p>Massey, I.P. 2002. <i>Minority Right Discourse</i>, Shimla: Indiar Institute of Advanced Study.</p> <p>Meyerowitz Joanne. 1980. <i>How Sex Changed: A History of Transsexuality in the United States</i>. New Delhi: Kanishka Publishers.</p> <p>Nongbri Tiplut. 2003. <i>Development, Ethnicity and Gender: Select essays on Tribes in India</i>. Jaipur: Rawat Publications.</p> <p>Rajan, Nalini. 2002. <i>Democracy and the Limits of Minority Rights</i>, New Delhi: SAGE Publications.</p> <p>Raju Saraswati.2011. <i>Gendered Geographies: Space and Place in South Asia</i>. Oxford University Press</p> <p>Rao Anupama. <i>Gender and Caste</i>, New Delhi: Kali for Women and Book Review Literary Trust.</p> <p>Rege Sharmila.2013. <i>writing caste/writing gender: narrating dalit women testimonies</i>. New Delhi: Zubaan.</p> <p>Sathyamurthy, T. 1996. <i>Region, Religion, Caste, Gender and Culture in Contemporary India</i>. Oxford: Oxford University Press.</p> <p>Shah Ghanshyam, 2001. <i>Dalit Identity and Politics</i>. New Delhi: Sage Publication.</p> <p>Teich Nicholas.2012. <i>Transgender 101: A Simple Guide to the Complex Issue</i>. Columbia University Press</p> <p>Thakur, R.N. 1999. <i>Plight of the Minorites Problems and Grievances in their Education</i>. New Delhi: Gyan Publishing House.</p> <p>Vempeny, Sebastian. 2003. <i>Minorites in Contemporary India</i>.India: Kanishka Publishing House</p>
<p><b><u>Course Outcomes</u></b></p>	<ol style="list-style-type: none"> <li>1. The students will be introduced to theories on gender, intersectionality and difference with a focus on marginalized sections based on class, religion, caste, tribe, sex, age, and disability in particular.</li> <li>2. The student will be taken on an overnight field trip to experience hardships faced by marginalized people.</li> </ol>

**Programme: M. A. Women’s Studies**  
**Title of the Course: WOMEN AND VIOLENCE**  
**Course Code: WST503**  
**Number of Credits: 4**  
**Effective from Academic Year: 2022 - 2023**

<b><u>Course prerequisite:</u></b>	Registration in any Masters Programme at Goa University Students from other disciplines may opt for this course as an Elective	
<b><u>Objectives:</u></b>	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.	
<b><u>Content:</u></b>	<p><b>Module1:</b> Violence- a global pandemic. Gender based Violence- power and patriarchy. Violence, masculinity and male identity and how forms of violence get legalized by social custom and tradition (FGM),Violence begins before birth-infanticides and selective abortion. Subtle forms of gendered violence and cultural sanction. Violence Against Women &amp; Intersectionality. Crimes against women as under the IPC, understanding the status from Statistics (NCRB)</p> <p><b>Module 2:</b> Different forms of Violence: dowry, domestic violence, rape, including custodial rape (Mathura Rape Case), intimate partner violence (Marital rape debate), 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.Sexual Harassment Against Women at Work</p>	<p>20 hours</p> <p>20 hours</p>

	<p><b>Module 3:</b> Prevention and Direct Intervention Legal Initiatives to Address Violence Against Women. Nirbhaya and after: Legal Interventions, Criminal Amendment Act, society's response, role of media, services and programmes</p> <p><b>Module 4:</b> Violence and media reporting, various case studies (National and Local) Indecent Representation of Women and trolling.</p>	<p>10 hours</p> <p>10 hours</p>
<p><b><u>Pedagogy:</u></b></p>	<p>lectures/assignments/self-study/ documentaries and discussion/ group readings and discussions/ presentations</p>	
<p><b><u>References:</u></b></p>	<p>Agnes Flavia. 2008, 'My Story... Our story of rebuilding broken lives, Forum Against Oppression of Women (F.A.O.W)</p> <p>Butalia, Urvashi. 1998. <i>'Other side of Silence:Voices from Partition'</i> New Delhi: Peinguin.</p> <p>Butalia, Urvashi. 2002. 'Confrontations and Negotiation: The Women's Movement Responses to Violence against Women' in Kapadia kiran(ed.) <i>The Violence of Development</i>. New Delhi: Palgrave, Macmillan.</p> <p>Chandiramani Radhika and Geetanjali Misra. 2008. <i>Sexuality, Gender and Rights</i>. New Delhi: Sage.</p> <p>Chatterjee Partha. 2002. <i>Community, Gender and Violence</i>. Delhi: Permanent Black.</p> <p>Chaudhari prem. 2007. <i>Contencious Marriage/Eloping Couples: Gender Caste and Patriarchy in Northern India</i>. New Delhi, OUP.</p> <p>Connell R. 1995. <i>Gender and Power: Society, the Person and Sexual Politics</i>. Cambridge: Polity Press.</p> <p>D'cruze Shani and Anupama Rao. 2005. <i>Violence, vulnerability and embodiment</i>. Oxford : Blackwell.</p> <p>Datar Chhaya.1995.<i>Struggle Against Violence, Calcutta, Stree</i>.</p> <p>Hossain Sara. 2006. <i>'Honour'</i>. New Delhi:Zubaan.</p> <p>Kannabiran Kalpana. 2005., <i>Violence of Normal Times, New Delhi: Women Unlimited</i>.</p> <p>Menon Nivedita. 2004. <i>Recovering Subversion: Feminist Politics Beyond the Law, New Delhi: Sage</i>.</p> <p>Meyers Meryan. 1998. <i>News Coverage on Violence Against Women: Engendering Blame</i>.Sage</p> <p>Renzetti, Claire M., Edleson, Jeffrey L., Bergen, Raquel Kennedy. 2012. <i>Companion reader on Violence against</i></p>	



	<p><i>Women</i>. New Delhi: Sage.</p> <p>Renzetti, C. M., Edleson, J. L., &amp; Bergen, R. K. (Eds.). (2011). Sourcebook on violence against women (2nd ed). SAGE Publications</p> <p>Ruehl Sonja. 1983. <i>The Changing Experience of Women : Unit 4 Sexuality</i>. Milton Keynes: The Open University Press.</p> <p>Storkey, E. (2018). Scars across humanity: Understanding and overcoming violence against women. InterVarsity Press.</p> <p>Teltumde A.2008. <i>Khairlanji: A Bitter Crop</i>, New Delhi: Navyana</p> <p>Bograd, M. (1999). Strengthening Domestic Violence Theories: Intersections of Race, Class, Sexual Orientation, And Gender. <i>Journal of Marital and Family Therapy</i>, 25(3), 275–289</p>
<p><b><u>Course Outcomes</u></b></p>	<ol style="list-style-type: none"> <li>1. The students will be able to explore the relationship between cultural construction of masculinity and the perpetuation of violence against women and other sexual minorities.</li> <li>2. Students will be informed about the various forms of violence against women and the politics of its normalization in a patriarchal society.</li> <li>3. Students will be able to critique the media’s handling of issues of crimes against women.</li> <li>4. Students will also be able to critically assess the responses of state to the violence against women.</li> </ol>

