



CIRCULAR

The Academic Council & Executive Council of the University has approved Ordinance OA-35A relating to PG Programmes offered at the University campus and its affiliated Colleges based on UGC 'Curriculum and Credit Framework for Postgraduate Programmes'. Accordingly, the University has proposed introduction of Ordinance OA-35A from the Academic year 2025-2026 onwards.

The syllabus of **Master of Arts in Women's Studies** Programme for Semester III and IV, approved by the Standing Committee of the Academic Council in its meeting held on 24th February 2026 and the syllabus for Semester I & II, approved earlier by the Academic Council in its meeting held on 13th & 14th June 2025, is attached.

The Dean & Vice-Dean (Academic) of the D.D. Kosambi School of Social Sciences and Behavioural Studies are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)
Deputy Registrar – Academic

To,

1. The Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. The Vice-Dean (Academic), D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.

Copy to:

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

GOA UNIVERSITY
MASTER OF ARTS IN WOMEN'S STUDIES PROGRAMME
(Effective from the Academic Year 2025-26)

ABOUT THE PROGRAMME

Women's Studies in India is an interdisciplinary field of feminist scholarship that emerged relatively recently within the formal university system. Goa University pioneered this academic focus, establishing a UGC Centre for Women's Studies as early as 1988 during the 7th Plan period and launching the MA Women's Studies Programme in 2015.

The MA Programme in Women's Studies is designed to foster critical thinking and generate new knowledge. Students learn to analyse how inequalities are created and maintained, while developing skills to effect meaningful change. The program prepares graduates to create new service areas and influence both policy development and national discourse on women's issues, which is critical for achieving SDG Goal 5. Additionally, the curriculum builds research capabilities, enabling students to contribute substantially to Women's Studies as an academic discipline.

The program employs diverse teaching approaches to enhance learning. These include field trips that provide real-world exposure, hands-on learning through field placements, and knowledge-broadening guest lectures. Academic growth is fostered through reading clubs, while multimedia resources, tutorials, and student presentations complement traditional classroom instruction to create a comprehensive educational experience.

OBJECTIVES OF THE PROGRAMME

1. To make students aware of theories examining historical and contemporary systems of privilege and oppression, focusing particularly on how gender intersects with race, caste, class, sexuality, ethnicity, ability, religion, and nationality.
2. To develop in students the ability to analyse and apply theoretical frameworks to understand social realities and intersectional vulnerabilities.
3. To help students foster a spirit of political and academic engagement with gender justice issues.
4. To facilitate students' critical understanding of feminist theories and methodologies within the context of women's movements in India, focusing on Goa.
5. To assist students in developing skills to effect meaningful social change in communities and institutions.
6. To equip students with knowledge and skills to create innovative service areas addressing women's needs.
7. To enable students to gain the expertise to influence policy development and public discourse on women's issues.
8. To build in students, comprehensive research competencies, enabling students to independently conduct effective research using both primary and secondary data sources.

PROGRAMME SPECIFIC OUTCOMES (PSO)

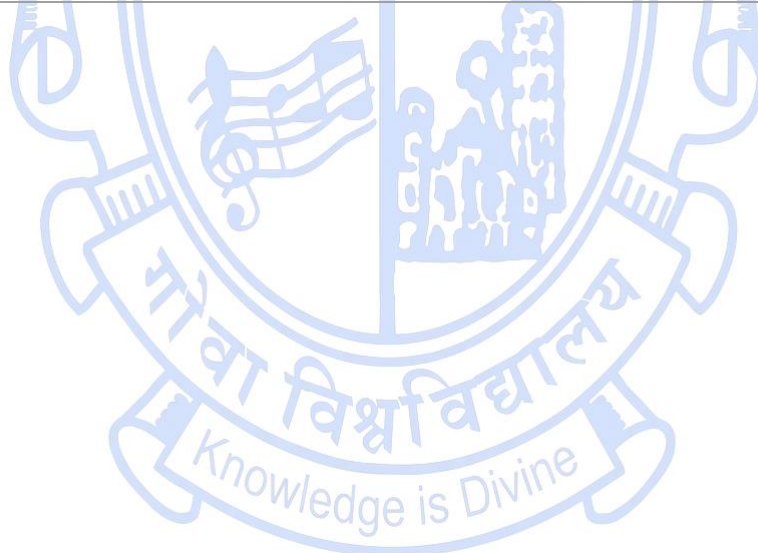
PSO 1.	Students will develop diverse multi-disciplinary knowledge, skills, and understanding of issues related to women in the world, focusing on national concerns in India and at the local level.
PSO 2.	Students will develop a critical understanding of social realities from a gender perspective.
PSO 3.	Students will understand women's rights and the law to plan advocacy campaigns for equality and justice.
PSO 4.	Students will be able to apply classroom learning, research skills and a gender critique to develop new understandings of social realities.
PSO 5.	Students will be able to use diverse resources, combining theory and field practice skills, to create interventions for change.
PSO 6.	Students who opt for research will be able to undertake an independent research project.
PSO 7.	Students will develop the capacity to analyse intersectional vulnerabilities affecting women across various social contexts.
PSO 8.	Students will gain competencies to influence policy development and public discourse on women's issues at the community, regional and national levels.

PROGRAMME STRUCTURE
Master of Arts in Women's Studies Programme
Effective from Academic Year 2025-26

Bridge Course			
Sr. No.	Course Code	Title of the Course	Credits
1	<u>WST-1000</u>	Gender Sensitivity and Equity	2

SEMESTER I				
Discipline Specific Core (DSC) Courses (16 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>WST-5000</u>	Concepts and Theories in Women's Studies	4	400
2	<u>WST-5001</u>	Mapping the Women's Movement	4	400
3	<u>WST-5002</u>	Gender and Marginality	4	400
4	<u>WST-5003</u>	Gender-Based Violence	4	400
Total Credits for DSC Courses in Semester I			16	
Discipline Specific Elective (DSE) Course (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>WST-5201</u>	Gender and Education	4	400
2	<u>WST-5202</u>	A Gender Review of Literature	4	400
Total Credits for DSE Courses in Semester I			4	
Total Credits in Semester I			20	

SEMESTER II				
Discipline-Specific Core (DSC) Courses				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	WST-5004	Gender, Development and the State	4	500
2	WST-5005	Women's Health: Critical Debates	4	500
3	WST-5006	Gender, Human Rights, and Law	4	500
4	WST-5007	Gender-Sensitive Interventions for Change	4	500
Total Credits for DSC Courses in Semester II			16	
Discipline Specific Elective (DSE) Courses (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	WST-5203	Gender and Culture	4	400
2	WST-5204	Demography, Labour, Work and Gender	4	400
Total Credits for DSE Courses in Semester II			4	
Total Credits in Semester II			20	



SEMESTER III				
Research Specific Elective (RSE) Courses (12 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	WST-6000	Doing Feminist Research	4	500
2	WST-6001	Research Methods and Academic Writing	4	500
3	WST-6002	Field Work Skills and Practice (Compulsory for All MA Women's Studies Students)	4	500
4	WST-6003	Advanced Feminist Research	4	500
Total Credits for RSE Courses in Semester III			12	
Discipline Specific Vocational Elective (DSVE) Courses (8 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	WST-6401	Gender and Empowerment in Practice (2T+2P)	4	500
2	WST-6402	Archiving Women's Histories (2T+2P)	4	500
3	WST-6403	Entrepreneurship for Empowerment (2T +2P)	4	500
Total Credits for DSVE Courses in Semester III			8	
Total Credits in Semester III			20	

The 12 Credits of RSE and 8 Credits of DSVE are applicable in Semester III also for students opting for the 20 Credit Dissertation

Discipline Specific Dissertation (DSD)/ Internship (40 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	WST-6501	Discipline-Specific Dissertation	40	500

SEMESTER IV				
Generic Elective (GE) Courses (20 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>WST-6201</u>	Re-reading History: Feminist Perspectives	4	500
2	<u>WST-6202</u>	Gender and Political Processes	4	500
3	<u>WST-6203</u>	Gender and Environment	4	500
4	<u>WST-6204</u>	Gender and Media	4	500
5	<u>WST-6205</u>	Gender and Goan Society: Issues and Debates	4	500
6	<u>WST-6206</u>	Gender in Science and Technology	4	500
7	<u>WST-6207</u>	Gender and Traditional Knowledge Systems in India	4	500
Total Credits for GE Courses in Semester IV			20	

Discipline Specific Dissertation (DSD)/ Internship (20 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	WST-6502	Discipline-Specific Dissertation	20	500

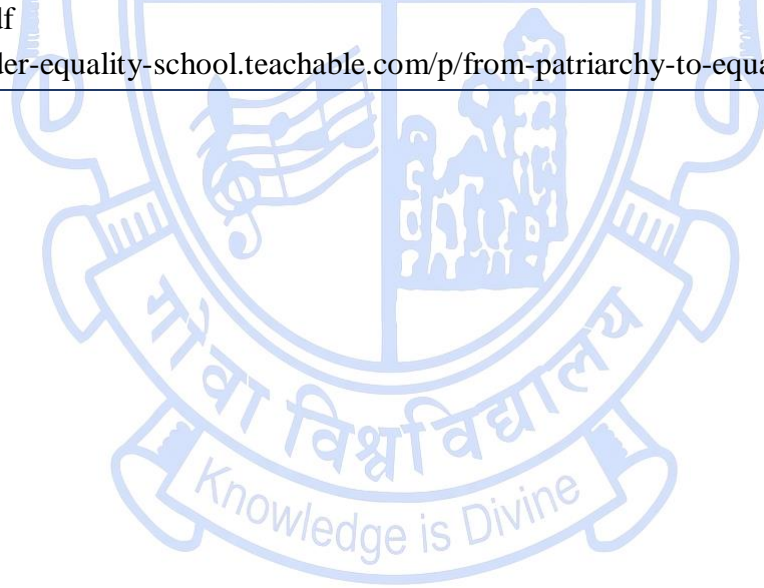
BRIDGE COURSE

Title of the Course	GENDER SENSITIVITY AND EQUITY	
Course Code	WST-1000	
Number of Credits	2	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	Bridge Course	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	This course aims to develop students' basic understanding of gender-related issues in society through a multidisciplinary approach.	
Course Outcomes:		Mapped to PSO
	CO 1. Students will understand the key terms and concepts used in Women's Studies	PSO 1
	CO 2. Students will have an understanding of equity, its importance in our society	PSO 2, PSO 3
	CO 3. Students will be enabled to develop the sensitive approach towards gender issues.	PSO 4, PSO 5, PSO 6
	CO 4. To advocate and develop intervention to address issues in Society	PSO 7, PSO 8

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Key Concepts and Gender Equality: The universal commitment to Gender Equality and Social Equity – SDGs, Gender Equality and Interconnection with other SDGs. Constitutional Provisions for Gender Equality in India – Fundamental rights and Gender equality , Towards Equality Report and the creation of the discipline of Women’s Studies in India. Biological sex vs Social gender: Nature Vs Nurture debate, Gender socialization processes (Family, education, media, religion) Stereotypes and its impact on opportunities and development.	10	CO1 CO2	K2 K3 K4
Module 2:	Gender Inequities and its impact: Social Equity. Power, Intersectionality. Understanding Power and Privilege, Marginalised sections based on caste, class, abilities, religion etc. Socioeconomic dimensions of gender inequality, Religious practices and gender norms, Minority women's experiences, Understanding ability as a social construct, Double discrimination faced by women with disabilities, accessibility and inclusion Women’s rights as human rights. Women’s issues in Goa, Gender-inclusive language practices	10	CO 2 CO 3	K2 K3 K4 K5
Module 3:	Gender dynamics in Society: Political representation, Reservation policies and their impact, barriers to political participation and decision-making power, Invisible work and care economy, workplace discrimination , Glass ceiling effects and Sticky floor phenomena, Gender pay gap, Sexual Harassment at Work Place (Protection, Prohibition, and Re-dressal Act of 2013) and Protection of Women from Domestic Violence Act of 2005. Forms of violence against women (Physical, sexual, psychological, and economic violence).	10	CO2 CO3 CO4	K3 K4 K5
Pedagogy:	This course will be taught through lectures/ group discussions/ assignment/ quizgames/ tutorials/ assignments/ films/ documentaries/group			
Texts:	<ol style="list-style-type: none"> Butler, J. (2006). <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Routledge. Chakravarti Uma & Krishnaraj Maithreyi (2018)"Gendering Caste: Through a Feminist Lens" , SAGE Publications Pvt. Ltd 			

References/ Readings:	<ol style="list-style-type: none"> 1. Election Commission of India. (2022). <i>Report on Women's Participation in Elections</i>. 2. Government of India. (1974). <i>Towards Equality: Report of the Committee on the Status of Women in India</i>. 3. National Commission for Women. (2022). <i>Status of Women in Political Decision-Making</i>. 4. Pilcher Jane and Imelda Whelehan. 2005. <i>50 Key Concepts in Gender Studies</i>. New Delhi: Sage Publications. 5. Sexual Harassment of Women at the Workplace (Prevention, Prohibition and Redressal) Act of 2013. 6. UNDP. 2014. <i>Women's Rights are Human Rights</i>. 7. United Nations. (2015). <i>Transforming our World: The 2030 Agenda for Sustainable Development</i>. 8. UN Women. (2022). <i>Gender Equality in the 2030 Agenda for Sustainable Development</i>. 9. UN Women. (2023). <i>Women's Leadership and Political Participation</i>. 10. UNESCO. (2022). <i>Global Education Monitoring Report: Gender Review</i> 11. World Economic Forum. (2023). <i>Global Gender Gap Report</i>.
Web Resources:	<ol style="list-style-type: none"> 1. http://www.iitbbs.ac.in/notice/sexual-harrassment-ofwomen-act-and-rules-2013.pdf 2. Government of India. 2005. DV Act 2005 http://ncw.nic.in/acts/TheProtectionofWomenfromDomesticViolenceAct2005.pdf 3. https://gender-equality-school.teachable.com/p/from-patriarchy-to-equality-be-the-change/

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SEMESTER I

Discipline Specific Core (DSC) Courses

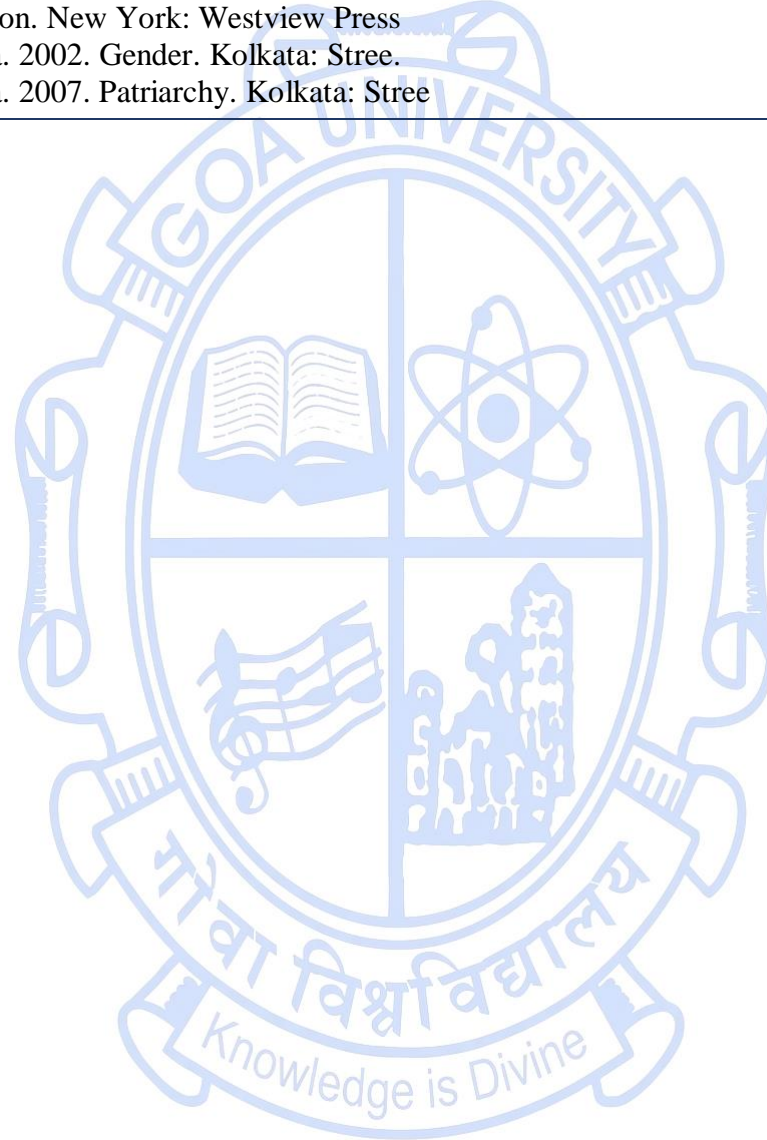
Title of the Course	Concepts and Theories in Women's Studies	
Course Code	WST-5000	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/Value-added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	NIL	
Course Objectives:	<ol style="list-style-type: none">1. To introduce students to the key concepts in Women's Studies.2. To introduce students to the development of feminist thought worldwide.3. To develop in students the ability to analyse and apply theoretical frameworks to understand social realities.4. To enable students to apply core concepts in the creation of tools for field practice	
Course Outcomes:		Mapped to PSO
	CO 1. Students will understand basic concepts in women's studies and the relevance of women's studies as an academic discipline	PSO1

	CO 2. Students will understand feminism, feminist theories, recent developments in feminist thought and will explore the future of feminism.		PSO1, PSO2, PSO3	
	CO 3. Students will be able to apply their understanding of core concepts to create simple games to communicate core concepts in women's studies to wider audiences		PSO4, PSO5	
	CO 4. Students will be able to analyse and apply theoretical frameworks to understand social realities		PSO2 PSO4, PSO7	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Module 1:</p> <p>1.1. The emergence and development of Women's Studies in India.</p> <p>1.2 The Women's Movement in the Western world and the growth of the movement in India</p> <p>1.3. Understanding the social construction of difference</p> <p>1.4 The creation of the 'third gender'</p> <p>Key Concepts: Understanding Sex and Gender, Stereotyping and Essentialism, Patriarchy and Masculinity, Equality, <i>Nature-Nurture Debate</i>, Equity</p>	20	CO1, CO2, CO3	K2 K3 K4 K5 K6
Module 2:	<p>Module 2:</p> <p>2.1 What is Feminism?</p> <p>2.2 The Wave Theory and developments in feminist thought: Liberal, Radical, Socialist, Marxist feminism. Parallels and points of difference.</p> <p>Key Concepts: Power, Strategic Needs vs. Practical Needs of Women, Access and Control, Levels of Gender Consciousness.</p>	20	CO1 CO2 CO3 CO4	K2 K3 K4 K5
Module 3:	<p>Module 3:</p> <p>3.1 Intersectionality (caste, class, sexual orientation, disability, etc.)</p>	20	CO1 CO2	K2 K3

	3.2 Black feminist thought and Dalit feminism, 3.4 Queer theory, contemporary developments in feminist thought and Post-modern feminism. Key Concepts: Intersectionality, Backlash, Deconstruction of gender, Situated Knowledge, Performativity, Rejection of universal metanarratives, Androcentrism, Cyborg Feminism, Discursive Power, Fluidity and Multiplicity of identity.		CO3 CO4	K4 K5
Pedagogy:	Lectures, assignments, games, films, discussion, group readings and presentations			
Texts:	Pilcher Jane. 2005. Fifty concepts in Gender Studies. London: Sage.			
References/ Readings:	<ol style="list-style-type: none"> 1. <u>Bhagwat Vidyut</u>. 2004. <u>Feminist Social Thought</u>. Jaipur: Rawat Publications. 2. Bhasin Kamla. 1993. What is Patriarchy? New Delhi: Kali for Women. 3. Bhasin Kamla and Nighat Said Khan. 1986. Some Questions on Feminism and its Relevance in South Asia. New Delhi: Kali for Women. 4. Bhavnani Kumkum et al. 2006. Feminist Futures. New Delhi: Zubaan. 5. Butler, Judith. 1990. Gender Trouble: Feminism and Subversion of an Identity. Routledge 6. Chaudhuri Maitrayee. 2004. Feminism in India. New Delhi: Kali for Women 7. Clough P. 1994. Feminist Thought. Oxford: Blackwell. 8. Connel, R. 2009. Gender. Cambridge: Polity Press 9. Davis Kathy. 2006. Handbook of Gender and Women's Studies. London: Sage. 10. Eagleton Mary. 2003. A Concise Companion to Feminist Theory. Malden, MA: Blackwell. 11. Freedman Jane. 2002. Feminism. New Delhi: Viva Books. 12. Gould Carol C. 1999. Gender: Key Concepts in Critical Theory. New York: Humanity Books. 13. Heckman, Susan. 1990. Gender and Knowledge: Elements of Postmodern Feminism, Polity Press: Cambridge. 14. John Mary. 1996. Discrepant Dislocations: Feminism, Theory and Postcolonial Histories. Delhi: Oxford University Press. 15. Lorber Judith. 1991. The Social Construction of Gender. London: Sage 16. McCann Carole Ruth, Kim Seung-Kyung. 2012. Feminist Theory Reader. New York: Routledge. 17. McHugh Nancy Arden. 2007. Feminist Philosophies A-Z. Edinburgh: Edinburgh University Press. 18. Ray Raka. 2012. Handbook of Gender. New Delhi: Oxford University Press. 			

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| | <p>19. Tong, Rosemary & Tina Fernandes B. 2018. Contemporary Feminist Thought: A More Comprehensive Introduction. New York: Westview Press</p> <p>20. V. Geetha. 2002. Gender. Kolkata: Stree.</p> <p>21. V. Geetha. 2007. Patriarchy. Kolkata: Stree</p> |
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Title of the Course	MAPPING THE WOMEN'S MOVEMENT	
Course Code	WST-5001	
Number of Credits	04	
Theory/Practical	Theory	
Level	400	
Effective from AY	(2025-2026)	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To analyze and discuss the concepts of liberty, equality, freedom, and justice through written reflections and class presentations. 2. To interpret the trajectory of the women's movement in the West and India. 3. To evaluate of the Indian Women's Movement from colonial to post-Independence period to construct a critical essay on women's movement in India 4. To examine the Autonomous Women's Movement and its distinction from earlier phases to the contemporary phase and will be able to contribute towards policy making. 	
Course Outcomes:		Mapped to PSO
	CO 1. Students will be able to comprehend the key concepts like liberty, equality, justice, and freedom within the context of women's movements across diverse historical eras and their employability in feminist movement across India.	PSO1
	CO 2. Students will be able to critically examine how women's contribution fighting against the systemic oppression have been sidelined throughout the history basically those	PSO2

	coming from the marginalized sections of the society.			
	CO 3. Students will be able to critically analyse around how women were used as object and mere symbol during the reform movement and in the nationalist discourse.		PSO 3	
	CO 4. Students will be able to critically evaluate the identity politics around Dalit, tribal, and LGBTQ.		PSO 7	
	CO 5. Students will be able to Design a reflective article on the lives of unsung heroines, showcasing women's resistance to oppressive system as a form of movement building.		PSO 6	
	CO 6. Students will be able to assess the impact of the contemporary movements and propose innovative strategies for effective engagement in contemporary gender justice movements.		PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 Tracing the history of liberty, equality, freedom and social justice. 1.2 First Wave 1.3 Second Wave 1.4 Third Wave 1.5 Fourth Wave	14	CO1	K2, K3
Module 2:	2.1 Women against colonialism (Queens and other women) 2.3 Women for women's Education , Women Writers and professionals in colonial India 2.3 Feminist critic of reform movements: sati, bride price, child marriage, teenaged mothers, education, plight of widows, religious dedication, and prostitution, etc. 2.4 Women as subject of reform and women's agency	18	CO2 CO3 CO5	K2 K3 K4 K5 K6
Module 3:	3.1 Gender in the discourse of Nationalism 3.2 Gandhi and Women- a feminist critique. 3.4 Phule Ambedkar's views on women	18	CO1 CO2 CO3	K2 K3 K4

	<p>3.5 Anti-rape movements (Mathura rape, Bhawari Devi rape case), movements, and growth of autonomous organisation, Campaigns against dowry and domestic violence</p> <p>3.6 Dalit feminism and anti-caste movements.</p> <p> Muslim women's movements and questions of religion</p> <p> Adivasi women's struggles and ecological feminism</p> <p>3.6 Social media and movements: Student Protests, Sexuality, LGBTQ Movements, Menstrual Activism, Anti-CAA Protests, and other contemporary movements</p>		CO4 CO5 CO6	K5 K6
Module 4:	<p>4.1 History of Women's Movement in Goa: Issues and Concerns.</p> <p>4.2 Contemporary Women's Issues in Goa</p> <p>4.3 Contemporary socio-political movement and Women's Participation</p> <p>4.4 Unsung Heroines of Goa</p>	10	CO2 CO5 CO6	K2 K4 K6
Pedagogy:	lectures/assignments/self-study/Role Play/poster and album making/presentations/ group readings and discussions/films and Documentaries and discussions			
Texts:	Edition to be specified or latest edition as applicable.			
References/ Readings:	<ol style="list-style-type: none"> 1. Alvares Claude. 2002. Fish curry and rice: A sourcebook on Goa, its ecology and life-style. Goa: The Goa Foundation. 2. Bassentt Susan. 1986. Feminist Experience: The Women's Movement in Four Cultures. London: Allen and Unwin. 3. Bystydzienski Jill M and Sekhon Joti (eds.) Democratization and Women's Grassroots Movements. 2002. New Delhi: Kali for Women. 4. Faganis Sondra. 1994. Situating Feminism: From Thought to Action. London: Sage. 5. Forbes Geraldine. 1999. Women in Modern India. Cambridge University Press. 6. Forbes Geraldine. 2005. Women in Colonial India: Essays on Politics, Medicines and Historiography. New Delhi: Chronicle Books. 7. Gandhi Nandita and Nandita Shah. 1992. The Issues at Stake : Theory and Practice in the Contemporary Women s 8. Movement in India. New Delhi: Kali for Women. 9. Goa State Development Report, 2011, Planning Commission of India. 10. Jayawardena Kumari. 2016. Feminism and Nationalism in the Third World. Verso Books. 11. Khullar Mala. 2005. Writing the Women's Movement a Reader. New Delhi: Zubaan. 12. Paingainkar Rajaram. 1939. Me Konn. Margao Goa: Gomant Chapkhana* added. 			

14. Krishnraj Maitryi.2012. The Women's Movement in India: A 100 year History. India: Social Change Vol. 42 (3) Sage, 325-333.
15. Kumar, Radha. 1993. The History of Doing 1800 – 1990. New Delhi: Kali for Women.
16. Murthy Laxmi & Rajashri Dasgupta. 2013. Our Pictures, Our Words: A Visual Journey through the Women's
17. Movement. New Delhi: Zubaan
18. Sarkar. S & Tanika Sarkar (eds.).2008. Women and Social Reform in Modern India: A Reader, Indiana University
19. Press Spender Dale.1983. There's Always Been a Women's Movement this Century. London: Pandora Press.
20. State of Goa's Health: A Report, 2001. New Delhi and Sangath, Goa Voluntary Health Association of India.
21. The State and the Women s Movement in India : A Report. 1995. New Delhi: Indian Association of Womens Studies.
22. Wilson Elizabeth.1986. Hidden Agendas: Theory, Politics and Experience in the Women's Movement. London: Tavistock Publications.
23. Zubaan Archive. 2006. Poster Women: A Visual History of the Women's Movements in India. New Delhi.
24. 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.
25. Bailancho Saad. Issues of the SAAD Newsletters
26. Kannabiran K, ' The Judiciary, Social Reform and Debate on Religious Prostitution in Colonial India', in Economic and Political Weekly, VOI.30, No. 43,1995.pp WS59-WS.
27. Rege, S. (2006). *Writing Caste/Writing Gender*
28. Guru, G. (1995). "Dalit Women Talk Differently"
29. Menon, N. (2007). *Sexualities*
30. Omvedt, G. (2006). *Dalit Visions: The Anti-caste Movement and the Construction of an Indian Identity*

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Title of the Course	GENDER AND MARGINALITY	
Course Code	WST-5002	
Number of Credits	04	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To examine the complex intersections of gender with various forms of marginality, including caste, class, religion, ability, sexuality, and location through critical theoretical frameworks, case studies, and applied learning, 2. To develop in students, both analytical skills and practical strategies for creating more equitable social systems. 3. To expose students to the work of Ambedkar, Phule as well as the lesser heard voices of women in history and contemporary Dalit feminists. 4. To introduce students to the politics of cultural oppression, ethnic conflict and violence, class exploitation, poverty, and disabled persons' rights from a gendered lens. 5. To discuss the politics of exclusion and state affirmative action/initiatives for inclusion to enable the understanding of how gender interacts with other social identities to produce distinct experiences of privilege and oppression. 	
Course Outcomes:		Mapped to PSO
	CO 1. Students will understand theories on marginality, intersectionality and the politics of exclusion.	PSO 1, PSO 2, PSO 3

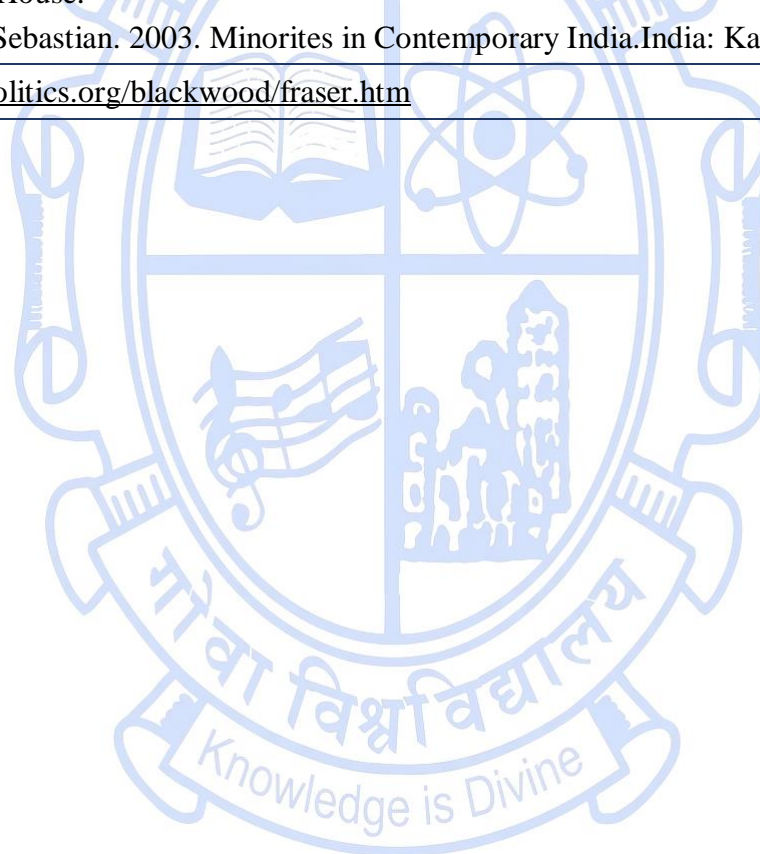
	CO 2. Students will be able to apply theory to understanding differences and marginalized sections of society based on class, caste, religion, tribe, sex, age and disability in particular.		PSO 1, PSO 2, PSO 3	
	CO 3. Analyze gender as a social construct that intersects with multiple dimensions of identity and marginality		PSO 2, PSO 3, PSO 4, PSO 5	
	CO 4. Students will be able to analyse and evaluate social realities through a field trip to experience the hardships marginalised people face.		PSO 4, PSO 5, PSO 6, PSO 7	
	CO5. Develop research skills to document and analyze gendered experiences of marginalization		PSO 6, PSO 7, PSO 8	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Understanding Marginality: Conceptualizing marginality: definitions and dimensions, Social exclusion and inclusion frameworks, Power, privilege, and oppression, exclusion practices based on gender rituals and customs, Theories of social stratification</p> <p>Marginalization: Gendered division of labour and feminization of poverty, Informal and unpaid work, Domestic Labour: Issues, challenges and lacunae in the law (Domestic Labour Act 2010), Women factory workers and class exploitation, poverty and vulnerability. Caste based division of labour, Economic policies and their gendered impacts.</p> <p>Caste and Tribes: Historical roots of caste: Savitribai Phule, Dr. B.R. Ambedkar, and anti-caste feminism, Indigenous feminist perspectives, Issues of tribal women and customary practices, Politics of food and caste-based exclusions.</p>	15	CO1, CO2,	K1, K2, K3
Module 2:	<p>Gender and Caste: Caste system and gendered experiences, Dalit feminist perspectives, Brahmanical patriarchy, Caste-based violence and resistance, Caste based labour and practices, Contemporary Dalit voices. Endogamy as a mechanism of caste and gender control, Recognition vs Redistribution debates</p> <p>Religious Identity and Gender: Religious texts and gender constructions, Identity politics and women in religious minority communities, Religious personal laws and</p>	25	CO2, CO 3, CO 4	K3, K4, K5

	<p>gender equality, Religious reform movements and women's participation, Case studies of gender and religious conflicts in India</p> <p>Gender and Disability: Intersections of gender and disability, Reproductive rights and disability, Accessibility and inclusion, State response to disabled persons issues, National policy for persons with Disability 2006 and contemporary schemes</p> <p>Gender, Age and Citizenship: Senior Citizens and gendered vulnerabilities, Disability and senior citizens: Double marginalization. Women as custodians of community identity and honor., Citizens Amendment Act (CAA) 2019 and gendered impacts on refugee populations.</p> <p>Sexuality, Gender Identity, and Marginalization: LGBTQIA+ identities in historical and cultural contexts in India, Legal frameworks affecting gender and sexual minorities, Transgender rights movement in India, Hijara Community in India, Section 377</p>			
Module 3:	<p>Gender and Spatial Marginality: Urban/rural divides in gendered experiences, Gender and access to public spaces, Women in migration and displacement, Adivasi women and ecological struggles, Politics of tribal classification. Ethics in researching marginalized communities, documentation. Field Trip to marginalized community / area.</p> <p>Activism and Resistance: CALERI (Campaign for Lesbian Rights), PRIDE movements in India and March, NAZ Foundation. Intersectional queer activism and marginalized voices Heteronormativity and cisnormativity as systems of power. Safai Karmachari Andolan.</p>	12	CO 3, CO 4 CO 5	K4, K5, K6
Module 4:	<p>Education, Knowledge Production, and Marginality: Educational access across marginalized groups, Digital divide and information inequality, Alternative knowledge systems and marginalized epistemologies Healthcare access for marginalized communities, Mental health at the intersections of identity.</p>	08	CO3, CO4 CO5	K4, K5, K6
Pedagogy:	Lectures, assignments, self-study, documentaries, films and discussion, group readings and discussions, presentations, field trip			
Texts:	1. Arya Sunaina(2020) Dalit Feminist Theory : A Reader . Routledge , NewYork.			

	<ol style="list-style-type: none"> 2. Chakravarti, U. (2018). <i>Gendering Caste: Through a Feminist Lens</i>. SAGE Publications. 3. Hans Asha. 2015. <i>Disability. Gender and the Trajectories of Power</i>. India: SAGE Publications. 4. Rege, S. (2013). <i>Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies</i>. Zubaan Books
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Ambedkar BR, <i>Annihilation of Caste</i>, New Delhi: Critical Quest. 2. Ambedkar BR, <i>What the Congress and Gandhi have done to the Untouchables</i> New Delhi: Critical Quest. 3. Ambedkar, BR, <i>Castes in India</i>, New Delhi: Critical Quest. 4. Baghel Indu. 2009. <u><i>Dalit Women in Panchayati Raj</i></u>. New Delhi: Jnanada Prakashan. 5. Butler, J. (2006). <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Routledge. 6. Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. <i>Stanford Law Review</i>, 43(6), 1241-1299. 7. Chakravarti Uma. 2003. <i>Gendering Caste: Through a Feminist lens</i>. Kolkata: Stree 8. 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. 9. Ghai Anita. 2015. <i>Rethinking Disability in India</i>. New Delhi: Routledge. 10. Ghai, Anita. 2003 <i>(Dis)embodied Form: Issues of Disabled Women</i>. New Delhi: Har- Anand Publications. 11. Gore, M.S. 1993. <i>The Social Context of Ideology: Ambedkar’s Social and Political Thought</i>. New Delhi: Sage Publication 12. Gupta Charu.2016.<i>Gender of Caste: Representing Dalits in Print</i>. University of Washington Press. 13. Guru Gopal. 2004. <i>Dalit Cultural Movement and Dalit Politics in Maharashtra</i>. Mumbai: Vikas Adhyayan Kendra, 14. <i>International Classification of Functioning, Disability and Health</i>. 2001. Geneva: WHO 15. Kelkar Govind. 1991. <i>Gender and Tribe: Women, Land and Forests in Jharkhand</i>. New Delhi: Kali for Women. 16. Majeed, Akhtar. 2002. <i>Nation And Minorities India’s Plural Society and Its Constituents</i>, New Delhi: Kanishka Publishers. 17. Mani Kumar Kalanand & Fredrick Noronha.2008. <i>Picture-Post Card Poverty, Unheard Voices Forgotten Issues from Rural Goa</i>. Goa 1556. 18. Manju, Subhash. 1988. <i>Rights of Religious Minorities in India</i>, New Delhi: National Book Organisation. 19. Massey, I.P. 2002. <i>Minority Right Discourse</i>, Shimla: Indian Institute of Advanced Study. 20. Meyerowitz Joanne. 1980. <i>How Sex Changed: A History of Transsexuality in the United States</i>. New Delhi: Kanishka Publishers. 21. <i>New Delhi: Kanishka Publishers</i>. 22. Nongbri Tiplut. 2003. <u><i>Development, Ethnicity and Gender: Select essays on Tribes in India</i></u>. Jaipur: Rawat Publications. 23. Rajan, Nalini. 2002. <i>Democracy and the Limits of Minority Rights</i>, New Delhi: SAGE Publications.