**Programme: M. A Women's Studies**

**Title of the Course: GENDER, DEVELOPMENT AND THE STATE**

**Course Code: WST504**

**Number of Credits: 4**

**Effective from Academic Year: 2022 – 2023**

<b><u>Course prerequisite:</u></b>	Registration in the MA Women's Studies Programme	
<b><u>Objectives:</u></b>	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, gender analysis frameworks, (gender blind, gender neutral and gender redistributive policies), gender mainstreaming and gender budgeting. This course will also introduce the students to a critical understanding of gender issues in Goa in particular 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, needs, policies and programmes. Case studies of tourism and mining and other local development projects in Goa will be analysed.	
<b><u>Content:</u></b>	<b>Module 1:</b> Concepts of Development and Underdevelopment. Theories of Development: Modernization theories, Dependency Theory. Women in/and Development (WID and WAD), Gender and Development (GAD). The 4th World Conference on Women held in Beijing, China in 1995- Platform for Action and the emergence of the empowerment approach to women's development-Evaluation. Women Empowerment: Meaning, concepts and objectives of women empowerment. The Five-Year Plans Towards Equality- National Policy for Women. Structural Adjustment Programme. Globalization and Women in India	15 hours
	<b>Module 2:</b> Women and land rights- Women's Land Inheritance in India. Work and Gender Relations- formal and informal labour, Feminization of labour. Issues of livelihood and gender, feminization of poverty, female headed household. MDGs, Gender and Sustainable Development Goals, and its critique. HDI, Gender Related Development Index	15 hours

	<p><b>Module 3:</b> Gender analysis frameworks, gender mainstreaming and gender budgeting. Analyzing policy and programme: Gender blind, gender neutral and gender redistributive policies. Development Policy in India: Five year plans, NITI Aayog, National Commission for Women, Ministry of Women and Child Development, Mahila Shakti Kendra, State Policies and Programmes for Women. Women and micro-finance policies, Self Help Groups - a critique.</p> <p><b>Module 4: Analyzing Goa's budget,</b> Gender and Development Policy in Goa: Analyzing Tourism policy, Mining, Construction, casinos, alcohol, SEZ, Regional Plan, Nylon 66, Mopa Airport, and contemporary issues</p>	<p>15 hours</p> <p>15 hours</p>
<b><u>Pedagogy:</u></b>	Lectures, assignments, self-study, group reading and discussions, audio-visuais.	
<b><u>References:</u></b>	<p>Afshar Haleh.1991.Women, Development and Survival in the Third World. London: Longman.</p> <p>Agarwal Bina et.al. 2007.Capabilities, Freedom &amp; Equality: Amartya Sen's work from a Gender Perspective. Oxford University Press.</p> <p>Alvares Claude. 2002. Fish curry and rice: A sourcebook on Goa, its ecology and life-style. Goa: The Goa Foundation.</p> <p>Baviskar Amita.2004. In the Belly of the River: Tribal Conflicts over Development in the Narmada River. Oxford University Press.</p> <p>Black, M. (2007). The no-nonsense guide to international development (2. ed). New Internationalist.</p> <p>Boserup Ester. 2007(Reprint). Women's Role in Economic Development.USA: Earthscan.</p> <p>Das Bhaswati. 2009. Gender Issues in Development. Jaipur: Rawat Publications.</p> <p>Department of Women's Studies, Goa University.2018. Course pack on Development</p> <p>Elson, D. (2006). Budgeting for women's rights: Monitoring government budgets for compliance with CEDAW. United Nations Development Fund for Women.</p> <p>Eswaran Mukesh.2014. Why Gender Matters in Economics. Princeton University Press.</p> <p>Golombok Susan. 1994. Gender Development. Cambridge:</p>	

	<p>Cambridge University Press.</p> <p>Gupta Amit. 1986. Women and Society: The Developmental Perspective. New Delhi: Criterion Publications.</p> <p>Heptulla Najma. 1992. Reforms for Women: Future Options. New Delhi: Oxford &amp; IBH.</p> <p>Kalpagam U. 2011. Gender and Development in India. Jaipur: Rawat Publications.</p> <p>Kapadia Karin. 2003. The Violence of Development. New Delhi : Zubaan.</p> <p>Kaur, A. (Ed.). (2004). Women workers in industrialising Asia: Costed, not valued. Palgrave Macmillan.</p> <p>Kelkar, Govind. 2005. Development Effectiveness through Gender Mainstreaming. EPW Vol XLno.44-45.</p> <p>Krishna Sumi. 2003. Livelihood and Gender: Equity in Community Resource Management. New Delhi: Sage.</p> <p>Momsen, J. H. (2004). Gender and development. Routledge.</p> <p>Phadke Shilpa et.al. 2011. Why Loiter? Women and Risk on Mumbai Streets. New Delhi: Penguin.</p> <p>Rai Shirin. 2008. The Gender Politics of Development. New Delhi: Zubaan.</p> <p>Samyukta A Journal of Women’s Studies 2005, Vol 5(1)</p> <p>Singh Navsharan and Maitrayee Mukhopadhyay. 2007. Gender Justice, Citizenship Development. Zubaan.</p> <p>Summerfield, G. (1997). Economic Transition in China and Vietnam: Crossing the Poverty Line is Just the First Step for Women and Their Families. Review of Social Economy, 55(2), 201–214.</p> <p>Tsikata Dzodzi and Pamela Golah. 2010. Land Tenure, Gender, and Globalisation. New Delhi Zubaan and IDRC.</p> <p>UNDP 2016. How to Conduct a Gender Analysis.</p> <p>Vishvanathan, Nalini et al (eds.)1998. The Women, Gender and Development Reader. London: Zed Books.</p> <p>Volpp, L. (2001). Feminism versus Multiculturalism. Columbia Law Review, 101, 41.</p> <p>World Bank. 2002. Engendering Development. Oxford: Oxford University Press.</p>
<p><b><u>Course Outcomes:</u></b></p>	<ol style="list-style-type: none"> <li>1. Students will develop a critical perspective on development, understand Policy making and its impacts for women.</li> <li>2. Students will understand the politics of development issues in Goa and will develop skills to conduct gender analyses of policy and programme.</li> </ol>

**Programme: M. A. Women's Studies**

**Title of the Course: WOMEN'S HEALTH - CRITICAL DEBATES**

**Course Code: WST505**

**Number of Credits: 4**

**Effective from Academic Year: 2022- 2023**

<b><u>Course prerequisite :</u></b>	Registration in the MA Women's Studies Programme	
<b><u>Objectives:</u></b>	The course discusses the debates around health policy and programme in India and stresses the potential for women's agency and autonomy with respect to improving their health and environments.	
<b><u>Content:</u></b>	<b>Module 1:</b> 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
	<b>Module 2:</b> Health Policy in India: Welfare to Empowerment, Family Planning, Surrogacy Laws. Reproductive health and health care. Debates around PC and PNDT Act, abortion and medical termination of pregnancy. Women's health and the global environment. Medicalization of women's health concerns. Women as consumers of healthcare and health insurance. Gender and Nutritional status	15 hours
	<b>Module 3:</b> Women's Experience and Health: Health and Violence: Psychological concerns and women coping with stress (PMS, Postnatal depression and other mental health concerns): Alcoholism, drug abuse. Lifestyle and health including sterility. Special issues in women's health (menopause, cervical and breast cancer, hysterectomy, violence, AIDS and aging) Health, hygiene and sanitation	15 hours
	<b>Module 4:</b> Understanding health from available data sources (sex ratio, mortality, morbidity, hygiene and sanitation, etc.): WHO, NFHS, DLHS, State Health Intelligence Bureaus etc. State health related schemes and programmes. Five year plans and committees on health sector. Women and health during the disaster,	15 hours