	<p>24. Raju Saraswati.2011.Gendered Geographies: Space and Place in South Asia. Oxford University Press</p> <p>25. <u>Rao Anupama</u>. Gender and Caste, New Delhi: <u>Kali for Women and Book Review Literary Trust</u>.</p> <p>26. Rege Sharmila.2013. writing caste/writing gender: narrating dalit women testimonies. New Delhi: Zubaan.</p> <p>27. Sathyamurthy, T. 1996. Region, Religion, Caste, Gender and Culture in Contemporary India. Oxford: Oxford University Press.</p> <p>28. Shah Ghanshyam, 2001. Dalit Identity and Politics. New Delhi: Sage Publication.</p> <p>29. Teich Nicholas.2012. Transgender 101: A Simple Guide to the Complex Issue. Columbia University Press</p> <p>30. Thakur, R.N. 1999. Plight of the Minorites Problems and Grievances in their Education. New Delhi: Gyan Publishing House.</p> <p>31. Vempeny, Sebastian. 2003. Minorites in Contemporary India.India: Kanishka Publishing House</p>
Web Resources:	https://ethicalpolitics.org/blackwood/fraser.htm

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Title of the Course	Gender-Based Violence
Course Code	WST-5003
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025 – 2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to global concerns regarding gender-based violence, masculinity and male identity 2. To help students explore the complex relationship between gender and violence in India, examining historical contexts, contemporary manifestations, legal frameworks, and social movements. 3. To introduce students to critical frameworks and perspectives to understand violence 4. To present students with an overview of different forms of gender-based violence 5. To help students trace the evolution of society's response to different forms of violence, changing laws, programmes and services to address various forms of violence. 6. To explore and problematise the connections between gender, sexuality, culture and violence and conceptualize pathways for change

Course Outcomes:		Mapped to PSO		
	CO 1. Students will understand the relationship between cultural constructions of masculinity and the perpetuation of violence against women and other sexual minorities.	PSO2		
	CO 2. Students will understand the various forms of violence against women and the politics of its normalization in a patriarchal society	PSO1, PSO7		
	CO 3. Students will be able to apply their understanding of the politics of violence to critique the media's handling of issues of crimes against women.	PSO3, PSO4, PSO7		
	CO 4. Students will be able to critically assess the responses of the state to violence against women	PSO2, PSO8		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Gender-based Violence: A Global Pandemic:</p> <p>1.1. Gender based violence - power and patriarchy, masculinity and male identity.</p> <p>1.2. Intersectionality and violence: race, class, religion, caste and sexuality</p> <p>1.3. Deterrence and Backlash Theory</p> <p>1.4. Resource Theory</p> <p>1.5. Structural Violence Theory</p> <p>Indian context:</p> <p>1.6 Violence that begins before birth with sex selection: infanticide and selective abortion.</p> <p>1.7 Subtle forms of gendered violence and cultural sanction. Forms of violence legalised by social custom and tradition (eg, FGM).</p> <p>1.8. Understanding the status from Statistics (NCRB)</p>	20	CO1, CO2, CO3	K2, K3, K4, K5
Module 2:	<p>Critical Frameworks:</p> <p>2.1. Biological Theories: Aggression and lack of impulse control, genetic predisposition</p>	20	CO1, CO2	K2, K3, K4, K5

	<p>2.2. Psychological Theories: Social learning Theory, Traumatic Bonding/ Attachment Theory, Cycle of Violence</p> <p>2.3. Sociological Theories: Strain Theory, Social disorganization, Cultural Violence</p> <p>2.4. Ecological Systems Theory (individual, relationship, community and society)</p> <p>2.5. Integrated Theories</p> <p>2.6 Patriarchal Theory</p> <p>2.7. Radical Feminist Theory</p> <p>2.8 Intersectional Feminist Theory</p>			
Module 3:	<p>Forms of Gender-based Violence:</p> <p>3.1. Domestic violence,</p> <p>3.2. Molestation & teasing, sexual harassment of women at work, indecent representation of women, trolling and trafficking,</p> <p>3.3. Rape: including custodial rape (Mathura Rape Case), intimate partner violence (Marital rape debate),</p> <p>3.4. Honour-related violence,</p> <p>3.5. Violence against women as a weapon in war,</p> <p>3.6. Paedophilia and child abuse,</p> <p>3.7. Self-inflicted violence and suicide,</p> <p>3.8. Culture-based violence: female genital mutilation, and forms of violence that are not covered by law (National and Local).</p> <p>Direct Intervention and Prevention</p> <p>3.9. Legal initiatives</p> <p>4.0 Society's response: Role of media, media reporting, services and programmes</p> <p>4.1 Pathways for Change</p>	20	CO1, CO2, CO4	K2, K3, K4, K6
Pedagogy:	Lectures, assignments, presentations, film and discussions, group readings			
References/ Readings:	1. Agnes Flavia. 2008, 'My Story... Our story of rebuilding broken lives, Forum Against Oppression of Women (F.A.O.W)			

2. Butalia, Urvashi. 1998. *'Other side of Silence:Voices from Partition'* New Delhi: Peinguin.
3. Butalia, Urvashi. 2002. 'Confrontations and Negotiation: The Women's Movement Responses to Violence against Women' in Kapadia kiran(ed.) *The Violence of Development*. New Delhi: Palgrave, Macmillan.
4. Chandiramani Radhika and Geetanjali Misra. 2008. *Sexuality, Gender and Rights*. New Delhi: Sage.
5. Chatterjee Partha. 2002. *Community, Gender and Violence*. Delhi: Permanent Black.
6. Chaudhari Prem. 2007. *Contencious Marriage/Eloping Couples: Gender Caste and Patriarchy in Northern India*. New Delhi, OUP.
7. Connell, R. 1995. *Gender and Power: Society, the Person and Sexual Politics*. Cambridge: Polity Press.
8. D'cruze Shani and Anupama Rao. 2005. *Violence, vulnerability and embodiment*. Oxford: Blackwell.
9. Datar Chhaya. 1995. *Struggles Against Violence*, Calcutta, Stree.
10. Hossain Sara. 2006. *'Honour'*. New Delhi: Zubaan.
11. Kannabiran Kalpana. 2005., *Violence of Normal Times, New Delhi: Women Unlimited*.
12. Menon Nivedita. 2004. *Recovering Subversion: Feminist Politics Beyond the Law*, New Delhi: Sage.
13. Meyers Meryan. 1998. *News Coverage on Violence Against Women: Engendering Blame*. Sage
14. Renzetti, Claire M., Edleson, Jeffrey L., Bergen, Raquel Kennedy. 2012. *Companion Reader on Violence against Women*. New Delhi: Sage.
15. Renzetti, C. M., Edleson, J. L., & Bergen, R. K. (Eds.). (2011). *Sourcebook on violence against women* (2nd ed). SAGE Publications
16. Ruehl Sonja. 1983. *The Changing Experience of Women : Unit 4 Sexuality*. Milton Keynes: The Open University Press.
17. Storkey, E. (2018). *Scars across humanity: Understanding and overcoming violence against women*. InterVarsity Press.
18. Teltumde A.2008. *Khairlanji: A Bitter Crop*, New Delhi: Navyana
19. Bograd, M. (1999). Strengthening Domestic Violence Theories: Intersections of Race, Class, Sexual Orientation, And Gender. *Journal of Marital and Family Therapy*, 25(3), 275–289

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Discipline Specific Elective (DSE) Courses

Title of the Course	Gender and Education
Course Code	WST-5201
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2025-26
New Course	no
Bridge Course/ Value added Course	no
Course for advanced learners	Yes
Pre-requisites for the Course:	Nil
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce student to Paulo Freire and bell hooks pedagogy analyse and reflect on 2. To critiques of traditional education and the principles of engaged pedagogy, to produce reflective essays and participate in discussion. 3. To introduce students to experiential learning modules and collaborative activities, the concepts of ‘connected teaching’ and non-formal education. 4. to design and document a community-based learning project. 5. To critically evaluate the various programmes launched by government to provide inclusive education to the marginalised communities in India. 6. To critically engage Phule-Ambedkarite feminist pedagogy its core ideas in teaching and learning practices to develop inclusive pedagogy.

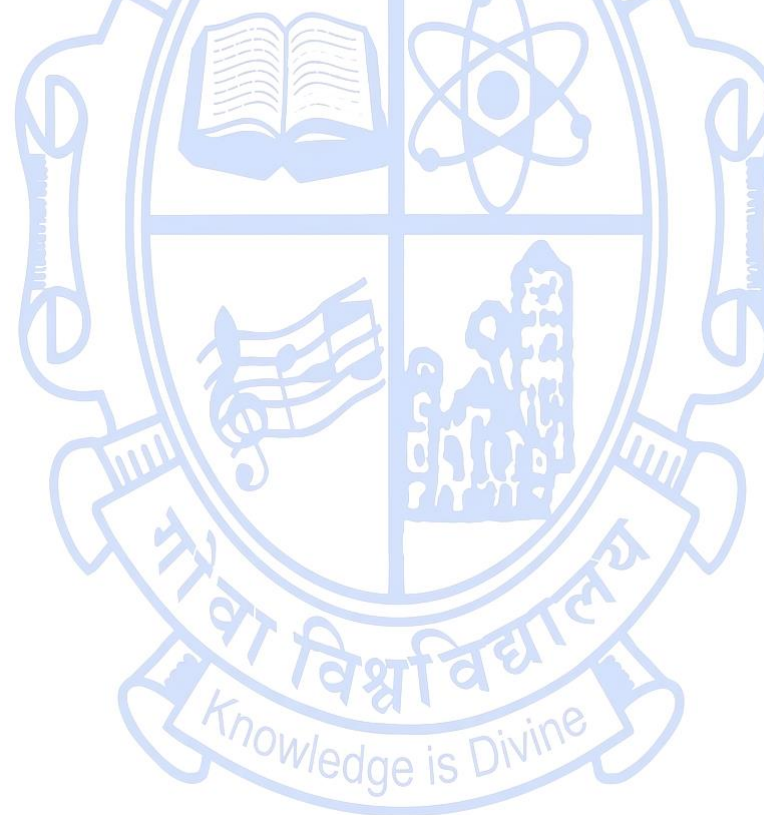
Course Outcomes:		Mapped to PSO		
	CO 1. The students will be able to understand the foundational concepts and theories related to gender and education, including perspectives from Paulo Freire, bell hooks, and Belenky and Phule Ambedkarite feminist Pedagogy. (Understand)	PSO1, PSO2		
	CO 2. Student will be able to apply feminist and critical pedagogical frameworks to examine challenges of students coming from marginalized groups in the Indian education system.	PSO2, PSO4		
	CO 3. Students will be able to analyze educational policies and educational challenges encountered by students coming from marginalized sections to educational institutions.	PSO7		
	CO 4. Students will be able to evaluate the impact and limitations of government schemes like Beti Bachao Beti Padhao and Swachh Vidyalaya in promoting girls' education and	PSO 8		
	CO 5. Students will be able to design and conduct a gender audit of a school, integrating the principles of gender-sensitive infrastructure and curriculum practices and inclusion of diversity in the curriculum (Cognitive Level: Create)	PSO6		
	CO 6. Critically evaluate on technology and women's engagement in STEM field those coming from marginalised groups and critical evaluation of the government programmes to promote vocational and skill development programmes	PSO7		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 Understanding education and marginal groups in India 1.2 Women's Education in the Colonial Period: Debates around the importance of education and education as an SDG. 1.3 Role of education and women's status. Paulo Freire: NFE and 'banking system' in education. 1.4 Bell hooks engaged pedagogy. 1.5 Phule -Ambedkarite feminist pedagogy 1.6 The Belenky's 'connected teaching' and the teaching/learning ideas of Krishnamurthy.	15	CO1 CO2	K2 K3

Module 2:	2.1 Critique of Government Programmes and Policies to improve Education for Women in India: Female literacy & non – formal education for women development, 2.2 Sarva Shiksha Abhiyan, Kasturba Gandhi Ballika Vidhyalaya, Mahila Samakya, NPEGEL, District Primary Education Programme, NEP 2020, RTE, NFE. 2.3 Alternative models of Education 2.4 Education in conflict-affected areas.	15	CO3 CO4 CO6	K3 K4 K6
Module 3:	3.1. Gender critique of education and gender audit of education in India: focus on Goa Curriculum content representation of diversity, gender disparities in enrolment and dropouts. 3.2. Women and STEM, selection of the stream of education. 3.3. Recent Trends in Women’s Education – Committees and Commissions on Education. 3.4. Vocational education and skill development of women. 3.5. Education during pandemic – pros and cons of online education	15	CO5 CO6	K5 K6
Module 4:	4.1 Marginalised communities and Education 4.2 Dalit girls' educational experiences 4.3 Tribal communities and educational challenges. 4.4 Religious minorities and intersectional barriers to education. 4.5 Urban poor and educational vulnerability	15	CO3 CO6	K4 K6
Pedagogy:	Lectures, assignments, self-study, documentaries and discussion, group readings and discussions, presentations, text interpretations, workshops and field visits and projects			
References/ Readings:	<ol style="list-style-type: none"> 1. Apple.M. (1990), ‘Ideology and Curriculum’ New York: Routledge 2. Apple.M. (2000) ‘Democratic Education in a Conservative Age’ New York: Routledge 3. Banerjee, S. (1993). Revisiting the National Literacy Mission. Economic and Political Weekly, 28(25), 1274–1278 4. Belenky, Mary Field, Blyth McVicker Clinchy, Nancy Rule 5. Goldberger, and Jill Mattuck Tarule.1986. Women's Ways of Knowing: The Development of Self, Voice, and Mind. New York: Basic Books. 6. Chanana Karuna. 1988. Socialisation Education and Women : Explorations in Gender Identity. New Delhi:Orient Longman 			

7. Dodd Anne, Wescott.2000. *Syllabus: Gender Issues in Education*. Women's Studies Quarterly Vol. 28. No.3/4. PP 336 -346.
8. The Feminist Press. Freire Paulo. 1971. *Pedagogy of the Oppressed*. New York: Herder and Herder.
9. Freire Paulo. 2014 'Pedagogy of Hope: Reliving Pedagogy of Oppressed' Bloomsbury . hooks, bell. 1994. *Teaching To Transgress: Education as the Practice of Freedom*. New York: Routledge.
10. Jha Jyotsna and Dhir Jhingran.2002. Nature, Nurture or Culture? Gender in Education. Jha and Jhingran (eds.) *Elementary*
11. *Education for the Poorest and Other Deprived Groups: The Real Challenge of Universalization*. New Delhi: Centre for Policy Research.
12. 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
13. Kumar Krishna. 1986. Growing up Male. *Seminar* No.387. February.pp53-55.
14. Kumar, Krishna. 1989. '*Social Character of Learning*', New Delhi: Sage
15. Kumar, Krishna. 2008. '*Reflections on Schooling*', New Delhi: Oxford University Press
16. Manjrekar Nandini. 2021. *Gender and Education in India:A Reader*. London and New York: Routledge.
17. 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.
18. Mills Sara. 2011. *Language, gender and feminism*. New York : Routledge.
19. Minnich, Elizabeth Karmarck.1990. *Transforming Knowledge*.
20. Philadelphia: Temple University Press.
21. Ramabrahmam, I. (1989). *Literacy Missions: Receding Horizons*.
22. *Economic and Political Weekly*, 24(41), 2301–2303Ray,
23. B., & Basu, A. (2003). *Women's Struggle: A History of the All-Indian Women's Conference, 1927-2002*. Manohar Publishers and Distributors.
24. Salisbury Jane & Riddell Sheila.(eds) 2000. *Gender, Policy & Educational Change: Shifting Agendas in the UK and Europe*. London: Routledge.
25. Sharma S. 1995. *Women's Education: A Conceptual Framework*. New Delhi: Discovery.
26. Sharma, Rashmi, and Vimala Ramachandran. 2009. *The elementary education system in India*. New Delhi: Routledge.
27. Routledge.
28. Skelton Christine, Francis Becky & Smulyan Lisa.(eds)2006.*The Sage Handbook of Gender and Education*. London: Sage Publications.
29. Rege, S. (2010). Education as Trutiya Ratna: Towards Phule-Ambedkarite Feminist Pedagogical Practice. In *Economic and Political Weekly: Vol. Vol. 45 (Issue Issue No. 44-45)*. Economic and Political Weekly.
30. Kumar, B. (2021). Discrimination in Indian Higher Education: Everyday Exclusion of the Dalit–Adivasi Student. *Contemporary Voice of Dalit*, 15(1), 94-108. <https://doi.org/10.1177/2455328X211039332> (Original work published 2023)
31. Paik, S. (2014). *Dalit women's education in modern India: Double discrimination*. Routledge

32. Singh, Anoop Kumar. 2013. Defying the Odds: The Triumphs and Tragedies of Dalit and Adivasi Students in Higher Education in Beyond Inclusion: The Practice of Equal Access in Indian Higher Education Editors Satish Deshpande and Usha Zacharias. New Delhi: Routledge.
33. Amatullah, S., & Dixit, S. (2023). Situatedness of School Choice among Muslim Students: An Intersectional Approach. Contemporary Education Dialogue, 20(2), 206-235. <https://doi.org/10.1177/09731849231187706> (Original work published 2023)
34. Bešić, E. Intersectionality: A pathway towards inclusive education?. Prospects 49, 111–122 (2020). <https://doi.org/10.1007/s11125-020-09461-6>
35. Rath, A. (2022). Urban poverty and vulnerability in global South: An alternative multidimensional framework for measurement and targeting. Regional Science Policy & Practice, 14(2), 376–396. <https://doi.org/10.1111/rsp3.12511>

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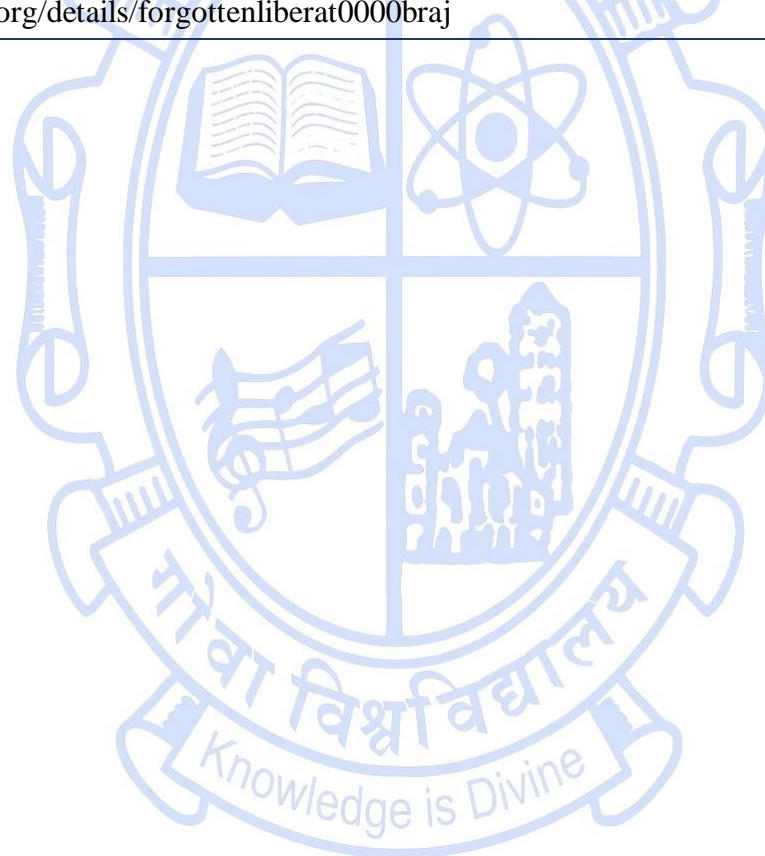
Title of the Course	GENDER REVIEW OF LITERATURE
Course Code	WST-5202
Number of Credits	04
Theory/Practical	Theory
Level	400
Effective from AY	(2025-2026)
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	NIL	
Course Objectives:	<ol style="list-style-type: none"> 1. To develop in students the understanding of how to read any literary text from a gender perspective. 2. To highlight 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. 3. The course will analyse and interpret the various kinds of writings and oral narratives of women across time. 	
Course Outcomes:		Mapped to PSO
	CO 1. Analyze key concepts in feminist literary criticism, including Dalit feminist perspectives, to understand how gender, caste, and power structures influence literature.	PSO1
	CO 2. Trace the historical evolution of feminist literary criticism and examine the representation of female characters across different literary periods.	PSO2
	CO 3. Evaluate the role of women in the Bhakti movement, focusing on oral traditions and	PSO 4

	voices of resistance through figures such as Mirabai, Akka Mahadevi, Andal, and Bahinabai.			
	CO 4. Interpret South Asian societal dynamics through selected writings by women from Bangladesh, Pakistan, Sri Lanka, and Nepal, highlighting regional and cultural variations		PSO 6, PSO7	
	CO 5. Examine the genre of women's autobiography as a literary form that articulates personal and collective resistance against caste, class, color, and gender hierarchies.		PSO 7	
	CO 6. Critically assess contemporary women's writings to identify ongoing struggles and evolving expressions of female identity and resistance.		PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 Women in Literature: Feminism, Literature and Feminist Literary Criticism, Dalit Feminist literary criticism 1.2 The history of feminist literary criticism: identifying the position of female characters in different phases of feminist literary	15	CO1 CO2	K2 K3 K4
Module 2:	2.1 Women and Literature: Women in Bhakti Period: oral tradition and women's voice of resistance (Mirabai, Akka Mahadevi, Andal, Bahinabai). 2.2 Understanding South Asian society through women's writings (Selected women's writings from – Bangladesh, Pakistan, Sri Lanka, Nepal).	15	CO3 CO4	K4 K5 K6
Module 3:	3.1 Women's Autobiography 3.2 Women's voice of resistance to caste, colour, class and gender in women's Literature	15	CO5 CO6	K5 K6
Module 4:	4.1 Contemporary women's writing. 4.2 Women and/in Goan Literature	15	CO5 CO6	K4 K5 K6
Pedagogy:	Lectures/group discussions/assignments/self-study/book reviews/ creative writing/ films/documentaries/ short videos			
References/	1. Showalter Elaine. 1977. <i>A Literature of their own: British Women from Bronte to Lessing</i> . USA: Princeton University Press			

Readings:	<ol style="list-style-type: none"> 2. Chakravarti, U. (2006). <i>Gendering Caste: Through a Feminist Lens</i> 3. Rege, S. (2006). <i>Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios</i> 4. Chakravorty Spivak, G. (1988). "Can the Subaltern Speak?" 5. Devi, M. & Spivak, G.C. (1998). <i>Breast Stories</i> 6. Urmila Pawar's <i>The Weave of My Life</i> 7. Poetry by Sukirtharani and Meena Kandasamy 8. Rege, S. (2013). <i>Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy</i>
Web Resources:	<p>Mani Braj. 2008. A forgotten Liberator: The Life and Struggle of Savitribai Phule. Mountain Peak Publisher https://archive.org/details/forgottenliberat0000braj</p>

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SEMESTER II

Discipline Specific Core (DSC) Courses

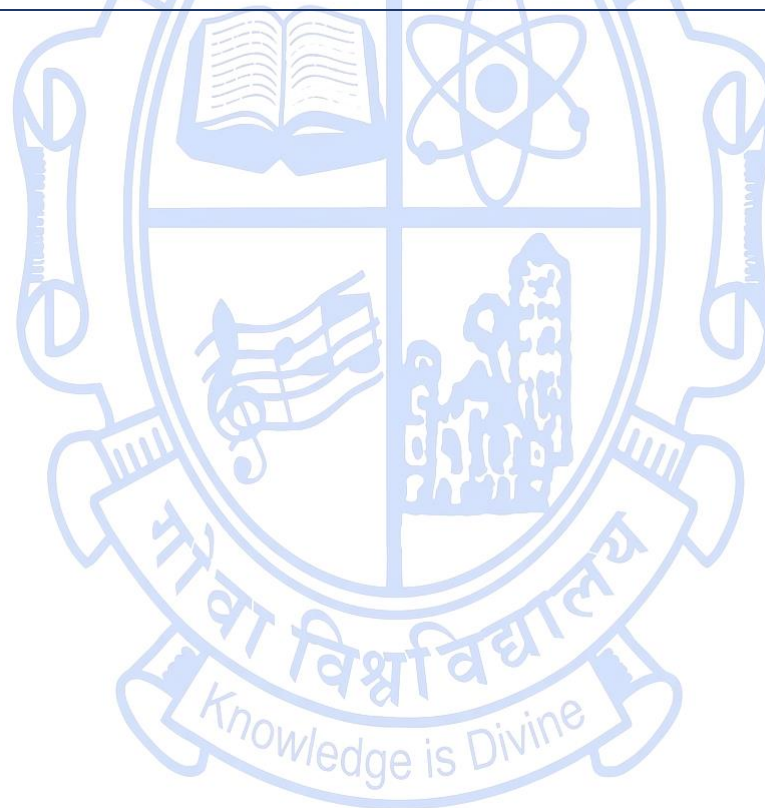
Title of the Course	Gender, Development and the State
Course Code	WST-5004
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	Yes
Pre-requisites for the Course:	NIL
Course Objectives:	<ol style="list-style-type: none">1. To introduce students to development concepts and debates and the perspective of engendering development.2. To introduce the politics of development in India, gender analysis frameworks (gender-blind, gender blind, gender neutral and gender redistributive policies), gender mainstreaming and gender budgeting.3. To enable the students to develop 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.4. To develop in the students the capacity to identify linkages between social issues, needs, policies and programmes.5. To introduce students to the case studies of tourism and mining and other local development projects in Goa will be analysed.

Course Outcomes:		Mapped to PSO		
	CO 1. Students will understand the theories of development and critique policy and policy frameworks, and their impact on women	PSO1		
	CO 2. Students will develop the skill to apply the theories of development and analyse the feminisation of labour and the politics of development issues and its impact on women and marginalised groups	PSO4		
	CO 3. Critically analyse the impact of globalisation, structural adjustment, tourism, mining, and state development projects on women's lives and marginalised communities in India with a focus on Goa	PSO2		
	CO4. Students will be able to critically evaluate gender-focused government initiatives such as the Griha Aadhar scheme, Mahila Shakti Kendra, and microfinance schemes using a feminist lens.	PSO6		
	CO 5. Students will be able to design gender-sensitive policy critiques and recommendations using feminist lens	PSO 5 PSO8		
	CO 6. Students will develop skills to conduct a gender analysis of state budget and programmes.	PSO7		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Concepts of Development and Underdevelopment.</p> <p>1.1 Theories of Development: Modernization theories, Dependency Theory.</p> <p>1.2 Women in/and Development (WID and WAD), Gender and Development (GAD).</p> <p>1.3 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.</p> <p>1.4 Women's Rights in Revie after 30 years of Beijing platform for action</p> <p>1.5 Women Empowerment: Meaning, concepts and objectives of women empowerment.</p> <p>1.6 The Five-Year Plans, Towards Equality report and National Policy for Women.</p>	15	CO1 CO3	K2 K4

	1.7 Structural Adjustment Programme, Globalization and Women in India and its impact on women and marginalised communities.			
Module 2:	2.1 Development displacement and tribal women, land rights in relation to development 2.2 Work and Gender Relations formal and informal labour: Segregation and caste-based labour 2.3 Dalit feminist critiques of development 2.3 Feminisation of labour-Issues of livelihood and gender, feminisation of poverty, female-headed household. 2.4 MDGs, Gender and Sustainable Development Goals, and its critique. 2.5 HDI, Gender Related Development Index	15	CO1 CO2 CO5	K2 K3 K5
Module 3:	3.1 Gender analysis frameworks, gender mainstreaming and gender responsive budgeting. 3.2 Analyzing policy and programme: Gender blind, gender neutral and gender redistributive policies. 3.3 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. 3.4 Women and micro-finance policies, Self Help Groups - a critique	15	CO4 CO5 CO6	K4 K5 K6
Module 4:	4.1 Analyzing Goa's budget, Gender and Development Policy in Goa with reference to rural and Community development. 4.2 Tourism in Goa and its impact on women and marginalised communities 4.3 Mining, Construction, casinos, alcohol, SEZ, Regional Plan, Nylon66, other development projects and their impact on marginalised communities of Goa	15	CO3 CO6	K3 K4 K6
Pedagogy:	Lectures, discussions and films			
References/ Readings:	1. Conrad Peter. 2001. <i>The Sociology of Health & Illness</i> . New York: Worth Publishers. 2. 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.			

3. 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.
4. Pande R & Vanka Sita 2019. *Gender, Law and Health: International Perspectives*. Rawat Publications, New Delhi.
5. Sangath. 2001. *State of Goa's Health: A Report, 2001*. New Delhi: Voluntary Health Association of India.
6. Sen Geetha et al (ed.) 1994. *Population Policies Reconsidered: Health, Empowerment and Rights*. Boston: Harvard School of Public Health.
7. White Kevin. 2009. *An Introduction to the Sociology of Health and Illness*. Los Angeles Sage Publications
8. WHO Gender and Health: http://whqlibdoc.who.int/publications/2009/9789241563857_eng.pdf
9. Xaxa, V. (2004). "Women and Gender in the Study of Tribes in India"
10. Deshpande, A. (2011). *The Grammar of Caste: Economic Discrimination in Contemporary India*

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Title of the Course	Women's Health: Critical Debates	
Course Code	WST-5005	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	Nil	
Course Objectives:	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.	
Course Outcomes:		Mapped to PSO
	CO 1. Students will have a critical understanding of the politics of gender, health, policy and the healthcare system.	PSO1, PSO 2
	CO 2. Critically analyze key controversies in women's health using evidence-based approaches	PSO2, PSO 3
	CO 3. Evaluate how gender intersects with race, class, sexuality, disability, and geographic location to influence health outcomes	PSO3, PSO 4
	CO 4. Students will be able to evaluate the existing health system from available health-related data	PSO4, PSO 5

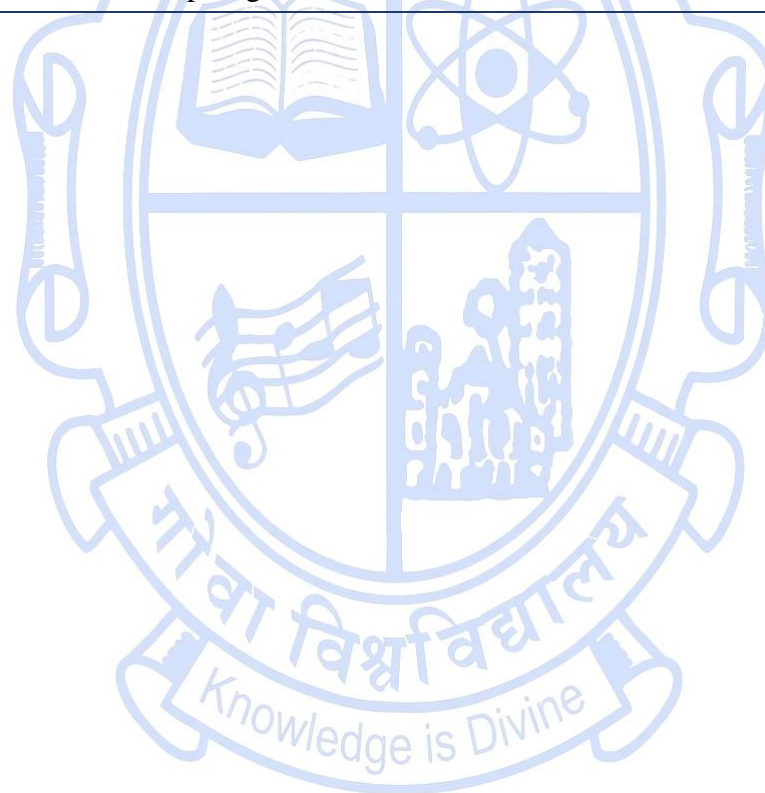
	CO 5. Students will be able to apply critical theory to understanding women's health concerns.		PSO5, PSO 6, PSO7
	CO 6. Develop informed perspectives on contested issues in women's health		PSO7, PSO 8
Content:		No of hours	Mapped to CO
Module 1:	<p>Introduction to Women's Health: Historical evolution of women's health and medicine, the politics of women's health knowledge production, Traditional medicine: women and the power of knowledge over traditional health systems.</p> <p>Women's Health Across the Lifespan: a) Adolescent Health Biological changes and their social contexts, Health issues specific to adolescent girls, Contemporary challenges: early puberty, body image, and social media, Adolescent Sexuality and Sexual Health Education, b) Midlife Women's Health : Menopause: Biological and Social perspectives, Physiological changes and their management, Cross-cultural perspectives on menopause, c) Aging and Elder Care, Health Challenges of Older Women, Gender-specific aspects of aging , Special issues: menopause, cervical and breast cancer, hysterectomy, Chronic conditions affecting older women, Quality of life and functional independence</p> <p>Intersectionality and Women's Health: Race, class, sexuality, disability, and geography in health experiences, analyzing Health Disparities through Intersectional Lenses: Gender, Power and discrimination in healthcare access. Health statistics across different populations, WASH and Women's health .</p> <p>Medicalization of women's bodies: historical perspectives on women's health care, Women's bodies as sites of control –menstruation, family planning. The gender of health care provider and its implications.</p>	15	CO1, CO2 CO3,CO4 K2, K3, K4,K5
Module 2:	Fertility, Contraception, and Reproductive Choice: Evolution of Contraceptive Technologies, development of birth control methods Emerging technologies and	15	CO1, CO2 K2, K3, K4,K5

	<p>future directions.</p> <p>Reproductive Decision-Making Rights and Access: Legal frameworks for reproductive rights globally, Socioeconomic factors affecting contraceptive access, and Religious and cultural perspectives on family planning.</p> <p>Pregnancy, Childbirth, and Maternal Health: Technological interventions: benefits and critiques, Alternative birth movements and their impact Global patterns and disparities in maternal health, Evidence-based interventions for reducing maternal deaths and Social determinants of maternal health outcomes</p> <p>Abortion and Reproductive Politics: Clinical aspects of pregnancy termination, Safety and health outcomes across different legal contexts, Comparative legal frameworks globally (PC and PNDT Act, and Medical Termination of Pregnancy Act)</p> <p>Environmental Exposures and Women's Health: Gender-specific vulnerabilities to toxins, Reproductive environmental health, and Occupational exposures</p>		CO3,CO4, CO5	
Module 3:	<p>Gender and Mental health: Epidemiology of mental health conditions across genders, Biological and social influences on women's mental health, Diagnostic biases and implications for treatment.</p> <p>Reproductive-Related Mental Health: Premenstrual syndromes and disorders, Perinatal and Postnatal mental health conditions, Psychological concerns and coping strategies of women</p> <p>Gender-Based Violence as a Health Issue: Forms and prevalence of violence against women, Health consequences: immediate and long-term, Healthcare responses to gender-based violence Building Trauma-Informed Health Systems</p>	15	CO1, CO2 CO3,CO4	K2, K3, K4,K5

	<p>Gender-Affirming Care and Inclusive Health Services: Gender Identity and Health Care, Transgender and non-binary health needs, Creating Inclusive Women's Health Services</p> <p>Substance use and lifestyle: Gender differences in alcoholism and drug abuse , Lifestyle factors affecting women's health, including fertility</p>			
Module 4:	<p>Health Policy and Legal Frameworks: Global Perspectives on Women's Health, International organizations and global women's health agendas Health Policy from Welfare to Empowerment, Family Planning and Surrogacy Laws. Health related schemes and programmes in India .Five year plans and committees on health sector.</p> <p>Environmental Justice and Women's Health Activism: Women-led environmental health movements, Case studies of community-based research and advocacy</p> <p>Digital Health and Femtech: Definition and scope of the femtech industry, Critical analysis of menstrual and fertility tracking apps, Digital health equity and gender gaps in technology development.</p> <p>Women's Health Advocacy and Data Strategies: strategies for effective advocacy, coalition building Communicating evidence to policymakers, Understanding health from available data sources (WHO, NFHS, DLHS), Women and health during disasters, pandemics, and emergencies</p>	15	CO1, CO2, CO3, CO4 CO5,CO6	K2, K3, K4,K5, K6
Pedagogy:	Lectures, assignments, self-study, documentaries and discussion, group readings and discussions, poster making, presentations			
Texts:	<ol style="list-style-type: none"> 1. Boston Women's Health Book Collective. (2011). <i>Our Bodies, Ourselves</i>. New York: Simon & Schuster. 2. World Health Organization. (2021). <i>Gender and Health</i> (Resource Book) 			
References/ Readings:	<ol style="list-style-type: none"> 1. Conrad Peter.2001.<i>The Sociology of Health & Illness</i>. New York: Worth Publishers. 			

	<ol style="list-style-type: none"> 2. 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. 3. 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 & Vulnerability</i>. New Delhi: Oxfam. 4. Pande R & Vanka Sita 2019. <i>Gender, Law and Health: International Perspectives</i> . Rawat Publications, New Delhi 5. Sangath. 2001. <i>State of Goa’s Health: A Report, 2001</i>. New Delhi: Voluntary Health Association of India. 6. Sen Geetha et al (ed.) 1994. <i>Population Policies Reconsidered: Health, Empowerment and Rights</i>. Boston: Harvard School of Public Health. 7. White Kevin.2009. <i>An Introduction to the Sociology of Health and Illness</i>. Los Angeles Sage Publications
Web Resources:	https://www.who.int/health-topics/gender#tab=tab_1

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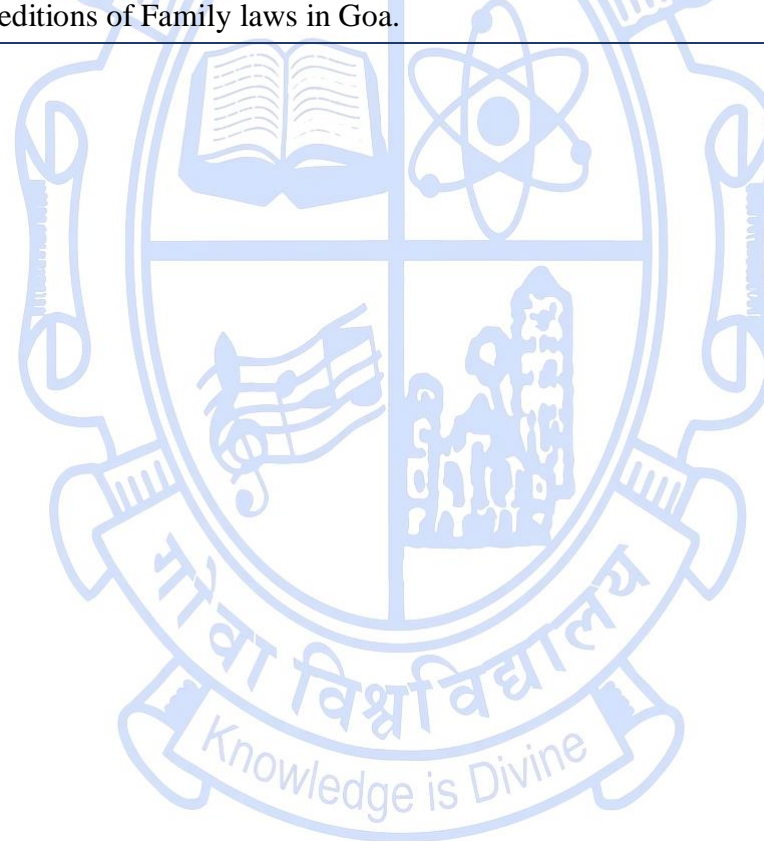
Title of the Course	Gender, Human Rights and the Law	
Course Code	WST-5006	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the international discourse on law and human rights 2. To help students understand the trajectory of growth and concerns related to enforcing existing international approaches and instruments to advance women's rights. 3. To introduce students to the Indian context of women's rights, various laws enacted to prevent and redress crimes against women, as well as landmark judgments. 4. To integrate legal frameworks, historical context, and practical applications in the study of constitutional provisions, recent laws and landmark cases, and discuss contemporary challenges 	
Course Outcomes:		Mapped to PSO
	CO 1. Students will understand the evolution of women's rights and women-specific laws	PSO1, PSO2, PSO3
	CO 2. Students will be able to analyse existing procedures followed in the implementation of the law	PSO2, PSO3
	CO 3. Students will be able to create awareness programmes to demystify the law in the eyes	PSO4, PSO5, PSO7