	pandemic and emergency situations.	
<b><u>Pedagogy:</u></b>	Lectures, assignments, self-study, documentaries and discussion, group readings and discussions, poster making, presentations	
<b><u>References:</u></b>	<p>Conrad Peter.2001.<i>The Sociology of Health &amp; Illness</i>. New York: Worth Publishers.</p> <p>Desouza Shaila (ed.) 2006. <i>Women’s Health in Goa: A Holistic Approach</i>. New Delhi: Concept Publishers.</p> <p>Desouza Shaila. 2005. <i>A Situational Analysis of Women and Girls in Goa</i>,(Monograph) New Delhi: National Commission for Women.</p> <p>Karkal Malini (ed.) 1995. <i>Our health: How does it count? In Our Lives Our Health</i>. Coordination Unit. World Conference on Women – Beijing 95.</p> <p>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.) <i>Women’s Health in India: Risk &amp; Vulnerability</i>. New Delhi: Oxfam.</p> <p>Pande R &amp; Vanka Sita 2019. Gender, Law and Health: International Perspectives . Rawat Publications, New Delhi</p> <p>Sangath. 2001. <i>State of Goa’s Health: A Report, 2001</i>. New Delhi: Voluntary Health Association of India.</p> <p>Sen Geetha et al (ed.) 1994. <i>Population Policies Reconsidered: Health, Empowerment and Rights</i>. Boston: Harvard School of Public Health.</p> <p>White Kevin.2009. <i>An Introduction to the Sociology of Health and Illness</i>. Los Angeles Sage Publications</p> <p>WHO Gender and Health:  <a href="http://whqlibdoc.who.int/publications/2009/9789241563857_eng.pdf">http://whqlibdoc.who.int/publications/2009/9789241563857_eng.pdf</a></p>	
<b><u>Course Outcomes</u></b>	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.	

**Programme: M. A. Women's Studies**

**Title of the Course: GENDER, HUMAN RIGHTS AND LAW**

**Course Code: WST506**

**Number of Credits: 4**

**Effective from Academic Year: 2022 - 2023**

<b><u>Course prerequisite:</u></b>	Registration in the MA Women's Studies Programme	
<b><u>Objectives:</u></b>	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). 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.	
<b><u>Content:</u></b>	<b>Module 1:</b> 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
	<b>Module 2:</b> The concept of Substantive Equality as reflected in the Constitution of India in procedural	15 hours

	<p>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</p> <p><b>Module 3:</b> 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. Maternity Benefit Act, Senior Citizens Act, Disability Act.</p> <p><b>Module 4:</b> Family Law in Goa which is different from the rest of the country: the Codigo Civil Portugues or the Common Civil Code</p>	<p>15 hours</p> <p>15 hours</p>
<p><b><u>Pedagogy:</u></b></p>	<p>lectures/assignments/self-study/ films, documentaries and discussion/ group readings and discussions/ presentations/ Human rights café/Role Play</p>	
<p><b><u>References:</u></b></p>	<p>Agnes Flavia.1990. <i>Journey to Justice: Procedures to be followed in a rape Case</i>. Bombay: Majlis</p> <p>Agnes Flavia. 1999. <i>Law and Gender inequality: The politics of women s rights in India</i>. New Delhi: Oxford University Press.</p> <p>Agnes Flavia, Ghosh Shoba Venkatesh 2012, <i>Negotiating Spaces</i>. New Delhi: Oxford University Press</p> <p>Balasubrahmanyam Vimal. 1990. <i>In Search of Justice, Women, Law, Landmark Judgements and Media</i>. Pune: Shubhada Saraswat Prakashan.</p> <p>Bindra Anju. 2009. <i>Women and Human Rights</i>. New Delhi: Manglam Publishers.</p> <p>Bindra Anju. 2009. <i>Women and Human Rights</i>. New Delhi: Manglam Publishers.</p> <p><i>Companion reader on violence against women</i>.2012. New Delhi: Sage Publications.</p> <p>Haksar Nandita.1986.<i>Demystification of Law for Women</i>. New</p>	



	<p>Delhi: Lancer Press.</p> <p>International Dalit Solidarity Network – Cordaid, National Campaign on Dalit Human Rights, et al, 2007. Note prepared for 11<sup>th</sup> Session of the Human Rights Council.</p> <p>Mackinnon Catherine and Anne C. Herrmann. 2000. <i>Sex Equality: On Difference and Dominance in Theorizing Feminism: Parallel Trends in Humanities and Social Sciences</i>, Westview Press</p> <p>Mapp Susan C. 2008. <i>Human Rights and social Justice in a Global Perspective</i>. New York: Oxford University Press.</p> <p>Parashar Archana &amp; Dhanda Amita,(ed), 1999, <i>Engendering Law: Essays in Honour of Lotika Sarkar</i>. New Delhi: Eastern Book Company</p> <p>Parashar Archana. 1992. <i>Women and Family Law Reform in India: Uniform Civil Code and Gender Equality</i>. New Delhi: Sage Publications.</p> <p>Sathe S. 1993. <i>Towards Gender Justice</i>. Bombay: Research Centre for Women s Studies.</p> <p>Translated editions of Family laws in Goa.</p>
<p><b><u>Course Outcomes</u></b></p>	<p>Students will understand the women specific laws and will be enabled to analyse existing procedures followed in implementation of the law and the lacunae that continue to exist.</p>

Programme: M. A. Women's Studies

Title of the Course: GENDER-SENSITIVE INTERVENTIONS FOR CHANGE

Course Code: WST507

Number of Credits: 4

Effective from Academic Year: 2022 - 2023

<b><u>Course prerequisite:</u></b>	Registration in the MA Women's Studies Programme	
<b><u>Objectives:</u></b>	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 during their GSIC projects. The student in the final month of the course will self-assess the impact of the intervention created with guidelines followed for the assessment.	
<b><u>Content:</u></b>	<b>Module 1: Theory:</b> Participatory approach , Importance of Participation and Inclusion for Gender Sensitive Interventions. 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. Modelling tools to match target group. What is Corporate Social Responsibility (CSR)? Project creation for CSR activities. Online platforms for interventions	30 hours
	<b>Module 2: Practical:</b> Intervention for Change and Tool Creation and Purple Campaigns in Colleges	30 hours
<b><u>Pedagogy:</u></b>	Participatory Tools and Workshop Planning/ designing games for participatory learning/ Project implementation in the field /assignments/self-study/ group discussions/ presentations	
<b><u>References:</u></b>	<i>Gender Analysis Framework:</i> <a href="http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdf">http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdf</a> Grambs Jean. 1976. <i>Teaching About Women in the Social Studies</i>	

<p><b><u>Additional Readings</u></b></p>	<p>: <i>Concepts, Methods and Materials</i>. Virginia: National Council for the Social Studies.</p> <p>Murthy Ranjani K. 2001. <i>Building Women`s Capacities</i>. New Delhi: Sage Publications.</p> <p>Srinivasan Lyra. 1990. Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques. UNDP PROWESS.</p> <p>Srinivasan Lyra. 1992. A Monograph for Decision Makers on Alternative Participatory Strategies  <a href="http://hcfp.gov.in/downloads/manuals/Training_Manual_on_Gender_Sensitization.pdf">http://hcfp.gov.in/downloads/manuals/Training_Manual_on_Gender_Sensitization.pdf</a>  <a href="http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf">http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf</a>  <a href="http://timesfoundation.indiatimes.com/articleshow/1254836.cms">http://timesfoundation.indiatimes.com/articleshow/1254836.cms</a></p> <p><i>Participatory Planning for change:</i>  <a href="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">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</a></p>
<p><b><u>Course Outcomes:</u></b></p>	<ol style="list-style-type: none"> <li>1. The students will develop confidence to implement gender sensitive projects of their own creations in a variety of settings to bring about change.</li> <li>2. Students will be able to develop their own projects that they can propose for CSR activities.</li> <li>3. Students will develop creative and innovative games to translate facilitate participatory learning.</li> </ol>