	of society with a focus on women			
	CO 4. Students will be able to understand constitutional provisions and gender specific laws		PSO3, PSO4	
	CO 5. Students will be able to analyse gender specific vulnerabilities in access to justice		PSO 7	
Content		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Introduction to Gender, Law and Human Rights Frameworks</p> <ul style="list-style-type: none"> ○ Historical evolution of gender jurisprudence in India ○ International human rights instruments (CEDAW, UDHR) ○ Legislative frameworks for the implementation of Human Rights in India ○ Intersectionality and cultural relativism in the Indian context: Substance, Structure and Culture of the law, Substantive equality, gender-based reservations and affirmative action 	10	CO1 CO2	K2, K4
Module 2:	<p>Constitutional Protections and Landmark Jurisprudence</p> <ul style="list-style-type: none"> ○ Equality and Non-discrimination Articles 14, 15, and 16 ○ Right to Life, Dignity, and Privacy Article 21 ○ Workplace protections: Sexual Harassment of Women at Workplace Act, 2013, Equal pay for equal work jurisprudence, Maternity Benefit (Amendment) Act, 2017, Child Care Leave ○ Family Law and Personal Laws, Uniform Civil Code debates and Goa's Common Civil Code: Marriage, inheritance, divorce, adoption. ○ Gender and religious personal laws, recent reforms and ongoing challenges ○ Contemporary legislation to protect the rights of women and girls (DV Act 2005, Indecent Representation, POCSO 2012, Laws addressing Trafficking, and Laws protecting the rights of Senior Citizens) ○ NALSA judgment, Decriminalisation of Section 377 and transgender rights ○ Criminal Law Amendments 2013, 2018 ○ The Immoral Traffic (Prevention) Act, 1956, 	30	CO2 CO3 CO4	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> ○ 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, ○ Senior Citizens Act, ○ Disability Act. 			
Module 3:	<p>Gender and Access to Justice</p> <ul style="list-style-type: none"> ○ Hurdles to gender justice ○ Fast-track courts ○ Gender sensitisation in the judiciary ○ Legal aid and representation ○ Reform and Path Forward: Policy Reform Movements, Role of women's movements in legal reform ○ Contemporary Challenges 	20	CO2 CO5	K3, K4, K5
Pedagogy:	Lectures, discussions, presentations, guest lectures, court visit, posters and film			
Texts:	Edition to be specified or latest edition as applicable.			
References/ Readings:	<ol style="list-style-type: none"> 1. Agnes Flavia.1990. <i>Journey to Justice: Procedures to be followed in a rape Case</i>. Bombay: Majlis 2. Agnes Flavia. 1999. <i>Law and Gender inequality: The politics of women s rights in India</i>. New Delhi: Oxford University Press. 3. Agnes Flavia, Ghosh Shoba Venkatesh 2012, <i>Negotiating Spaces</i>. New Delhi: Oxford University Press 4. Balasubrahmanyam Vimal. 1990. <i>In Search of Justice, Women, Law, Landmark Judgements and Media</i>. Pune: Shubhada Saraswat Prakashan. 5. Bindra Anju. 2009. <i>Women and Human Rights</i>. New Delhi: Manglam Publishers. 6. Bindra Anju. 2009. <i>Women and Human Rights</i>. New Delhi: Manglam Publishers. 7. <i>Companion reader on violence against women</i>. 2012. New Delhi: Sage Publications. 8. Haksar Nandita.1986.<i>Demystification of Law for Women</i>. New Delhi: Lancer Press. 9. International Dalit Solidarity Network – Cordaid, National Campaign on Dalit Human Rights, et al, 2007. Note prepared for 11th Session of the Human Rights Council. 			

10. 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
11. Mapp Susan C. 2008. *Human Rights and social Justice in a Global Perspective*. New York: Oxford University Press.
12. Parashar Archana & Dhanda Amita,(ed), 1999, *Engendering Law: Essays in Honour of Lotika Sarkar*. New Delhi: Eastern Book Company
13. Parashar Archana. 1992. *Women and Family Law Reform in India: Uniform Civil Code and Gender Equality*. New Delhi: Sage Publications.
14. Sathe S. 1993. *Towards Gender Justice*. Bombay: Research Centre for Women s Studies.
15. Translated editions of Family laws in Goa.

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Title of the Course	Gender Sensitive Interventions for Change	
Course Code	WST-5007	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025 – 2026	
New Course	Yes	
Bridge Course/Value-added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. This course, which is primarily project-based, is designed to introduce students to participatory methods and tools (including participatory reflection and action: PRA) to bring about change. 2. To enable students to create campaigns, group dynamic games and other gender sensitization and gender analytical tools. 3. To develop in students the confidence to organise programmes for gender equality that can be used with various groups of stakeholders. 4. To encourage students to use various media and tools to address different target groups through their GSIC projects. 	
Course Outcomes:		Mapped to PSO
	CO 1. Students will understand the importance of participation and inclusion and be able to use a variety of participatory tools for different target groups	PSO1, PSO5

	CO 2. Students will develop confidence to create and implement gender-sensitive projects to bring about change in a variety of settings.		PSO 4, PSO5	
	CO 3. Students will develop creative and innovative games to facilitate participatory learning		PSO2, PSO4, PSO5, PSO7	
	CO 4. Students will be able to develop their own projects that they can propose for CSR activities and develop skills in proposal and report writing		PSO2, PSO4, PSO5, PSO7	
	CO 5. Students will organize Purple Campaigns, Film clubs, discussion groups, and other activities that foster critical thinking to bring about change		PSO2, PSO4, PSO5, PSO7, PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Theory:</p> <p>1.1.The importance of participation and inclusion for gender-sensitive interventions for change</p> <p>1.2.The Participatory Approach</p> <p>1.3.Ice Breakers</p> <p>1.4.Group Dynamics</p> <p>1.5.Social Mapping,</p> <p>1.6.Simulation games</p> <p>1.7.Skits and songs, film</p> <p>1.8.SARAR Methods: Flexi flans, 3 pile sorting cards, story with a gap.</p>	15	CO1	K2, K3, K4, K5
Module 2:	<p>2.1. Modelling tools to match target groups</p> <p>2.2. Tool Creation</p> <p>2.3 What is Corporate Social Responsibility (CSR)?</p> <p>2.4. Analysing project reports</p> <p>2.5 Project creation for CSR activities.</p> <p>2.6. Using online platforms for interventions</p>	15	CO1, CO2, CO3	K2, K3, K4, K5

Module 3:	3.1. Purple Campaigns in Schools and Colleges, 3.2. Film clubs, 3.3. Discussion groups, and other activities that foster critical thinking to bring about change 3.4 Reporting	30	CO1, CO2 CO3 CO4 CO5	K2, K3, K4, K5, K6
Module 4:	Creating Interventions for Change 4.1: Proposal Writing 4.2 Project Creation and Implementation 4.3 Preparation of Final Report	30	CO1, CO2 CO3 CO4 CO5	K2, K3, K4, K5, K6
Pedagogy:	Participatory games and tools, Discussion, Group projects and individual assignments			
Texts:	Srinivasan Lyra. 1990. Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques. UNDP PROWESS.			
References/ Readings:	<ol style="list-style-type: none"> 1. Grambs Jean. 1976. <i>Teaching About Women in the Social Studies : Concepts, Methods and Materials</i>. Virginia: National Council for the Social Studies. 2. Murthy Ranjani K. 2001. <i>Building Women`s Capacities</i>. New Delhi: Sage Publications. 3. Srinivasan Lyra. 1992. A Monograph for Decision Makers on Alternative Participatory Strategies 			
Web Resources:	<ol style="list-style-type: none"> 1. <i>Gender Analysis Framework</i>: http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdfhttp://hcfp.gov.in/downloads/manuals/Training_Manual_on_Gender_Sensitization.pdf 2. http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf 3. http://timesfoundation.indiatimes.com/articleshow/1254836.cms 4. <i>Participatory Planning for change</i>: 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 			

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Title of the Course	Gender and Culture	
Course Code	WST-5203	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	'Nil'	
Course Objectives:	<ol style="list-style-type: none"> 1. Students will be introduced to theoretical positions on the understanding of culture and the methods for a gender analysis of cultural practices. 2. 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. 	
Course Outcomes:		Mapped to PSO
	CO 1. Students will develop a critical understanding of cultural theory and the positioning of women in society	PSO 1, PSO 2, PSO 3
	CO 2. Students will be equipped with skills for a methodological gender analysis of socio-cultural practices.	PSO 4, PSO 5,
	CO3. Students will be able to analyse the gender impacts of advertising and the beauty industry in the framing of masculinity and femininity.	PSO 5, PSO 7

	CO 4 Students will be able to apply a gender analysis on day to day cultural realities		PSO 2, PSO 3, PSO 7	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>What is Culture? Theoretical Frameworks and Approaches: Defining Culture, Multiple understandings and definitions of culture, Raymond Williams' three definitions of culture. High culture vs. popular culture debates, Culture as the ordinary: Williams' democratic concept of culture</p> <p>Anthropological and Sociological Approaches to Culture: Anthropological definitions: from Tyler to Geertz, Culture as symbolic system and "webs of significance", Material vs. non-material culture, Culture as shared meanings, practices, and social constructions, The shift from universalist to particularist approaches</p> <p>Classical Sociological Theories of Culture:</p> <p>a) Durkheim and Marx on Culture: Durkheim's concept of collective consciousness, Sacred vs. profane in cultural life, Social solidarity and cultural integration, Marx's base-superstructure model, Ideology, false consciousness, and cultural production, Critiques and reformulations of classical Marxist cultural theory</p> <p>b) Weber and Simmel on Culture: Weber's verstehen approach and cultural meaning, Protestant ethic thesis and cultural values, Rationalization and disenchantment, Simmel's formal sociology and cultural forms, Metropolitan life and cultural experience, Cultural objectification and the "tragedy of culture"</p> <p>Agency, Structure, and Social Action in Cultural Theory</p> <p>Theories of Action and Agency: Structure vs. agency debates in cultural theory, Giddens' structuration theory, Bourdieu's concepts of habitus, field, and cultural capital, Foucault on discourse, power/knowledge, and subjectivity, De Certeau's concept of everyday practices and tactics</p>	15	CO1, CO2	K1 , K2

	<p>Contemporary Approaches to Cultural Analysis: Cultural studies and the Birmingham School, Polysemy and audience reception theories, Intersectionality as cultural analysis, Global, transnational, and decolonial approaches to culture, New materialisms and post-humanist cultural theory</p>			
<p>Module 2:</p>	<p>Feminist Cultural Analysis: Sex/gender distinction and its critique, Performativity and cultural construction of gender, Feminist standpoint theories, From women's studies to gender studies, Queer theory and cultural analysis</p> <p>Methodology for Cultural Gender Analysis: Analyzing one's own culture: reflexivity and positionality, Ethnographic approaches to gender, Textual analysis and discourse analysis, Visual methodologies and representation, Ethics in gender-focused cultural research</p> <p>Tradition, Cultural Practices, and Gender: Cultural Tradition and Gender Systems- Tradition as invented and contested, Gender roles in ritual and ceremony, Life cycle events and gender socialization, Family structures and kinship systems, Cultural transmission and gender reproduction</p> <p>Politics of Cultural Inclusion and Exclusion: Boundary maintenance and gender regulation, Cultural gatekeeping and gender hierarchies, Marginalization and cultural invisibility, Cultural citizenship and belonging, Resistance and subversion within cultural systems</p> <p>Folklore, Gender, and Cultural Representation: Folklore and Gender Narratives- Gendered dimensions of oral traditions, Folk tales, myths, and gender socialization, Archetypes and gender symbolism, Proverbs and gendered folk wisdom, Folklore collection and gender bias</p> <p>Performance, Ritual, and Embodied Culture: Gender in ritual performance, Festival cultures and carnivalesque inversions, Folk arts and gendered creativity, Material culture and gender expression, Contemporary adaptations of traditional performances</p> <p>Gendered Cultural Production-Division of cultural labor, Women's traditional arts and crafts, Gender in literary and artistic canons, Alternative spaces and counter-hegemonic production, Digital culture and new forms of gender expression</p>	<p>15</p>	<p>CO 1, CO 2</p>	<p>K2, K3, K4</p>

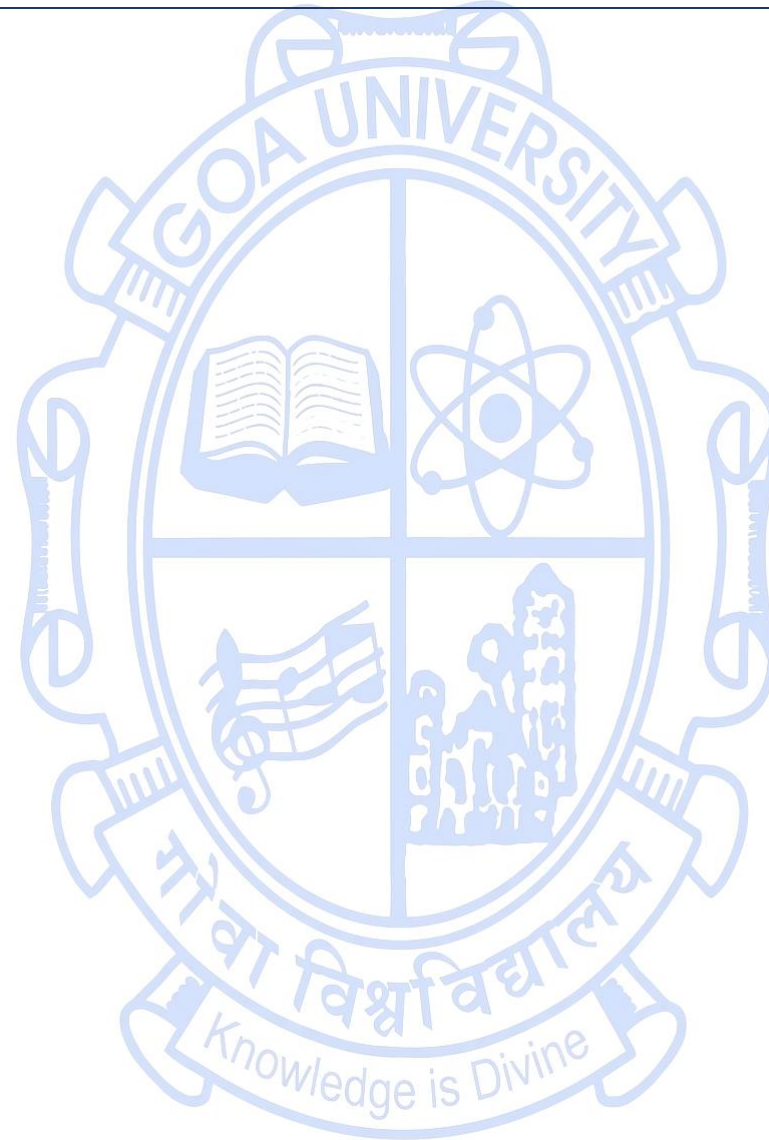
	<p>Cultural Consumption and Gender: Gendered patterns of cultural consumption, Taste cultures and gender distinction, Fan communities and gender dynamics, Cultural appropriation through gender lenses, Market segmentation and gender targeting</p> <p>Doing a gender analysis of culture: Understanding Culture from studying one’s own - Tradition, Cultural Practices and Gender. The politics of exclusion. Folklore, gender and culture.</p>			
Module 3:	<p>Gender politics of language. Dress, Beauty, Sport, Entertainment, other gender discriminatory practices that continue around the world – a critical perspective.</p> <p>Language, Discourse, and Gender: Linguistic Approaches to Gender-Gender and language structure, Gendered speech patterns across cultures, Language socialization and gender acquisition, Gender-inclusive language movements, Discourse analysis and gender construction</p> <p>Language, Power, and Resistance: Sexist language and linguistic discrimination, Naming practices and gender politics, Silence, voice, and gendered communication, Speech communities and gender norms, Language activism and linguistic subversion</p> <p>Body Politics - Dress, Beauty, and Appearance: Theoretical Approaches to Body and Appearance-The body as cultural text, Beauty standards and cultural ideals across societies, Fashion systems and gender differentiation, Body modifications and cultural practices, Surveillance and disciplinary practices</p> <p>Critical Analysis of Beauty and Fashion Industries: Global beauty industry and gender politics, Fashion, identity, and self-expression, Cultural appropriation in fashion and beauty, Resistance through style and appearance, Digital media and new beauty cultures</p> <p>Gendered Dimensions of Sport and Leisure: Sport as Cultural Institution-Historical development of gendered sports, The construction of sporting bodies, Media representation of male and female athletes, Sports participation and gender socialization, Gender verification and the policing of athletic bodies</p>	15	CO 2, CO 3	K3,K4

	<p>Leisure, Recreation, and Entertainment: Gendered leisure practices across cultures, Public/private divide in recreational spaces, Entertainment industries and gender representation, Fandom cultures and gender dynamics, Digital gaming and virtual worlds</p> <p>Global Perspectives on Gender and Cultural Practices</p> <p>Cross-Cultural Analysis of Gender Discrimination- Comparative frameworks for understanding gender practices, Cultural relativism vs. universal rights approaches, Gender-based cultural practices and human rights discourse, Religious and cultural justifications for gender inequality, International initiatives and local resistance</p> <p>Globalization, Transnationalism, and Gender: Cultural flows and gender ideologies, Migration and diasporic gender negotiations, Cultural hybridization and gender transformation, Global media and gender representation, Transnational feminist movements</p> <p>Cultural Theory: Durkheim, Karl Marx, Max Weber, George Simmel – Action and Human Agency Theories on Culture.</p>			
<p>Module 4:</p>	<p>Case Studies in Traditional Cultural Contexts</p> <p>Rural and Indigenous Cultural Systems: Agricultural societies and gender division of labor, Indigenous knowledge systems and gender roles, Cultural preservation and gender politics, Land rights, resource management, and gender, Cultural revitalization movements</p> <p>Spiritual Cultural Practices: Texts and gender interpretations, Ritual participation and gender boundaries, Reform movements and gender justice, Spirituality as site of gender resistance</p> <p>Case Studies in Contemporary Urban Contexts</p> <p>Urban Cultural Spaces and Gender: City design and gendered mobilities, Public space and gender segregation/integration, Urban subcultures and gender experimentation, Nightlife economies and gender politics, Gentrification and displacement through gender lenses</p> <p>Digital Culture and Gender Transformations: Social media platforms and gender performance, Online harassment and digital gender violence, Digital activism and</p>	<p>15</p>	<p>CO1, CO2</p>	<p>K4, K5, K6</p>

	<p>feminist movements, Gender representations in digital media, Emerging technologies and gender futures</p> <p>Synthesis and Future Directions</p> <p>Decolonizing Gender and Culture Studies: Critique of Western epistemological frameworks, Indigenous and non-Western approaches to gender, Recovering marginalized cultural knowledge, Collaborative and participatory research methodologies, Ethics of cultural documentation and representation</p> <p>Applied Cultural Analysis and Social Change: From theory to praxis: applications of course concepts, Cultural policy and gender equality initiatives, Educational interventions and cultural competency, Community-based cultural programs, Course synthesis and reflection</p>			
Pedagogy:	Lectures, discussions, assignments, film, field trips			
References/ Readings:	<ol style="list-style-type: none"> 1. Arnot Madeleine. 2002. <i>Reproducing Gender</i>. London: Routledge . 2. Coates Jennifer. 1986. <i>Women, Men and Language: A Sociolinguistic Account of Sex Differences in Language</i>. London: Longman. 3. Flueckiger Joyce. 1996. <i>Gender and Genre in the Folklore of Middle India</i>. New Delhi: Oxford University Press. 4. 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. 5. Goddard Angela. 2009. <i>Language and Gender</i>. London: Routledge. 6. Handoo Lalita. 1999. <i>Folklore and Gender</i> .Mysore: Zooni Publications. 7. Jayaram N. (ed.) 2011. <i>Diversities in the Indian diaspora</i>. New Delhi : Oxford University Press 8. Kauffman Linda. 1989. <i>Gender and Theory: Dialogues on Feminist Criticism</i>. Oxford: Basil Blackwell. 9. Leslie Julia. 2002. <i>Invented Identities: The interplay of gender, religion and politics in India</i>. New Delhi: Oxford University Press. 10. Madan T. N. 2011. <i>Sociological Traditions</i>. New Delhi: Sage Publications. 11. Palriwala Rajni. 1996. <i>Shifting Circles of Support: Contextualising Gender and Kinship in South Asia and Sub-Saharan Africa</i>. New Delhi: Sage Publications. 12. Poynton Cate. 1989. <i>Language and Gender: Making the Difference</i>. Oxford: Oxford University Press. 13. Rajan Rajeswari. 1993. <i>Real and Imagined Women : Gender, Culture and Post-colonialism</i>. London Routledge. 14. Smith Philip, 2000, <i>Cultural Theory: An Introduction</i>, Blackwell:NY (Introduction and Chapter 1 pp 1-21) 			

15. Thapan Meenakshi. *Embodiment: Essay on Gender and Identity*. Delhi: Oxford University Press.

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Title of the Course	Demography, Labour, Work and Gender	
Course Code	WST-5204	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	'Nil'	
Course Objectives:	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.	
Course Outcomes:		Mapped to PSO
	CO 1 Apply demographic concepts and methods to analyze changing population structures	PSO1
	CO 2 Students will be able to interpret data and analyse the demographic situation from a gender perspective	PSO2. PSO3
	CO3 Students will understand the politics of work and analyse gender at the workplace	PSO4
	CO 4 Assess the effectiveness of policies addressing demographic challenges and gender inequalities in work	PSO5

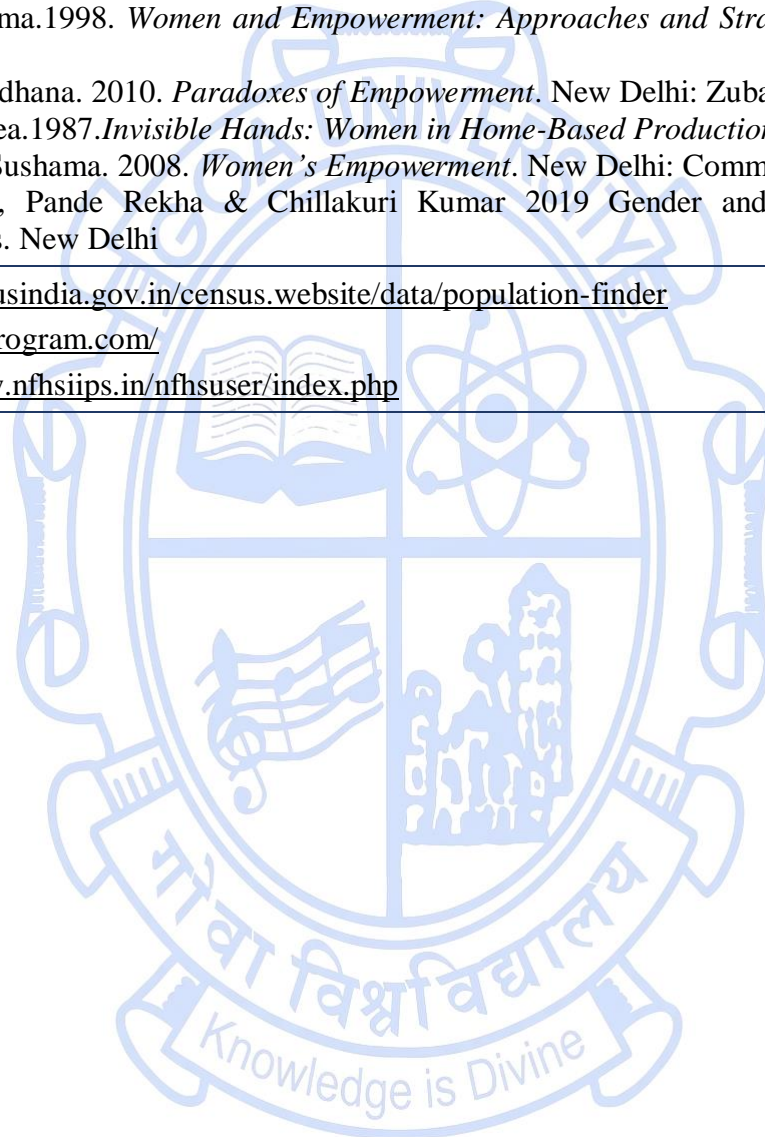
	CO 5 Students will be able to critically assess various government schemes and programmes on work for women.		PSO6, PSO7	
	CO6 Develop evidence-based recommendations for creating more equitable and sustainable work arrangements		PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>1.1 Foundations of Demographic Analysis Key Demographic Concepts and Measurements: Introduction to demography as a discipline, Core demographic variables: fertility, mortality, migration, Data sources and limitations in demographic research</p> <p>1.2 Population Structure, Composition, and Change: Age and sex structure of populations, Population pyramids and their interpretation, Dependency ratios and demographic dividends, Feminist critiques of demographic transitions, Global variations in demographic patterns</p> <p>1.3 Feminist Perspectives on Work and Employment: Theoretical foundations of feminist economics, Productive vs. reproductive labor frameworks, Engels and Marx on gender, work, and capitalism, Contemporary feminist economic theory</p>	12	CO1, CO2	K2, K3
Module 2:	<p>Gender Perspectives in Demographic Analysis</p> <p>What Numbers Say - Women's Position in Demographic Data: Gender biases in demographic data collection, Reading between the lines: interpreting gender in statistics, Case study: Understanding Goa from existing demographic data, Data gaps and challenges in measuring women's experiences</p> <p>Globalization, Exploitation, and Empowerment: Economic globalization and women's economic roles, Export processing zones and feminization of labor, Empowerment frameworks and measurement</p> <p>Labor Force Participation Across the Life Course: Determinants of labor market entry and exit, Gender differences in workforce attachment, Life-course interruptions and career trajectories</p>	12	CO2,CO3	K2, K3

<p>Module 3:</p>	<p>Occupational Segregation and Wage Inequality: Horizontal and vertical segregation mechanisms, Gender wage gap analysis and decomposition, Comparable worth and pay equity debates, Field "feminization" and devaluation processes, Data showing how certain fields become "feminized" (teaching, nursing, social work) or "masculinized" (construction, engineering, finance),</p> <p>Intersectional Labor Market Experiences: Race, ethnicity, and labor market stratification, Migration patterns and labor market integration, Aging, gender, and workforce implications, Disability and employment access, LGBTQ+ experiences in the workplace, Gender gaps in educational attainment, Returns to education by gender</p>	<p>10</p>	<p>CO3, CO4</p>	<p>K4, K5</p>
<p>Module 4:</p>	<p>Politics of Women's Work :</p> <p>Valuing Unpaid Work: Conceptualizing paid vs. unpaid work, Economic value of unpaid domestic labor, Care economy and its contributions</p> <p>Domestic Work and Care Labor: Invisibility of domestic and caring work, Paid domestic work: rights and regulations</p> <p>Informal Sector and Home-Based Work: Defining and mapping the informal economy, Women in the informal sector: patterns and challenges, Home-based work dynamics and regulation, Self-Help Groups (SHGs): empowerment vs. disempowerment debate</p> <p>Commercial Sex Work and Trafficking: Debates around legalization of prostitution, Sex work as labor vs. exploitation frameworks, Anti-trafficking policies and their impacts, Agency, choice, and structural constraints</p>	<p>10</p>	<p>CO4 CO5</p>	<p>K4, K5</p>
<p>Module 5:</p>	<p>Family, Work, and Social Policy</p> <p>Changing Family Structures and Gender Roles: Transformations in family composition, Single parent families and economic challenges, Same-sex families: recognition and rights, Widowhood and socioeconomic implications</p> <p>Work-Family Balance and Policies: Maternity, paternity, and parental leave policies, Childcare infrastructure and accessibility, Flexible work arrangements and gender implications</p>	<p>10</p>	<p>CO5,CO6</p>	<p>K4, K5</p>

	Gender-Based Workplace Issues: Sexual harassment: prevalence and policies, Glass ceiling, Sticky floor phenomena, platform and leadership gaps, Motherhood penalty and fatherhood premium, Work culture and gender inclusion			
Module 6:	Contemporary and Emerging Issues Girl Child Labor and Youth Employment: Girl child labor: causes and consequences, Education vs. labor market entry, Youth unemployment and gender New Economies and Future of Work: Platform work and the gig economy, Technological change and gendered impacts, Entrepreneurship and gender gaps in access, Sustainable Development Goals and gender equality in work	6	CO5, CO6	K5,K6
Pedagogy:	lectures/field study/assignments/self-study/ documentaries and discussion/ group readings and discussions/presentations			
Texts:	Bhende Asha and Kanitkar Tara, Principles of Population Studies, Himalaya Publishing House			
References/ Readings:	<ol style="list-style-type: none"> 1. Banerjee Nirmala. 1991. <i>Indian Women in a Changing Industrial Scenario</i>. New Delhi: Sage. 2. Beechey Veronica. <i>The Changing Experience of Women: Units 10 and 11 : Women and Employment</i>. Milton Keynes :The Open University Press. 3. 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. 4. Dube Leela. 1990.<i>Structures and Strategies : Women, Work & Family</i>. New Delhi Sage. 5. Epstein T. 1981.<i>The Endless Day: Some Case Material on Asian Rural Women</i>. Oxford :Pergamon Press. 6. Grint Keith. 2005. <i>The sociology of work</i>. Cambridge, MA, USA: Polity Press. 7. Hall Richard. 1994. <i>Sociology of Work: Perspectives, Analysis and Issues</i>. California: Pine Forge Press. 8. Hamel Christelle et. al. 2014. A Demographic Perspective on Gender Inequality in <i>Population and Societies</i>. December 2014, no. 517, pp 1-4 9. Hishrich, Robert D.2011 <i>Entrepreneurship</i>:Tata McGraw Hill Education Pvt. Ltd : New Delhi 10. Jain Devaki. 1985. <i>Women in Poverty: Tyranny of the Household: Investigative Essays on Women s Work</i>. New Delhi: Shakti Books. 11. Leonard Diana. 1985.<i>The Changing Experience of Women : Unit 9 The Family : Daughters, Wives and Mothers</i>. Keynes: The Open University Press. 12. Mahadevan, K. 1989. <i>Women and Population Dynamics: Perspectives from Asian Countries</i>. New Delhi: Sage Publications. 			

	<p>13. Purushottham Sangeetha. 1998. <i>The Empowerment of Women in India</i>. New Delhi: Sage.</p> <p>14. Sahay Sushma.1998. <i>Women and Empowerment: Approaches and Strategies</i>. New Delhi: Discovery Publication House.</p> <p>15. Sharma Aradhana. 2010. <i>Paradoxes of Empowerment</i>. New Delhi: Zubaan.</p> <p>16. Singh Andrea.1987.<i>Invisible Hands: Women in Home-Based Production</i>. New Delhi: Sage.</p> <p>17. Srivastava Sushama. 2008. <i>Women's Empowerment</i>. New Delhi: Commonwealth Publishers</p> <p>18. Vanka Sita, Pande Rekha & Chillakuri Kumar 2019 <i>Gender and work: International Perspectives</i>.Rawat Publications. New Delhi</p>
Web Resources:	<ol style="list-style-type: none"> 1. https://censusindia.gov.in/census.website/data/population-finder 2. https://dhsprogram.com/ 3. https://www.nfhsiips.in/nfhsuser/index.php

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SEMESTER III

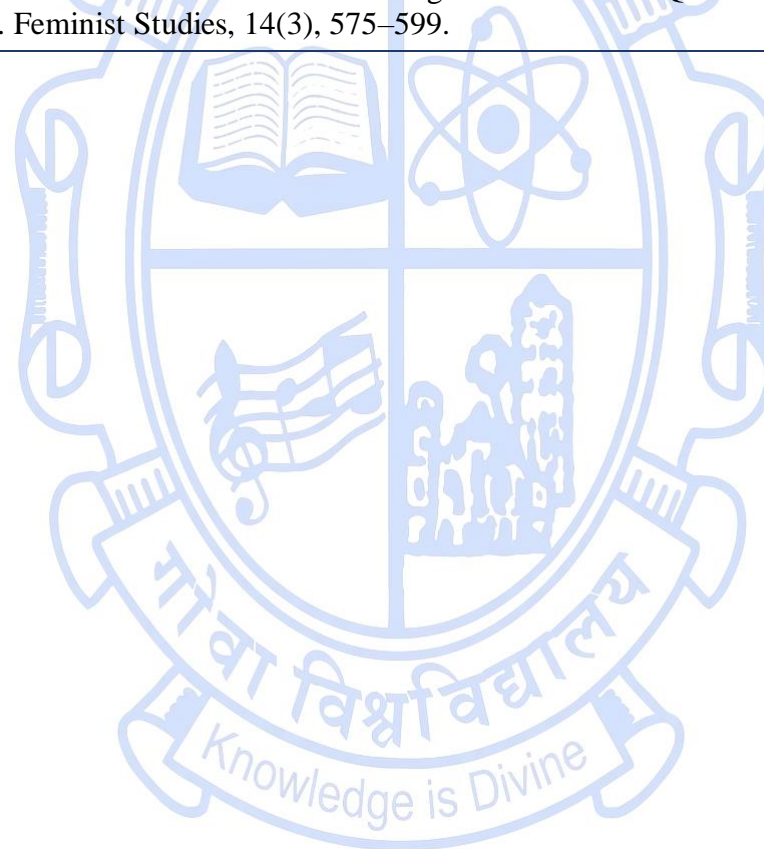
Research Specific Elective (RSE) Courses

Title of the Course	DOING FEMINIST RESEARCH	
Course Code	WST-6000	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025 – 2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none">1. To introduce students to the nature and purpose of doing feminist research.2. To introduce students to the politics of knowledge and knowledge creation and the different ways of knowing.3. To equip students with knowledge of research methods and techniques.4. To expose students to the theoretical foundations of feminist research and a critique of conventional research: both epistemological and methodological.	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the feminist research process and methods.	PSO1, PSO2

	CO 2. Develop skills in research methods and designing a research project.		PSO4	
	CO 3. Review the literature and use citation management tools.		PSO3, PSO4	
	CO 4. Develop research proposals.		PSO4, PSO5, PSO6, PSO7, PSO8	
	CO 5. Conduct a pilot study.		PSO4, PSO5, PSO6, PSO7, PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	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.	15	CO1, CO2	K1, K2
Module 2:	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. Using reference management software.	15	CO1, CO2, CO3	K2, K3, K4
Module 3:	Using unconventional data sources. Research designs, sampling and qualitative data collection methods (case studies, surveys, exploratory studies, diagnostic, experimental and action research).	15	CO1, CO2, CO3	K3, K4, K5, K6
Module 4:	Proposal writing, conducting a pilot study and writing a report, feminist research ethics. Research writing, academic writing skills, use of writing assistance software.	15	CO1, CO2, CO3, CO4, CO5	K3, K4, K5, K6
Pedagogy:	Lectures / Assignments / Documentaries and Discussion / Group Readings / Presentations			
References/ Readings:	<ol style="list-style-type: none"> 1. Biber, Sharlene Nagy Hesse. 2007. Feminist Research Practice. Thousand Oaks: Sage. 2. Brooks, Abigail. 2007. Feminist Standpoint Epistemology: Building knowledge and empowerment through women's lived experience, in Hesse-Biber and Leavy (eds.) Feminist Research Practice: A Primer. London: Sage. 			

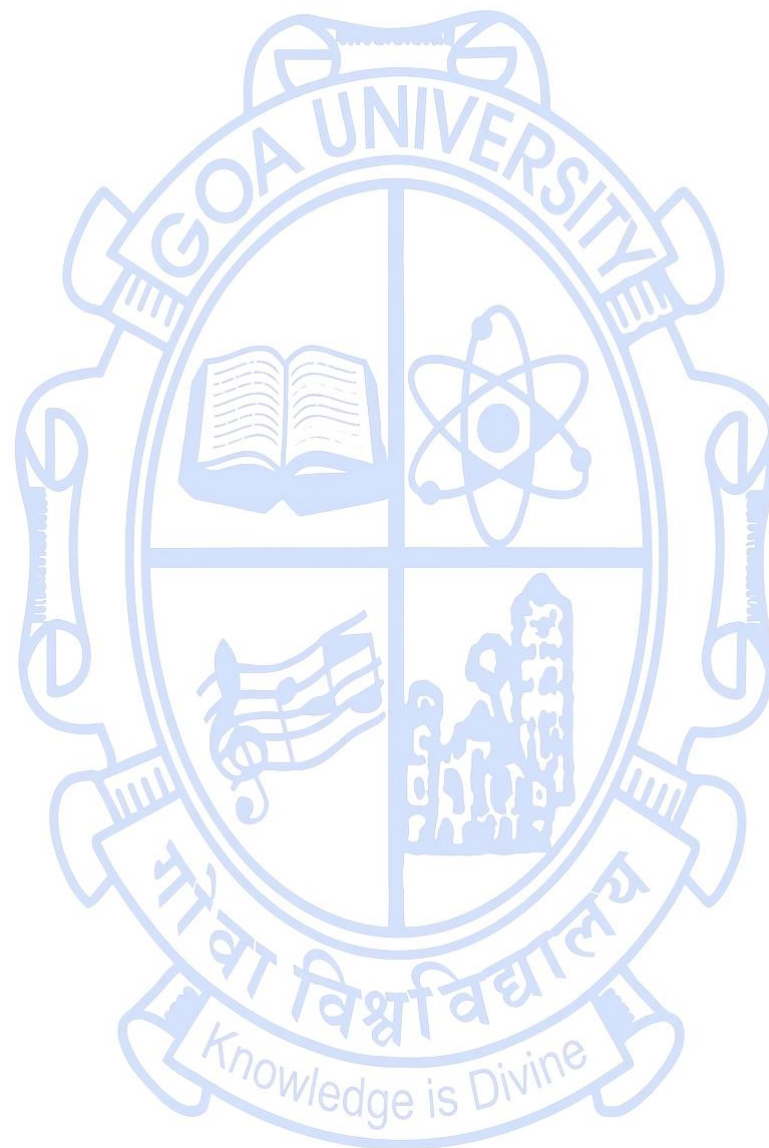
3. Denscombe, Martyn. 2003. *The Good Research Guide for Small-Scale Social Research Projects*. 2nd ed. Philadelphia: Open University Press.
4. Harding, Sandra. 1987. Is there a Feminist Method? In *Feminism and Methodology*. Bloomington: Indiana University Press. pp. 1–14.
5. Hughes, Christina. 2002. *Key Concepts in Feminist Theory and Research*. London: Sage.
6. Kleinman, Sherryl. 2007. *Feminist Fieldwork Analysis*. Los Angeles: Sage.
7. Reinharz, Shulamit & Lynn Davidman. 1992. *Feminist Methods in Social Research*. Oxford University Press.
8. Robert, Helen. 1986. *Doing Feminist Research*. London: Routledge.
9. Haraway, Donna J. 1988. Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies*, 14(3), 575–599.