**WOMEN'S STUDIES DISCIPLINE SPECIFIC ELECTIVE COURSES**

**Programme: M. A Women's Studies**

**Title of the Course: GENDER AND CULTURE**

**Course Code: WST521**

**Number of Credits: 4**

**Effective from Academic Year: 2022 - 2023**

<b><u>Course prerequisite:</u></b>	Registration in any MA Programme in Goa University	
<b><u>Objectives:</u></b>	Students will be introduced to theoretical positions on the understanding of culture and the methods for a gender analysis of cultural practices. Students will traverse the canvas of a variety of dimensions within custom and tradition and community identity such as the gender politics of language, dress, beauty, practices around menstruation, folklore, entertainment and festivals etc.	
<b><u>Content:</u></b>	<p><b>Module1:</b> What is Culture? Diverse understandings of culture. Raymond William's uses of culture. Definitions of culture in Anthropology. Culture in conventional and critical theory. An Introduction to Cultural Theory: a) Socio-biological, b) Psychoanalytical and c) Sociological Theories.</p> <p><b>Module 2:</b> Doing a gender analysis of culture: Understanding Culture from studying one's own - Tradition, Cultural Practices and Gender. The politics of exclusion. Folklore, gender and culture.</p> <p><b>Module 3:</b> Cultural Theory: Durkheim, Karl Marx, Max Weber, George Simmel – Action and Human Agency Theories on Culture.</p> <p><b>Module 4:</b> Gender politics of language. Dress, Beauty, Sport, Entertainment, other gender discriminatory practices that continue around the world – a critical perspective.</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<b><u>Pedagogy:</u></b>	lectures/individual assignments/self-study/films and discussions/ group projects/public presentations and campaigns	
<b><u>References:</u></b>	<p>Arnot Madeleine. 2002. <i>Reproducing Gender</i>. London: Routledge .</p> <p>Coates Jennifer. 1986. <i>Women, Men and Language: A Sociolinguistic Account of Sex Differences in Language</i>.</p>	

	<p>London: Longman.</p> <p>Flueckiger Joyce. 1996. <i>Gender and Genre in the Folklore of Middle India</i>. New Delhi: Oxford University Press.</p> <p>Gilman Charlotte P. 2002. <i>The Dress of Women: A Critical Introduction to the Symbolism and Sociology of Clothing</i>. Westport, Connecticut, London: Greenwood Press.</p> <p>Goddard Angela. 2009. <i>Language and Gender</i>. London: Routledge.</p> <p>Handoo Lalita. 1999. <i>Folklore and Gender</i>. Mysore: Zooni Publications.</p> <p>Jayaram N. (ed.) 2011. <i>Diversities in the Indian diaspora</i>. New Delhi : Oxford University Press</p> <p>Kauffman Linda. 1989. <i>Gender and Theory: Dialogues on Feminist Criticism</i>. Oxford: Basil Blackwell.</p> <p>Leslie Julia. 2002. <i>Invented Identities: The interplay of gender, religion and politics in India</i>. New Delhi: Oxford University Press.</p> <p>Madan T. N. 2011. <i>Sociological Traditions</i>. New Delhi: Sage Publications.</p> <p>Palriwala Rajni. 1996. <i>Shifting Circles of Support: Contextualising Gender and Kinship in South Asia and Sub-Saharan Africa</i>. New Delhi: Sage Publications.</p> <p>Poynton Cate. 1989. <i>Language and Gender: Making the Difference</i>. Oxford: Oxford University Press.</p> <p>Rajan Rajeswari. 1993. <i>Real and Imagined Women : Gender, Culture and Post-colonialism</i>. London Routledge.</p> <p>Smith Philip, 2000, <i>Cultural Theory: An Introduction</i>, Blackwell:NY (Introduction and Chapter 1 pp 1-21)</p> <p>Thapan Meenakshi. <i>Embodiment: Essay on Gender and Identity</i>. Delhi: Oxford University Press.</p>
<p><b><u>Course Outcomes</u></b></p>	<p>This course will enable the students to have a critical understanding of culture and will equip them with skills for the methodological analysis of cultural practices from a gendered perspective.</p>

**Programme: M. A. Women's Studies**

**Title of the Course: A GENDER REVIEW OF LITERATURE**

**Course Code: WST522**

**Number of Credits: 4**

**Effective from Academic Year: 2022 - 2023**

<b><u>Course prerequisite:</u></b>	Registration in any Master's Programme at Goa University	
<b><u>Objectives:</u></b>	This course aims to develop in students the understanding of how to read any literary text from a gender perspective. Highlighting the politics of exclusion of women, the male dominant narratives, students will explore the cultural, social, economic, political and psychological biases inherent in the field of literature. The course will analyse and interpret the various kinds of writings and oral narratives of women across time.	
<b><u>Content:</u></b>	<b>Module 1:</b> Women in Literature: Feminism, Literature and Feminist Literary Criticism, the history of feminist literary criticism: identifying the position of female characters in different phases of feminist literary criticism (men's treatment of women, 'gynocriticism', the 'mad' woman) with reference to selected texts. <b>Module 2:</b> Women and Literature: Women in Bhakti Period: oral tradition and women's voice of resistance (Mirabai, Akka Mahadevi, Andal, Bahinabai). Understanding South Asian society through women's writings (Selected women's writings from – Bangladesh, Pakistan, Sri Lanka, Nepal). <b>Module 3:</b> Women's writings as a form of protest: Women's Autobiography: women's voice of resistance to caste, colour, class and gender in women's Literature. <b>Module 4:</b> Contemporary women's writing. Women and/in Goan Literature.	15 hours 15 hours 15 hours 15 hours
<b><u>Pedagogy:</u></b>	Lectures/group discussions/assignments/self-study/Book reviews/ creative writing	
<b><u>References</u></b>	Showalter Elaine. 1977. <i>A Literature of their own: British Women from Bronte to Lessing</i> . USA: Princeton University Press.	
<b><u>Course Outcomes</u></b>	1. Students will develop the understanding of why gender is relevant in literature. 2. Students will understand the use of literature in self-expression.	

**Programme: M. A. Women's Studies**

**Title of the Course: GENDER AND EDUCATION**

**Course Code: WST523**

**Number of Credits: 4**

**Effective from Academic Year: 2022 - 2023**

<b><u>Course prerequisite:</u></b>	Registration in any Masters Programme at Goa University	
<b><u>Objectives:</u></b>	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 and Bell hooks method of 'engaged pedagogy'. 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.	
<b><u>Content</u></b>	<p><b>Module1:</b> Women's education in colonial period. Debates around importance of education and education as a SDG. 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.</p> <p><b>Module 2:</b> Critique of Government Programmes and Policies to improve Education for Women in India: Female literacy &amp; non – formal education for women development, National Literacy Mission (NLM). Sarva Shiksha Abhiyan, Kasturba Gandhi Ballika Vidhyalaya, Mahila Samakya, NPEGEL, District Primary Education Programme, NEP, RTE, NFE. Education in conflict affected areas.</p> <p><b>Module 3:</b>Gender critique of education and gender audit of education in India: focus on Goa Curriculum content, gender disparities in enrolment and dropouts. Women and STEM, selection of stream of education.</p> <p>Recent Trends in Women's Education – Committees and Commissions on Education. Vocational education and skill development of women. Education during pandemic – pros and cons of online education.</p>	<p>20 hours</p> <p>20 hours</p> <p>20 hours</p>