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Title of the Course	RESEARCH METHODS AND ACADEMIC WRITING	
Course Code	WST-6001	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025 – 2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To equip students with foundational knowledge and practical skills to design, execute, and write high-quality research projects (dissertations/theses) and research articles in the Social Sciences. 2. To introduce students to basic statistical techniques and help them understand frameworks for collecting, storing, analysing, and disseminating data. 3. To expose students to different methods and statistical software for analysis so they can conduct analyses and apply these skills in their research work. 	
Course Outcomes:		Mapped to PSO
	CO 1. Examine how quantitative data is produced and identify gender-related data gaps.	PSO1, PSO2
	CO 2. Use analytical skills to uncover intersectional gender-based insights from secondary data.	PSO3, PSO4
	CO 3. Make generalisations from sample data to a larger population.	PSO5, PSO6

	CO 4. Apply statistical software to perform data analysis and influence policy.		PSO7, PSO8
	CO 5. Write an abstract and research article.		PSO7, PSO8
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Introduction to basic descriptive statistics, cross-tabulation, and inferential tests (t-tests, basic correlation/regression). Review of statistical concepts for causal inference. Computing averages, variability, standard deviation, variance, covariance, correlation, rank correlation. Correlation and regression.	15	CO1, CO2 K1, K2, K3, K4
Module 2:	Defining variables and types of measurement scales (Nominal, Ordinal, Interval, Ratio). Reliability and validity. Population and sampling. Probability vs. non-probability sampling. Hypothesis testing — null and alternate, Type I and II errors. Statistical significance.	15	CO1, CO2 K1, K2, K3, K4
Module 3:	Practical application using statistical software (SPSS, R, or Excel). Designing effective questionnaires. Modes of survey administration. Describing datasets. Types of data: cross-sectional, panel, pooled, and time series. Data cleaning, frequency, cross-tabulation and analysis using GRETL, SPSS, STATA.	15	CO3, CO4 K3, K4, K5, K6
Module 4:	Academic Writing: Difference between academic and popular writing. IMRaD model and its adaptation for Social Science dissertations. Writing introductions and conclusions. Reducing jargon, improving flow, and maintaining objectivity. Avoiding plagiarism and self-plagiarism. Citation styles (APA, MLA, Chicago). Reference management software (Zotero/Mendeley). Writing for different audiences (academic, policy, community).	15	CO4, CO5 K3, K4, K5, K6
Pedagogy:	Lectures / Lab Exercises / Assignments / Presentations		
References/ Readings:	<ol style="list-style-type: none"> 1. Berenson, M. L., Levine, D. M., & Szabat, K. A. (2015). Basic Business Statistics: Concepts and Applications (13th ed.). Pearson. 2. Hood, S. (2010). Appraising Research: Evaluation in Academic Writing. Palgrave Macmillan. 3. Ross, S. M. (2006). Introductory Statistics. Elsevier. 4. Salkind, N. J. (2017). Statistics for People Who (Think They) Hate Statistics (6th ed.). SAGE. 		

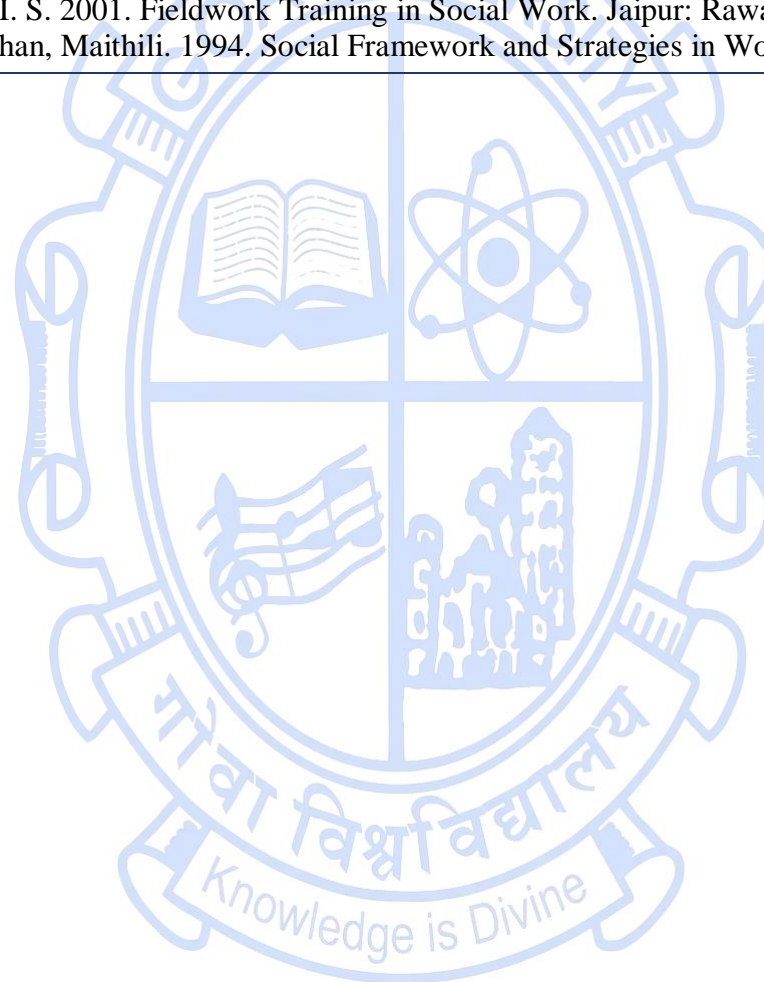


Title of the Course	FIELDWORK SKILLS AND PRACTICE	
Course Code	WST-6002	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025 – 2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. This course includes a field component of at least 12 days (approx. 5 hours per day) in a setting related to the student's chosen research area. 2. To provide students with skills to design and conduct ethical research with diverse women's communities, utilising appropriate data collection methods for Women's Studies research. 3. To enable students to analyse and interpret field data through an intersectional feminist lens. 4. To integrate theory, field realities, and actual fieldwork practice, developing knowledge, skills, values, and attitudes appropriate to fieldwork practice. 	
Course Outcomes:	On completion of the course, students will be able to	Mapped to PSO
	CO 1. Understand ground realities; learn hands-on, by observation and active participation.	PSO1, PSO2
	CO 2. Integrate classroom learning with practical experience; engage in complex, challenging field situations under the guidance of field supervisors/guides.	PSO2, PSO3, PSO4

	CO 3. Apply intersectional analysis to fieldwork design and implementation.		PSO5, PSO6
	CO 4. Carry out fieldwork, gain confidence through self-development and the realisation of personal limitations and capabilities.		PSO7, PSO8
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Fieldwork techniques: basics of case work, group work, community organisation, social work research and social action. Introduction to psychology: Erikson's theory, Freud's theory of personality, systems theory, and defence mechanisms. Ethics and power dynamics in field research: ethics of care vs. compliance; navigating power dynamics; informed consent and safety protocols; social organisations and funding agencies.	60 hrs field work	CO1, CO2 K1, K2, K3
Module 2:	Building rapport and community relationships; cultural sensitivity; facilitation techniques for sensitive topics; managing conflict and emotional responses; creating safe and empowering spaces; designing a sensitive interview guide; active listening and probing; facilitating FGDs; communication skills; life skills training. Researching women's online spaces, digital consent, platform-specific considerations, and analysing digital feminist activism.		CO2, CO3, CO4 K2, K3, K4, K5
Module 3:	Types of observation (covert/overt, participant/non-participant). Techniques for writing field notes. Participatory Rural Appraisal (PRA), Photovoice, and digital storytelling. Body mapping and visual methods; performance and narrative methods. Strategies for dissemination and communicating findings to communities (knowledge mobilisation).		CO2, CO3 K4, K6
Module 4:	Development of skills through fieldwork practice. Field note-taking; observing gender performances and power relations. The centrality of the researcher's identity and experience. Maintaining a reflexivity journal. Maintaining fieldwork diaries and submission of weekly reports. Purple campaigns, MEAR. (Minimum 12 days at 5 hours per day = 60 hours)		CO2, CO3, CO4 K3, K4, K5, K6
Pedagogy:	Fieldwork / Lectures / Assignments / Self-study / Presentations		
References/ Readings:	1. Bhanti. 1996. Field Work in Social Work Perspective. Raj Publication: Udaipur. 2. DuBois, Brenda. 2002. Social Work. Allyn and Bacon Publication: Boston.		

3. Garvin, Charles D. 2007. Handbook of Social Work with Groups. Jaipur: Rawat Publications.
4. Government of India. 1987. Encyclopedia in Social Work. New Delhi: Publication Division (Social Welfare Ministry).
5. Pritchard, Colin. 1978. Social Work: Reform or Revolution. London: Routledge and Kegan Paul.
6. Singh, Anilkumar. 1985. Women and Development: Promise and Realities. New Delhi: CWDS.
7. Subhedar, I. S. 2001. Fieldwork Training in Social Work. Jaipur: Rawat Publications.
8. Vishwanathan, Maithili. 1994. Social Framework and Strategies in Women's Development. Jaipur: Printwell.

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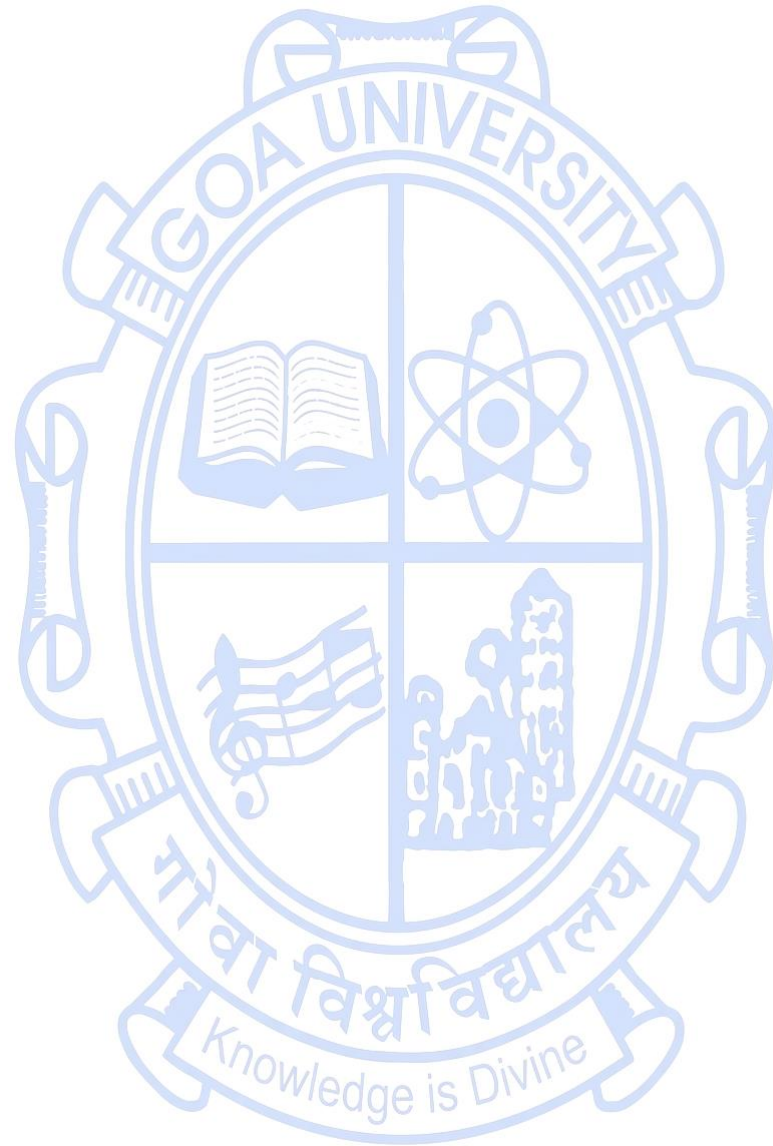


Title of the Course	ADVANCED FEMINIST RESEARCH	
Course Code	WST-6003	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025 – 2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	NIL	
Course Objectives:	<ol style="list-style-type: none"> 1. To prepare students for advanced feminist research with emphasis on practical skills for ethical, rigorous, and socially engaged scholarship contributing to social justice and feminist knowledge production. 2. To examine feminist approaches to research in their discipline. 3. To explore how gender analysis transforms research questions, methodologies, and knowledge production. 4. To develop a critical understanding of feminist epistemologies. 5. To gain practical skills in designing feminist research projects and conducting pilot studies. 	
Course Outcomes:		Mapped to PSO
	CO 1. Critically analyse the epistemological foundations of feminist research and their implications for knowledge production.	PSO1, PSO2
	CO 2. Design research projects that incorporate feminist principles of reciprocity, reflexivity, and social justice.	PSO1, PSO2, PSO3

	CO 3. Apply intersectional frameworks to research design, data collection, and analysis across multiple identities and power systems.		PSO2, PSO3, PSO4
	CO 4. Evaluate the ethical implications of various research methodologies, particularly regarding marginalised communities.		PSO4, PSO5
	CO 5. Implement a range of qualitative methods informed by feminist theory.		PSO5, PSO6
	CO 6. Integrate participatory and community-based approaches that prioritise collaboration and social change.		PSO6, PSO7
	CO 7. Utilise digital tools and technologies with critical awareness of their limitations and biases.		PSO7
	CO 8. Communicate research findings to diverse audiences including academic, community, and policy stakeholders.		PSO8
Content:		No of hours	Mapped to CO
Module 1:	Feminist Research Paradigms: feminist critiques of positivism; standpoint theory and situated knowledge (Haraway, Harding); the personal as political. Intersectionality and Research: Crenshaw's framework; matrix of domination (Collins); challenges of intersectional research design. Feminist Epistemologies: rationalist vs. experiential knowledge; indigenous feminist epistemologies; postcolonial critiques. Ethics and Power: feminist research ethics; participatory models; addressing exploitation in research relationships. Practice: research autobiography; critique of traditional research articles; interview exercise; ethics case study workshops.	20	CO1–CO8 K2–K6
Module 2:	Literature Review and Feminist Scholarship: feminist citation practices; interdisciplinary approaches; critiquing gaps. Qualitative Feminist Methods I: feminist interviewing and life history; consciousness-raising as research method; narrative and storytelling.	20	CO1–CO8 K2–K6

	<p>Qualitative Feminist Methods II: participant observation and feminist ethnography; digital ethnography; arts-based methods.</p> <p>Qualitative Feminist Methods III: community-based participatory research (CBPR); action research and social change.</p> <p>Practice: feminist interview; transcription and analysis workshop; mini-ethnographic observation; creative method experimentation.</p>			
Module 3:	<p>Data Analysis Through Feminist Lenses: feminist coding and interpretation; reflexivity in analysis; representation and voice.</p> <p>Research Design Workshop: integrating theory and method; validity and reliability in feminist frameworks; timeline and resource planning.</p> <p>Fieldwork and Data Collection: pilot data collection for final projects; peer support groups for fieldwork challenges.</p> <p>Presentation and Dissemination: academic vs. community presentation formats; accessible writing and public scholarship; final project presentations; creating research summaries for the public.</p>	20	CO1– CO8	K2–K6
Pedagogy:	Lectures / Discussions / Practical Sessions in the Field / Workshops			
References/ Readings:	<ol style="list-style-type: none"> 1. Biber, Sharlene Nagy Hesse. 2007. <i>Feminist Research Practice</i>. Thousand Oaks: Sage. 2. Code, Lorraine. 1995. How do we know: Questions of method in feminist practice, in Burt and Code (eds.) <i>Changing Methods: Feminist Transforming Practice</i>. Canada: Broadview Press. 3. Delamont, Sara & Paul Atkinson. 2008. <i>Gender and Research</i>. Los Angeles: Sage. 4. Denscombe, Martyn. 2003. <i>The Good Research Guide</i>. 2nd ed. Philadelphia: Open University Press. 5. Haraway, Donna J. 1988. Situated Knowledges. <i>Feminist Studies</i>, 14(3), 575–599 Harding, Sandra. 1987. Is there a Feminist Method? In <i>Feminism and Methodology</i>. Indiana University Press. 6. Jarvlluoma, Helmi. 2003. <i>Gender and Qualitative Methods</i>. London: Sage. 7. Kannabiran, K. & Padmini Swaminathan (eds.). 2017. <i>Re-Presenting Feminist Methodologies: Inter-Disciplinary Explorations</i>. NY: Routledge. 8. Reinharz, Shulamit & Lynn Davidman. 1992. <i>Feminist Methods in Social Research</i>. Oxford University Press. 9. Stanley, L. and Sue Wise. 1993. <i>Breaking Out Again: Feminist Ontology and Epistemology</i>. London: Routledge. 			

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Discipline Specific Vocational Elective (DSVE) Courses

Title of the Course	Gender and Empowerment in Practice	
Course Code	WST-6401	
Number of Credits	4	
Theory/Practical	2T and 2P	
Level	500	
Effective from AY	2025 – 2026	
New Course:	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	Nil	
Course Objectives:	This intensive course bridges gender theory with practical empowerment strategies, equipping students with both conceptual understanding and hands-on skills for designing, implementing, and evaluating gender empowerment initiatives. Students will engage with theoretical frameworks while developing real-world competencies in program design, facilitation, advocacy, and community engagement.	
Course Outcomes:		Mapped to PSO
	Theoretical Understanding	
	CO 1. Analyze different empowerment frameworks and their applications across contexts	PSO1 PSO2
	CO 2. Evaluate the intersectional nature of empowerment and design inclusive approaches	PSO1 PSO2 PSO7
	CO 3. Assess institutional barriers and opportunities for gender equality	PSO4

	CO 4. Synthesize contemporary challenges with evidence-based empowerment strategies		PSO5	
	Practical Competencies			
	CO 5. Conduct community assessments using participatory methods		PSO5	
	CO 6. Design empowerment programs with clear theories of change and evaluation frameworks		PSO5	
	CO 7. Facilitate workshops and capacity-building sessions		PSO5 PSO7	
	CO 8. Implement advocacy campaigns using multiple communication strategies		PSO3	
	CO 9. Monitor and evaluate empowerment initiatives using participatory approaches		PSO8	
	CO 10. Collaborate effectively with diverse stakeholders and community partners		PSO8	
Content:	Each Module will consist of 10 hours of theory (30 hours) and 4 days of fieldwork – total 12 days field work – 5 hours of fieldwork per day (60 hours)	No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Theory</p> <p>Conceptualising Empowerment - Theories and Frameworks</p> <p>Defining Empowerment and Theoretical Foundations: Jo Rowlands' three dimensions: personal, relational, collective empowerment; Naila Kabeer's empowerment framework: resources, agency, achievements; Paulo Freire's critical consciousness and empowerment pedagogy; Amartya Sen's capabilities approach and women's agency; Power analysis: power over, power to, power with, power within</p> <p>Contested Definitions and Critiques: Liberal vs. radical feminist approaches to empowerment; Postcolonial critiques of Western empowerment models; Intersectional analysis of empowerment experiences; Cultural relativism vs. universal human rights debates; Measuring empowerment: challenges and methodological issues</p> <p>Empowerment across different contexts:</p> <p>1. Economic Empowerment Models: Microfinance and women's economic agency; Self-help groups and collective economic action; Women's</p>	<p>10 Hours + 20 hours practical</p> <p>4 days of fieldwork 5 hours per day</p>	CO 1 to CO10	K2, K3 K4, K5, K6