<p><b><u>Pedagogy:</u></b></p>	<p>Lectures, assignments, self-study, documentaries and discussion, group readings and discussions, presentations, text interpretations, workshops and field projects</p>
<p><b><u>References:</u></b></p>	<p>Apple.M. (1990), 'Ideology and Curriculum' New York: Routledge  Apple.M. (2000) 'Democratic Education in a Conservative Age' New York: Routledge  Banerjee, S. (1993). Revisiting the National Literacy Mission. Economic and Political Weekly, 28(25), 1274–1278  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.  Chanana Karuna. 1988. Socialisation Education and Women : Explorations in Gender Identity. New Delhi:Orient Longman  Dodd Anne, Wescott.2000. <i>Syllabus: Gender Issues in Education</i>. Women’s Studies Quarterly Vol. 28. No.3/4. PP 336 -346. The Feminist Press.  Freire Paulo. 1971. <i>Pedagogy of the Oppressed</i>. New York: Herder and Herder.  Freire Paulo. 2014 'Pedagogy of Hope: Reliving Pedagogy of Oppressed' Bloomsbury .  hooks, bell. 1994. <i>Teaching To Transgress: Education as the Practice of Freedom</i>. New York: Routledge.  Jha Jyotsna and Dhir Jhingran.2002. Nature, Nurture or Culture? Gender in Education. Jha and Jhingran (eds.) <i>Elementary Education for the Poorest and Other Deprived Groups: The Real Challenge of Universalization</i>. New Delhi: Centre for Policy Research.  Kamerkar, M. P. (2000). Impact of British Colonial Policy on Society Relating to Education in Western India During the 19th Century. Bulletin of the Deccan College Research Institute, 60/61, 373–382  Kumar Krishna. 1986. Growing up Male. <i>Seminar</i> No.387. February.pp53-55.  Kumar, Krishna. 1989.'<i>Social Character of Learning</i>', New Delhi: Sage  Kumar, Krishna. 2008. '<i>Reflections on Schooling</i>', New Delhi: Oxford University Press  Manjrekar Nandini. 2021. Gender and Education in India:A Reader. London and New York: Routledge.  Martin Jane Roland. 1983. "The Ideal of the Educated Person." In <i>Philosophy of Education</i>, eds. Daniel R. De Nicola and</p>



	<p>Thomas W. Nelson, 3-20. Normal, 111: Philosophy of Education Society and Illinois State University.</p> <p>Mills Sara. 2011. Language, gender and feminism. New York : Routledge.</p> <p>Minnich, Elizabeth Karmarck.1990. Transforming Knowledge. Philadelphia: Temple University Press.</p> <p>Ramabrahmam, I. (1989). Literacy Missions: Receding Horizons. Economic and Political Weekly, 24(41), 2301–2303Ray, B., &amp; Basu, A. (2003). Womans Struggle: A History of the All Indian Womans Conference, 1927-2002. Manohar Publishers and Distributors.</p> <p>Salisbury Jane &amp; Riddell Sheila.(eds) 2000. Gender, Policy &amp; Educational Change: Shifting Agendas in the UK and Europe. London: Routledge.</p> <p>Sharma S. 1995. <i>Women s Education: A Conceptual Framework</i>. New Delhi: Discovery.</p> <p>Sharma, Rashmi, and Vimala Ramachandran. 2009. <i>The elementary education system in India</i>. New Delhi: Routledge.</p> <p>Skelton Christine, Francis Becky &amp; Smulyan Lisa.(eds)2006.The Sage Handbook of Gender and Education. London: Sage Publications.</p>
<p><b><u>Course Outcomes</u></b></p>	<ol style="list-style-type: none"> <li>1. Students will be able to critique education and existing school curriculum from a gendered perspective.</li> <li>2. Students will be able to conduct workshops based on alternate pedagogical tools.</li> </ol>

**Programme: M. A. (Women's Studies)**

**Title of the Course: DEMOGRAPHY, LABOUR, WORK AND GENDER**

**Course Code: WST524**

**Number of Credits: 4**

**Effective from Academic Year: 2022 - 2023**

<b><u>Course prerequisite:</u></b>	Registration in any Master's Programme at Goa University	
<b><u>Objective:</u></b>	Census, NFHS and NSS sources of data will be used to enable students to understand their 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 embedded and manifested in various aspects of paid, unpaid, formal and informal work.	
<b><u>Content:</u></b>	<b>Module 1:</b> What numbers say: Analyzing women's position from existing demographic sources, Understanding Goa from existing demographic data, Feminist analyses of the global political economy, Globalization, exploitation and empowerment of women.  <b>Module 2:</b> Politics of women's work: paid and unpaid work- Use, value and market value, 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 vs disempowerment debate. Girl child in society. child labour, changing role of women and transformations in the concept of family, single parent families and same sex families, challenges faced by widows. New Economic Policy and its impact on Women's Employment	15 hours  30 hours
	<b>Module 3:</b> Entrepreneurship -concepts and importance of entrepreneurship, factors that enable entrepreneurship. Setting up small scale enterprise. Women Entrepreneurship schemes. Gender based	15 hours

	<p>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.</p>	
<p><b><u>Pedagogy:</u></b></p>	<p>lectures/field study/assignments/self-study/ documentaries and discussion/ group readings and discussions/presentations</p>	
<p><b><u>References:</u></b></p>	<p>Banerjee Nirmala. 1991. <i>Indian Women in a Changing Industrial Scenario</i>. New Delhi: Sage.</p> <p>Beechey Veronica. <i>The Changing Experience of Women: Units 10 and 11 :Women and Employment</i>. Milton Keynes :The Open University Press.</p> <p>Day Rosemary. 1985. <i>The Changing experience of Women: Unit 7: Women in the Household and Unit 8: Development of Family and Work in Capitalist Society</i>. Milton Keynes: Open University Press.</p> <p>Dube Leela. 1990.<i>Structures and Strategies : Women, Work &amp; Family</i>. New Delhi Sage.</p> <p>Epstein T. 1981.<i>The Endless Day: Some Case Material on Asian Rural Women</i>. Oxford :Pergamon Press.</p> <p>Grint Keith. 2005. <i>The sociology of work</i>. Cambridge, MA, USA: Polity Press.</p> <p>Hall Richard. 1994. <i>Sociology of Work: Perspectives, Analysis and Issues</i>. California: Pine Forge Press.</p> <p>Hamel Christelle et. al. 2014. A Demographic Perspective on Gender Inequality in <i>Population and Societies</i>. December 2014, no. 517, pp 1-4</p> <p>Hishrich, Robert D.2011 <i>Entrepreneurship</i>:Tata McGraw Hill Education Pvt. Ltd : New Delhi</p> <p>Jain Devaki. 1985. <i>Women in Poverty: Tyranny of the Household: Investigative Essays on Women s Work</i>. New Delhi: Shakti Books.</p> <p>Leonard Diana. 1985.<i>The Changing Experience of Women : Unit 9 The Family : Daughters, Wives and Mothers</i>. Keynes: The Open University Press.</p> <p>Mahadevan, K. 1989. <i>Women and Population Dynamics: Perspectives from Asian Countries</i>. New Delhi: Sage Publications.</p> <p>Purushottham Sangeetha. 1998. <i>The Empowerment of Women in India</i>. New Delhi: Sage.</p> <p>Sahay Sushma.1998. <i>Women and Empowerment: Approaches and Strategies</i>. New Delhi: Discovery Publication House.</p>	

	<p>Sharma Aradhana. 2010. <i>Paradoxes of Empowerment</i>. New Delhi: Zubaan.</p> <p>Singh Andrea.1987.<i>Invisible Hands: Women in Home-Based Production</i>. New Delhi: Sage.</p> <p>Srivastava Sushama. 2008. <i>Women’s Empowerment</i>. New Delhi: Commonwealth Publishers</p> <p>Vanka Sita, Pande Rekha &amp; Chillakuri Kumar 2019 Gender and work: International Perspectives.Rawat Publications. New Delhi</p>
<b><u>Course Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will be able to interpret data and analyze the demographic situation from a gender perspective.</li> <li>2. Students will understand work and workplace and be able to critically assess various government schemes and programmes on work for women.</li> </ol>

**WOMEN'S STUDIES RESEARCH SPECIFIC ELECTIVE COURSES**

**Programme: M. A Women's Studies**

**Title of the Course: DOING FEMINIST RESEARCH**

**Course Code: WST600**

**Number of Credits: 4**

**Effective from Academic Year: 2022- 2023**

<b><u>Course prerequisite:</u></b>	Registration in the M.A. Women's Studies Programme	
<b><u>Objective:</u></b>	This course will aim at equipping students with knowledge of research methods and techniques. The student will be introduced to the nature and purpose of doing feminist research, the politics of knowledge and knowledge creation and the different ways of knowing. They will be taken through the theoretical foundations of feminist research and a critique of conventional research. Feminist research positions both epistemological and methodological will be discussed.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> What is research? Steps in social science research A critique of conventional research, limitations of methodology of social science, feminist empiricism vs positivism Research methods and methodology, Feminist standpoint, situated knowledge,</p> <p><b>Module 2:</b> Qualitative Research Methods: feminist ethnography narratives, oral history, discourse analysis, participatory and action research, focus group discussions, grounded theory, self-reflexivity, etc. Reviewing literature on a selected topic. Reference management software (zotero, mendeley, etc.)</p> <p><b>Module 3:</b> Using unconventional data sources. Research designs, sampling and qualitative data collection methods (case studies, survey, exploratory studies, diagnostic, experimental and action research).</p> <p><b>Module 4:</b> Proposal writing, conducting a pilot study and writing a report, Feminist research ethics, Research writing, academic writing skills, use of writing assistance software</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<b><u>Pedagogy:</u></b>	Lectures, assignments, self-study, documentaries and discussion, group readings and discussions, presentations	
<b><u>References:</u></b>	Biber Sharlene Nagy Hesse.2007, <i>Feminist Research Practice</i> . Thousand Oaks: Sage. Brooks, Abigail. 2007. <i>Feminist Standpoint Epistemology: Building</i>	

	<p><i>knowledge and empowerment through women's lived experience</i>, in Sharlene J. Nagy Hesse-Biber and Patricia Lina Leavy (eds.) <i>Feminist Research Practice: A Primer</i>, London: Sage Pub.</p> <p>Code, Lorraine. 1995. <i>How do we know? : Questions of method in feminist practice</i>, in Sandra Burt and Lorraine Code (eds.) <i>Changing Methods: Feminist Transforming Practice</i>, 13-44, Canada: Broadview Press.</p> <p>Delamont Sara and Paul Atkinson.2008.<i>Gender and Research</i>. Los Angeles: Sage.</p> <p>Denscombe Martyn. 2003. <i>The Good Research Guide for small scale Social Research Projects</i>. Second Edition. Philadelphia: Open University Press.</p> <p>Haraway, Donna, J. 1988. <i>Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective</i>. <i>Feminist Studies</i>,Vol.14, No.3 (Autumn), 575-599</p> <p>Harding, Sandra. 1987. Is there a Feminist Method? In <i>Feminism and Methodology</i>. Bloomington and Indianapolis: Indiana University Press. p 1-14</p> <p>Hughes Christina. 2002. <i>Key Concepts in Feminist Theory and Research</i>. London: Sage.</p> <p>Jarvlluoma Helmi.2003. <i>Gender and Qualitative Methods</i>. London: Sage.</p> <p>Kannabiran K &amp; Padmini Swaminathan (eds.). 2017. <i>Re-Presenting Feminist Methodologies: Inter-Disciplinary Explorations</i>. NY: Routledge.</p> <p>Kleinman, Sherryl. 2007. <i>Feminist Fieldwork Analysis</i>. Los Angeles: Sage Publications.</p> <p>Reinharz Shulamit &amp; Lynn Davidman.1992. <i>Feminist Methods in Social Research</i>. Oxford University Press</p> <p>Robert Helen.1986. <i>Doing Feminist Research</i>. London: Routledge.</p> <p>Stanley L. and Sue Wise.1993. <i>Breaking Out Again: Feminist Ontology and Epistemology</i>. London: Routledge.</p> <p>Tannen Deborah.1994. <i>Gender and Discourse</i>. New York: OUP.</p> <p>.</p>
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<b><u>Course Outcomes:</u></b>	Students at the end of the course will understand the research process and will develop skills in: <ol style="list-style-type: none"><li data-bbox="553 275 1013 306">1. Doing a review of literature and</li><li data-bbox="553 317 1398 394">2. Developing a research proposal which will be implemented in the following semester.</li><li data-bbox="553 405 1192 436">3. Students will be able to conduct a pilot study.</li></ol>
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**Programme: M. A. Women's Studies**

**Title of the Course: RESEARCH METHODS AND ACADEMIC WRITING**

**Course Code: WST601**

**Number of Credits: 4**

**Effective from Academic Year: 2022- 2023**

<b><u>Course prerequisite:</u></b>	Registration in the M.A. Women's Studies Programme	
<b><u>Objectives:</u></b>	This course will introduce students to basic statistical techniques and help them understand the frameworks for collecting, storing, analyzing, and disseminating data. Students will be exposed to different methods for summarizing and/or describing data with respect to central tendency, dispersion, and association. With the appropriate use of standard inferential procedures students will be able to make generalizations from sample data to a larger population. This course will equip the students to use statistical software to perform data analysis.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> Review of Statistical Concepts Useful for Causal Inference: Population and Sampling. Statistics- Descriptive and Inferential. Describing datasets: summarizing data. Computing and Understanding Averages- Exercises based on data (creating different types of charts, applications). Understanding Variability- Exercise on computing mean, median, mode and SD, Variance. Comparing Correlation Coefficient. Types of data - cross-sectional, panel, pooled and time series</p> <p><b>Module 2:</b> Probability: Sample Space, Random Variable. Conditional Probability, Distribution Function, Probability Distributions: Discrete, Continuous and Sampling Distributions: Binomial, Poisson, Normal, Standard Normal, Student-T Chi-Square, F-distribution.</p> <p><b>Module 3:</b> Testing of Hypothesis-Null and Alternate, Type I &amp; II errors. Statistically significant; Test of significance. Testing means and proportion-single and two population, Testing t, Z test, F, chi square test. Correlation &amp; Regression. Covariance, Correlation, Rank Correlation. Using linear Regression-logic of prediction, Ordinary Least Squares (OLS), Gaussian Classical Model. Importing data set using GRETL -</p>	<p>15 hours</p> <p>15 hours</p> <p>20 hours</p>



	<p>Estimation of model by method of OLS</p> <p><b>Module 4:</b>Academic Writing: Difference between academic writing and articles in popular newspapers and magazines. How to decide on your subject, the importance of research title and writing a proposal. Writing a chapter plan and getting started on your dissertation.</p>	10 hours
<b><u>Pedagogy:</u></b>	Lab exercises, assignments, presentations	
<b><u>References:</u></b>	<p>Berenson, M. L., Levine, D. M., &amp; Szabat, K. A. (2015). Basic business statistics: Concepts and applications (13. ed., global ed). Pearson</p> <p>Hood, S. (2010). Appraising research: Evaluation in academic writing. Palgrave Macmillan.</p> <p>Ross, S. M. (2006). Introductory Statistics. Elsevier.</p> <p>Salkind, N. J. (2017). Statistics for people who (think they) hate statistics (6th edition, international student edition). SAGE.</p>	
<b><u>Course Outcomes</u></b>	By the end of the course, students will be able to examine how quantitative data is produced, identify gender-related data gaps; & use analytics skills to uncover intersectional gender-based insights.	

**Programme: M. A. Women's Studies**

**Title of the Course: FIELDWORK SKILLS AND PRACTICE**

**Course Code: WST602**

**Number of Credits: 4**

**Effective from Academic Year: 2022- 2023**

<b><u>Course prerequisite:</u></b>	Registration in the M.A. Women's Studies Programme	
<b><u>Objectives:</u></b>	This course will include a component of a minimum of 12 days of field attachment (approx 5 hours per day) as the development of skills and practice in the field is an important aspect of this course. As far as possible the fieldwork placement may be in a setting related to the area of research chosen by the student. 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.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> Social organizations and their administration (Government, NGO and others), National and International funding agencies. Field work techniques: Basics of case work, group work, community organization, Social work Research and Social Action.</p> <p><b>Module 2:</b> Introduction to psychology: Erikson's theory of psychological development, Sigmund Freud's theory of personality, system's theory, and defense mechanisms. Group dynamics, communication skills, life skill training and values.</p> <p><b>Module 3:</b> Development of skills through field work practice. Maintaining field work diaries and submission of weekly reports. Purple campaigns, MEAR</p>	<p>15 hours</p> <p>15 hours</p> <p>Minimum 12 days of field-work – equivalent to 30 hours</p>
<b><u>Pedagogy:</u></b>	Field work/lectures/assignments/self-study/ presentations	

<p><b><u>References:</u></b></p>	<p>Bhanti. 1996. Field Work in Social Work Perspective. Raj Publication: Udaipur.</p> <p>DuBois, Brenda . 2002. Social Work, Allyn and Bacon Publication, Boston.</p> <p>Garvin, Charles D. 2007. Handbook of Social Work with Groups, Jaipur: Rawat Publications</p> <p>Government of India. 1987. Encyclopedia in Social Work. New Delhi: Publication Division (Social Welfare Ministry).</p> <p>Pritchard Colin.1978. Social Work: Reform or Revolution. London: Routledge and Kegan Paul.</p> <p>Singh Anilkumar.1985. Women and Development: Promise and Realities. New Delhi: CWDS.</p> <p>Stroup, Herbert. 1960. Social Work: An Introduction to the Field by Publication: New York American Book Company.</p> <p>Subhedar, I.S. 2001. Fieldwork Training in Social Work, Jaipur: Rawat Publications.</p> <p>Vishwanathan Maithili.1994. Social Framework and Strategies in Women’s Development. Jaipur: Printwell.</p> <p>Wadia A. 1968. History and Philosophy of Social Work in India. Bombay: Allied Publishers.</p> <p>Welheim .1991. Freud, Richard Publication, Fontanal Press, London.</p>
<p><b><u>Course Outcomes</u></b></p>	<ol style="list-style-type: none"> <li>1. Field work 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.</li> <li>2. Field work will help the students to integrate the classroom learning with actual practice. 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.</li> <li>3. The course will enable student’s self-development and the realization of personal limitations and capabilities.</li> </ol>

**Programme: M. A. Women's Studies**  
**Title of the Course: DISSERTATION**  
**Course Code: WST651**  
**Number of Credits: 16**  
**Effective from Academic Year: 2022- 2023**

**DISSERTATION WILL BE AS PER GU ORDINANCES**

**WOMEN'S STUDIES GENERIC ELECTIVE COURSES**

**Programme: M. A. Women's Studies**

**Title of the Course: RE-READING HISTORY: FEMINIST PERSPECTIVES**

**Course Code: WST621**

**Number of Credits: 4**

**Effective from Academic Year: 2022- 2023**

<b><u>Course</u></b>	Registration in any Masters Programme at Goa University	
<b><u>Prerequisite:</u></b>		
<b><u>Objective:</u></b>	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 shaping the understanding of society.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> In search of our past: Gender as a critical category in historical analysis. Debates in Feminist Historiography. 15 hours</p> <p><b>Module 2:</b> Understanding history from unconventional sources (photos, diaries, recipe books, clothes, jewelry and other personal objects) 15 hours</p> <p><b>Module 3:</b> Re-writing History: Contributions of feminists to the rediscovery of women's voice in history: Indian feminist contributions to rewriting history. 15 hours</p> <p><b>Module 4:</b> Selection of texts and analytical skill development. Gender Analysis of school history texts. 15 hours</p>	
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ documentaries and discussion/ group readings and discussions/ presentations	
<b><u>References</u></b>	<p>Chakravati Uma. 2007. Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India. New Delhi: Tulika Books.</p> <p>Geetha V. and S Rajdurai. 1998. Towards Non –brahmin Millenium, Culcutta: Samay,</p> <p>Lerner Gerda.1986. 'The Creation of Patriarchy'. In Women and History. New York: Oxford University Press.</p> <p>Moon M.and Pawar Urmila. 1989. We also made history, New Delhi: Zubaan</p> <p>Morgan S. (ed), 2006. The Feminist History Reader, London: Routledge.</p> <p>Omvedt Gail. 2004. Dalits and Democratic Revolution: Dr. Ambedkar and Dalit Movements in Colonial India, New</p>	

	<p>Delhi: Sage.</p> <p>Ray Bharati. 1995. From the seams of History: Essays on Indian Women. New Delhi: Oxford University Press.</p> <p>Roy Kumkum. 2010. The Power of Gender and the Gender of Power: Explorations in Early Indian History. New Delhi: Oxford University Press.</p> <p>Sangari K. 1090. ' Mirabai and the Spiritual Economy of the Bhakti' Economic and Political Weekly, July 7, 1990, 1464-75 and July 14,1990,1537-52</p> <p>Sangari Kumkum and Sudesh Vaid (eds.).1989. Recasting Women: Essays in Colonial History. New Delhi: Kali for Women.</p> <p>Scott Joan Wallach (ed). 1996. Feminism and History. New York: Oxford University Press.</p> <p>Spivak Gayatri C.1985. 'Subaltern Studies: Deconstructing Historiography', in Writings on South Asian History and society, Ranajit Guha (ed).New Delhi: Oxford University Press. pp 330-363.</p> <p>Stearns Peter N. 2010. Gender in World History. New York: Routledge.</p> <p>Thapar R. 2005. Shakuntala: Text Readings, Histories, New Delhi: Kali for Women and Women Unlimited.</p>
<p><b><u>Course Outcomes</u></b></p>	<ol style="list-style-type: none"> <li>1. Students will learn about the women’s contribution to Indian history.</li> <li>2. Students will learn to analyze critically the process of writing history.</li> <li>3. They will develop the skills to use unconventional research tools to understand women’s contribution in the society.</li> </ol>

**Programme: M. A. Women's Studies**

**Title of the Course: GENDER AND POLITICAL PROCESSES**

**Course Code: WST622**

**Number of Credits: 4**

**Effective from Academic Year: 2022 - 2023**

<b><u>Course prerequisite:</u></b>	Registration for any Masters Programme at Goa University	
<b><u>Objective:</u></b>	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 73 <sup>rd</sup> and 74 <sup>th</sup> 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 Kudumbashree experience will be discussed.	
<b><u>Content:</u></b>	<b>Module 1:</b> Concept of Democracy. What is politics and political participation. Relationship between democracy and citizenship (historical exploration). Women's struggle for political participation; women's suffrage movement and importance of women voters. Women in Indian Nationalist Movement.	15 hours
	<b>Module 2:</b> Indian Constitution and provisions for women. Women's political participation and Indian democracy. A history of local self-government in India. Women in local self-government: Prospects and challenges. Politics of Reservation. Quota campaign. Analytical reflections on case studies of women in panchayats.	15 hours
	<b>Module 3:</b> Governance through civil society movements and organisations. The Kudumbashree experience in Kerala	15 hours
	<b>Module 4:</b> Women in politics in Goa. Experiences from the field.	15 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ documentaries and discussion/ group readings and discussions/ presentations/ quiz/framing policies and schemes/Interviews with women in politics	
<b><u>References</u></b>	Dasarathi Bhuyan (ed.) 2008. <i>Women in Politics</i> . New Delhi: Discovery Publishing House Gill Rajesh.2009. <i>Contemporary Indian Urban Society - Ethnicity, Gender and Governance</i> . Delhi: Bookwell.	

	<p>Krook Mona Lena, 2009. <i>Quotas for women in Politics</i>. Oxford: Oxford University Press.</p> <p>Meehan Elizabeth. 1991. <i>Equality Politics and Gender</i>. London : Sage Publications.</p> <p>Menon Nivedita.1999. <i>Gender and Politics in India</i>. New Delhi: Oxford University Press.</p> <p>Monro Surya, 2005. <i>Gender Politics</i>. London: Pluto Press 2005.</p> <p>Stacey Margaret.1981. <i>Women, Power and Politics</i>. London: Tavistock Publications.</p>
<b><u>Course Outcome</u></b>	Basic political awareness from a gendered perspective.



**Programme: M. A. Women's Studies**

**Title of the Course: GENDER, ENVIRONMENT AND ECOLOGY**

**Course Code: WST623**

**Number of Credits: 4**

**Effective from Academic Year: 2022-2023**

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post Graduate Programme	
<b><u>Objective:</u></b>	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. Women's role in various 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 sustainable use of natural resources, environment management practices and grassroots level conservation, 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, activists and women's contributions to scientific research will be studied.	
<b><u>Content:</u></b>	<b>Module 1:</b> What is Feminist Political Ecology. Ecofeminism. Theories and debates on gender and environment	5 Hours
	<b>Module 2:</b> Mapping Environment Movements across the country: Development, Environment, Livelihoods and Conflict: Chipko, Narmada Bachao Andolan, Silent Valley – A People's Movement that Saved a Forest, Nagaland and Amur Falcons- Bano Haralu, Stork lady of Aasam-Purnima Barman, Female forest Guards of Gir, Goa Bachao Abhiyan, SEZ Movement, Agitations against mining, tourism , etc.	15 hours
	<b>Module 3:</b> Environment and Women's Agency: Relationship of Women with Environment. Women, Land and Agriculture. Women's Knowledge of Traditional Health Care and Practices. Impact of natural calamities on gender.	10 hours

	<p><b>Module 4:</b> Women and nature conservation in India - workshops on Solid Waste Management: Segregation, Vermicompost, Recycling/ Outreach Programmes: Street play, Awareness sessions in schools and villages / campus walk for basics of natural history: flora and Fauna and rain water harvesting. Case studies of movements /Example: Traditional knowledge systems for biodiversity conservation: Vegetation management, Sacred Groves, Agriculture, cultivation of medicinal plants, traditional ethos, water and biodiversity.</p> <p><b>Women and Environmental activism:</b> Finding and supporting passion for change, Online Activism/Media Journalism, Informed Activist, Pursuing a career in activism, Challenges for women wildlifer/Environment activist</p> <p><b>Environment NGO's in India:</b> Greenpeace, Ashoka Trust for Research in Ecology and the Environment, Nature Conservation Foundation, Wildlife Conservation Society, Wildlife Conservation Trust, Bombay Natural History Society, World Wide Fund for Nature, International Union for conservation of Nature and Natural Resources, Wetlands International, Convention on International Trade in Endangered Species, etc.</p>	30 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/workshops/Outreach Programmes/Street play/ campus walk /documentaries and discussion/ presentations	
<b><u>References</u></b>	<p>Agarwal Bina.2010. Gender and Green Governance: Political Economy of Women's Presence within and beyond Community Forestry. NY: Oxford University Press</p> <p>Alvares Claude 2002. <i>Fish curry and rice: A sourcebook on Goa, its ecology and life-style</i>. Goa: The Goa Foundation.</p> <p>Biswal Tapan. 2006. <i>Human rights, Gender and Environment</i>. New Delhi: Viva books.</p> <p>Buckingham-Hatfield Susan. 2006. <i>Gender and Environment</i>. London, New York : Routledge.</p> <p>Krishna Summi.2003. <i>Livelihood and Gender:Equity in Community Resource Management</i>. New Delhi: Sage.</p> <p>Krishna Summi, De Arprita. 2013. <i>Women Water Professionals</i>. New Delhi: Zubaan.</p> <p>McCully Patrick. 1998. <i>Silences rivers: The ecology and politics of large dams</i>. Hyderabad: Orient Longmans.</p> <p>Rocheleau D., B. Thomas-Slayter and E. Wangari (eds.).1996. <i>Feminist Political Ecology: Global Issues and Local Experiences</i>. London: Routledge.</p>	

	<p>Shiva Vandana. 1992. <i>The Violence of the Green Revolution: Third World Agriculture Ecology and Politics</i>. Mapusa: The Other India Press.</p> <p>Shiva Vandana.1998. <i>Staying Alive: Women, Ecology and Survival in India</i>. New Delhi: Kali for Women.</p>
<b><u>Course Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will understand the impact of the political economy on the local realities affecting the environment.</li> <li>2. Students will understand the vital role that women play in conservation of nature, sustainable use of natural resource, mitigating environmental conflicts and addressing environmental issues through activism.</li> <li>3. Hands-on training in solid waste and water management practices while building their capacities to conduct outreach programmes and environmental activism.</li> </ol>

**Programme: M. A. (Women's Studies)**  
**Title of the Course: GENDER AND MEDIA**  
**Course Code: WST624**  
**Number of Credits: 4**  
**Effective from Academic Year: 2022-2023**

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post Graduate Programme	
<b><u>Objective:</u></b>	The media (film, television, magazines, newspapers and the internet) plays a major role in "constructing" gender, and "popular" views of what appropriate behavior is. 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.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> Theories from cultural studies, film and gender studies, and communication studies: media and representation of femininity and masculinity. Male gaze. 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.</p> <p><b>Module 2:</b> Critical analysis of Gender in Magazines and Newspapers. Advertising and the image of women. Women's magazines. Politics of paid news.</p> <p><b>Module 3:</b> Internet and its social impacts. Internet and women: empowering or a tool for disempowerment. Role of Information Communication Technology in women empowerment.</p> <p><b>Module 4:</b> 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.</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ films, documentaries and discussions/ group readings and discussions/ presentations/ short film making	
<b><u>References</u></b>	Bhasin Kamla and Beena Aggarwal (ed.) 1984. <i>Women and Media:</i>	

	<p><i>Analysis, Alternatives and Action</i>. ISIS International</p> <p>Berger John. 1972. <i>Ways of Seeing</i>. UK: Penguin.</p> <p>Creedon Pamela. 1994. <i>Women, Media and Sport: Challenging Gender Values</i>. Thousand Oaks: Sage</p> <p>Das Mallika. 2000. <i>Men and Women in Indian Magazine Advertisements: A Preliminary Report</i>. November.</p> <p>Joseph Ammu. 1994. <i>Whose News? : The Media and Women s Issues</i>. New Delhi: Sage.</p> <p>Kosambi Meera.1994. <i>Women’s Oppression in the Public Gaze: An Analysis of Newspaper Coverage, State Action and Activist Response</i>. Bombay: Research Centre for Women s University.</p> <p>Mulvey Laura. 1999. ‘Visual Pleasure and Narrative Cinema’ .in <i>Film Theory and Criticism: Introductory Readings</i>. Leo Braudy and Marshall Cohen. New York: Oxford University Press. pp 833-844.</p> <p>Prasad Kiran (ed.) 2005. <i>Women and Media, Challenging Feminist Discourse</i>. New Delhi:The Women Press.</p> <p>Tannen Deborah. 1994. <i>Gender and Discourse</i>. New York: Oxford University Press.</p> <p>Valdivia Angharad. 1995. <i>Feminism, Multiculturalism &amp; the Media Global Diversities</i>. London: Sage Publications.</p>
<b><u>Course Outcomes</u></b>	Students will develop a critical understanding of how gender is constructed, contested and subverted in different forms of media.