	<p>entrepreneurship and business development; Labour rights and workplace empowerment; Land rights and resource control.</p> <p>2. Political and Social Empowerment: Political participation and representation; Legal empowerment and access to justice; Educational empowerment and knowledge access; Health and bodily autonomy; Cultural and media representation</p>			
Module 2:	<p>Theory</p> <p>Intersectionality and Multiple Identities</p> <p>Intersectional Approaches to Empowerment: Kimberlé Crenshaw's intersectionality theory; Multiple marginalisations and compound disadvantages; Class, caste, race, sexuality, disability intersections; Age, religion, migration status considerations; Designing inclusive empowerment strategies</p> <p>Practical</p> <p>Indigenous Empowerment Frameworks: Indigenous women's empowerment paradigms; Community-based vs. individual empowerment approaches; Environmental justice and women's leadership; Traditional knowledge systems and empowerment</p>	<p>10 Hours + 20 hours practical 4 days of fieldwork 5 hours per day</p>	<p>CO 1 to CO10</p>	<p>K2, K3 K4, K5, K6</p>
Module 3:	<p>Institutional Analysis and Systemic Change</p> <p>Gender and Formal Institutions: State policies and gender mainstreaming; Legal frameworks and constitutional provisions; Educational institutions and gender equity; Healthcare systems and reproductive rights; Financial institutions and women's access</p> <p>Gender and Informal Institutions: Family structures and patriarchal norms; Religious and cultural institutions; Community leadership and decision-making; Social networks and peer influence; Media and cultural representation</p>	<p>10 Hours + 20 hours practical 4 days of fieldwork 5 hours per day</p>	<p>CO 1 to CO10</p>	<p>K2, K3 K4, K5, K6</p>

	<p>Gender-Responsive Programme for Change: Gender analysis frameworks and tools; Theory of change for gender empowerment; Results-based management and accountability; Monitoring and evaluation systems; Evidence-based programming approaches</p> <p>Institutional Change Strategies: Leadership development; Policy advocacy; Coalition building and partnership development; Sustainability and scalability considerations</p> <p>Building Resilience and Collective Action: Social movements and grassroots organizing; Intergenerational knowledge transfer; Community solidarity</p>			
Pedagogy:	Lectures, Discussions, Workshops, Participatory Sessions, Practical Field work for 12 days, spending 5 hours per day in the field (Total of 60 fieldwork hours)			
References/ Readings:	<ol style="list-style-type: none"> 1. Cornwall, Andrea (2016). <i>Women's Empowerment: What Works?</i> Journal of International Development, 28(3), 342-359. 2. Freire, Paulo (1970). <i>Pedagogy of the Oppressed</i>. Continuum International Publishing Group 3. Kabeer, Naila (1999). <i>Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment</i>. Development and Change, 30(3), 435-464. 4. Rowlands, Jo (1997). <i>Questioning Empowerment: Working with Women in Honduras</i>. Oxfam Publishing. 5. Sen, Amartya (1999). <i>Development as Freedom</i>. Oxford University Press. 6. Moser, Caroline (1993). <i>Gender Planning and Development: Theory, Practice and Training</i>. Routledge. 7. Butler, Judith (1990). <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Routledge. <p>Contemporary Perspectives</p> <ol style="list-style-type: none"> 8. Sardenberg, Cecilia M.B. (2011). <i>What Makes Empowerment Disempowering? Reflections on the Conceptualization and Operationalization of Women's Empowerment</i>. Pathways Policy Paper, October 2011. 9. Hickel, Jason (2014). <i>The 'Girl Effect': Liberalism, Empowerment and the Contradictions of Development</i>. Third World Quarterly, 35(8), 1355-1373. 10. Wilson, Kalpana (2015). <i>Towards a Radical Re-appropriation: Gender, Development and Neoliberal Feminism</i>. Development and Change, 46(4), 803-832. <p>Intersectional Approaches</p> <ol style="list-style-type: none"> 11. Crenshaw, Kimberlé (1991). <i>Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color</i>. Stanford Law Review, 43(6), 1241-1299. 			

12. Mohanty, Chandra Talpade (2003). *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press.
13. Collins, Patricia Hill (2000). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Routledge.

Practical Applications

14. Batliwala, Srilatha (2007). *Taking the Power out of Empowerment – An Experiential Account*. Development in Practice, 17(4-5), 557-565.
15. Oxaal, Zoe & Baden, Sally (1997). *Gender and Empowerment: Definitions, Approaches and Implications for Policy*. BRIDGE Report No. 40, Institute of Development Studies.
16. Mosedale, Sarah (2005). *Assessing Women's Empowerment: Towards a Conceptual Framework*. Journal of International Development, 17(2), 243-257.

Case Studies and Regional Perspectives

17. Mahmud, Simeen, Shah, Nirali M., & Becker, Stan (2012). *Measurement of Women's Empowerment in Rural Bangladesh*. World Development, 40(3), 610-619.
18. Jejeebhoy, Shireen J., & Sathar, Zeba A. (2001). *Women's Autonomy in India and Pakistan: The Influence of Religion and Region*. Population and Development Review, 27(4), 687-712.
19. Grown, Caren, Gupta, Geeta Rao, & Kes, Aslihan (2005). *Taking Action: Achieving Gender Equality and Empowering Women*. UN Millennium Project Task Force on Education and Gender Equality.

Contemporary Issues

20. Chant, Sylvia (2016). *Women, Girls and World Poverty: Empowerment, Equality or Essentialism?* International Development Planning Review, 38(1), 1-24.
21. Razavi, Shahra (2012). *World Development Report 2012: Gender Equality and Development – A Commentary*. Development and Change, 43(1), 423-437.

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A NOTE ON THE PRACTICAL COMPONENT

(60 Hours or 12 days, approximately 5 hours per day in the field)

Assessment and Program Design (16 hours)

Practical Session 1: Community Assessment and Analysis (8 hours)

Skills Development:

- Conducting gender analysis using multiple frameworks
- Stakeholder mapping and power analysis
- Participatory research methods (focus groups, interviews)
- Data collection and analysis techniques
- Cultural sensitivity and ethical considerations

Hands-on Activities:

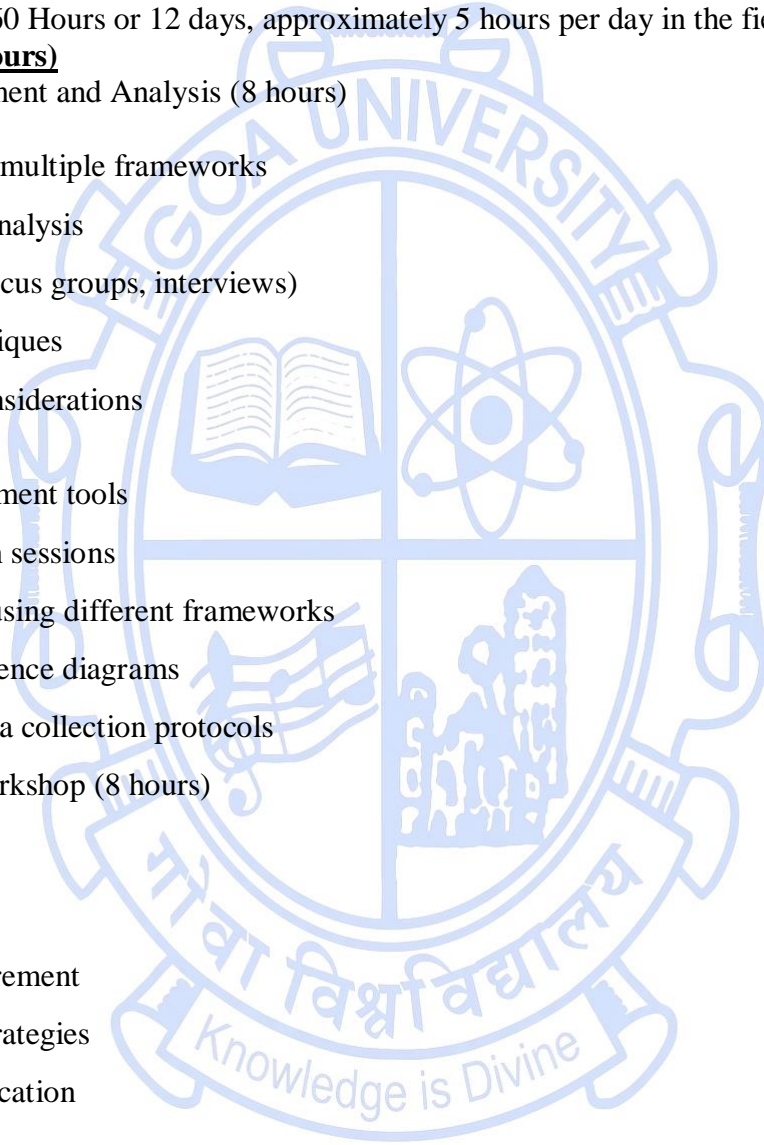
- Design and practice gender assessment tools
- Role-play community consultation sessions
- Analyze case study communities using different frameworks
- Create stakeholder maps and influence diagrams
- Develop culturally appropriate data collection protocols

Practical Session 2: Program Design Workshop (8 hours)

Skills Development:

- Theory of change development
- Logical framework design
- Indicator development and measurement
- Risk assessment and mitigation strategies
- Budget planning and resource allocation

Hands-on Activities:



- Develop complete program proposals in small groups
- Create logic models and results chains
- Design monitoring and evaluation frameworks
- Prepare presentation materials for funding proposals
- Peer review and feedback on program designs

Facilitation and Capacity Building (20 hours)

Practical Session 3: Adult Learning and Popular Education (8 hours)

Skills Development:

- Paulo Freire's popular education methods
- Adult learning principles and techniques
- Participatory facilitation skills
- Creating safe and inclusive learning spaces
- Conflict resolution and group dynamics

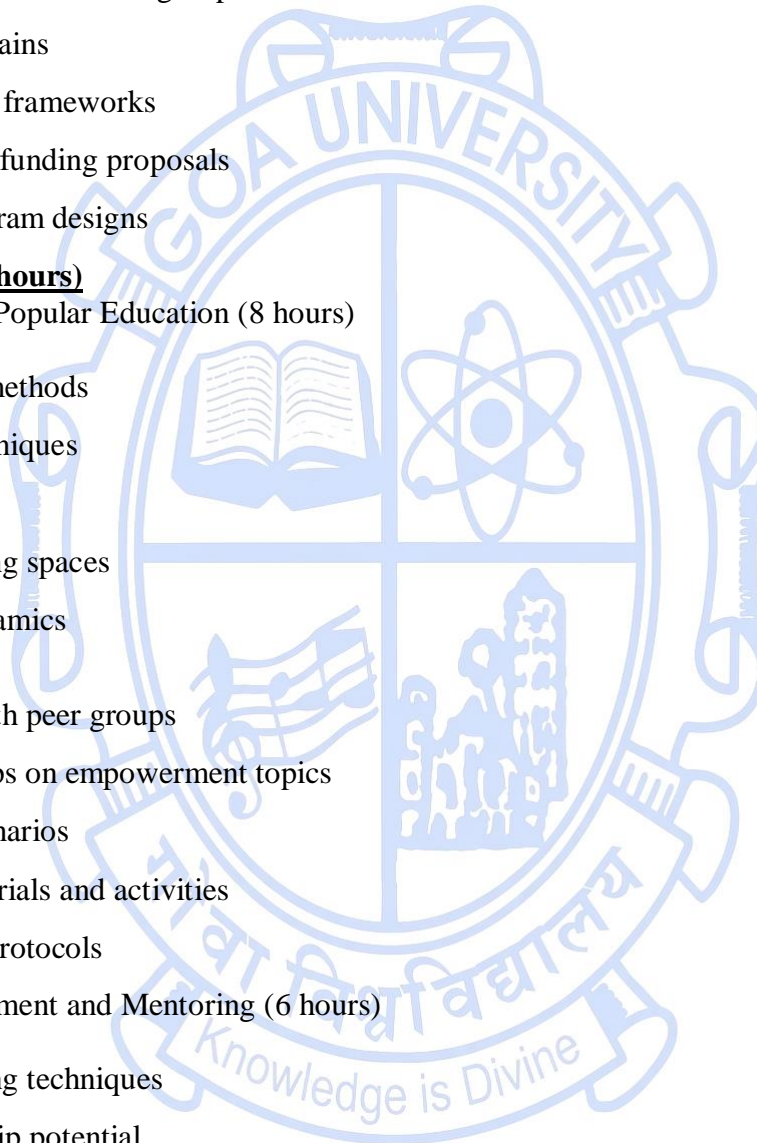
Hands-on Activities:

- Practice facilitation techniques with peer groups
- Design and deliver mini-workshops on empowerment topics
- Role-play difficult facilitation scenarios
- Create participatory learning materials and activities
- Develop feedback and reflection protocols

Practical Session 4: Leadership Development and Mentoring (6 hours)

Skills Development:

- Leadership coaching and mentoring techniques
- Identifying and nurturing leadership potential



- Succession planning and sustainability
- Cross-cultural mentoring considerations
- Building confidence and public speaking skills

Hands-on Activities:

- Practice coaching conversations and feedback
- Design leadership development curricula
- Role-play mentoring relationships
- Create tools for leadership assessment
- Develop peer learning and support systems

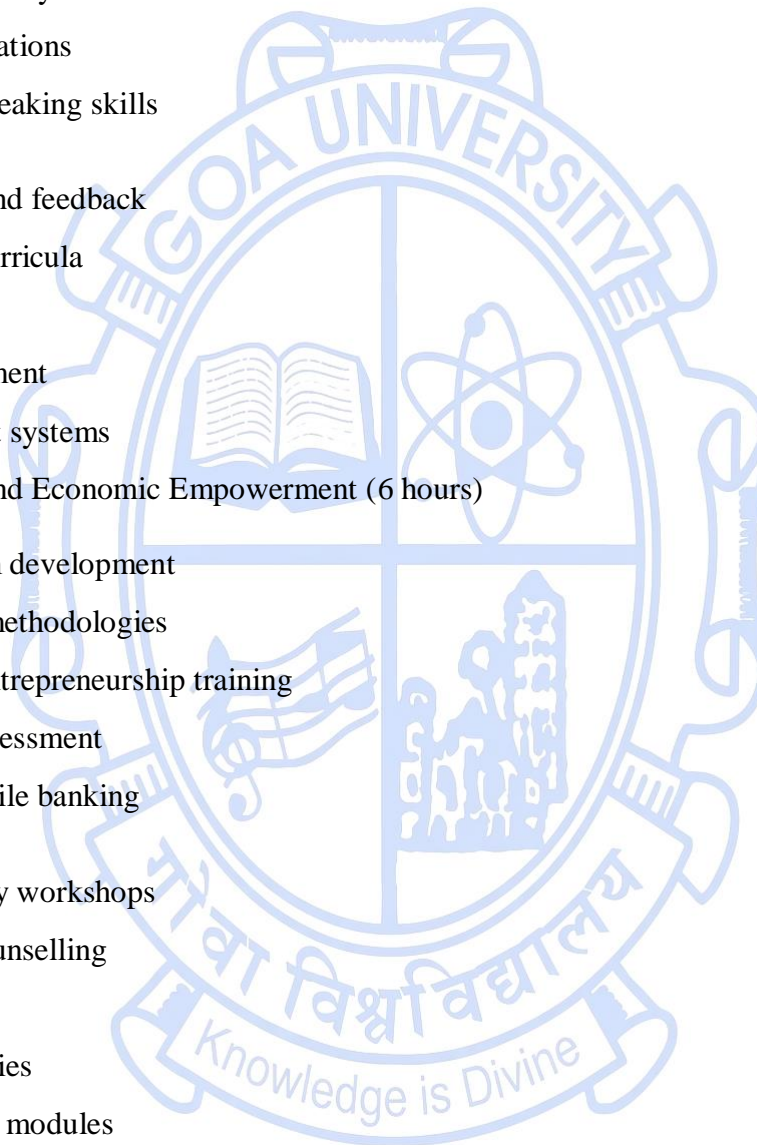
Practical Session 5: Financial Literacy and Economic Empowerment (6 hours)

Skills Development:

- Basic financial literacy curriculum development
- Microfinance and group lending methodologies
- Business plan development and entrepreneurship training
- Market analysis and feasibility assessment
- Digital financial services and mobile banking

Hands-on Activities:

- Create interactive financial literacy workshops
- Practice business development counselling
- Analyse microfinance case studies
- Design savings group methodologies
- Develop entrepreneurship training modules



Advocacy and Communication (12 hours)

Practical Session 6: Policy Advocacy and Campaign Development (6 hours)

Skills Development:

- Policy analysis and advocacy strategy development
- Campaign planning and implementation
- Media engagement and messaging
- Stakeholder engagement and coalition building
- Lobbying techniques and government relations

Hands-on Activities:

- Develop advocacy campaigns on specific issues
- Practice media interviews and public speaking
- Create policy briefs and position papers
- Design coalition-building strategies
- Simulate legislative hearings and committee presentations

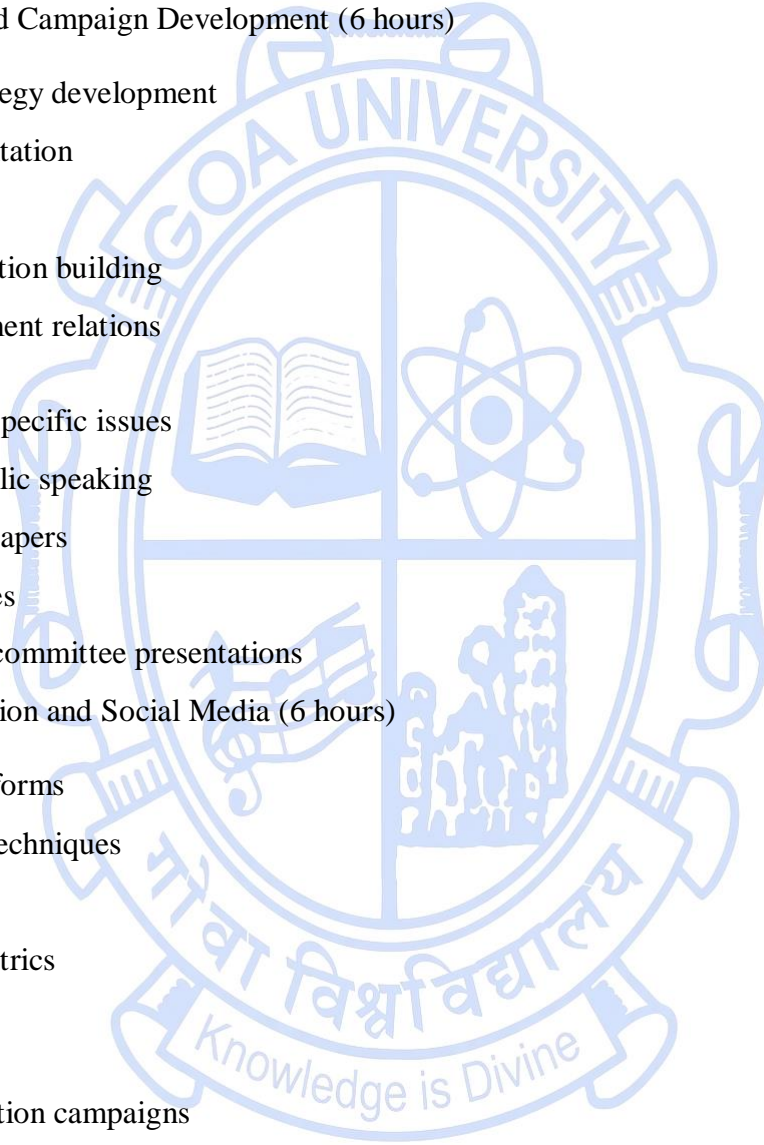
Practical Session 7: Digital Communication and Social Media (6 hours)

Skills Development:

- Content creation for different platforms
- Digital storytelling and narrative techniques
- Online campaign management
- Data analysis and social media metrics
- Online safety and digital security

Hands-on Activities:

- Create multi-platform communication campaigns



- Produce short videos and digital stories
- Practice live streaming and webinar facilitation
- Design interactive online content
- Develop social media strategy and calendar

Monitoring, Evaluation, and Reflection (12 hours)

Practical Session 8: Participatory Monitoring and Evaluation (6 hours)

Skills Development:

- Participatory evaluation methods
- Outcome harvesting and most significant change
- Data visualization and storytelling with data
- Feedback mechanisms and adaptive management
- Community-led evaluation approaches

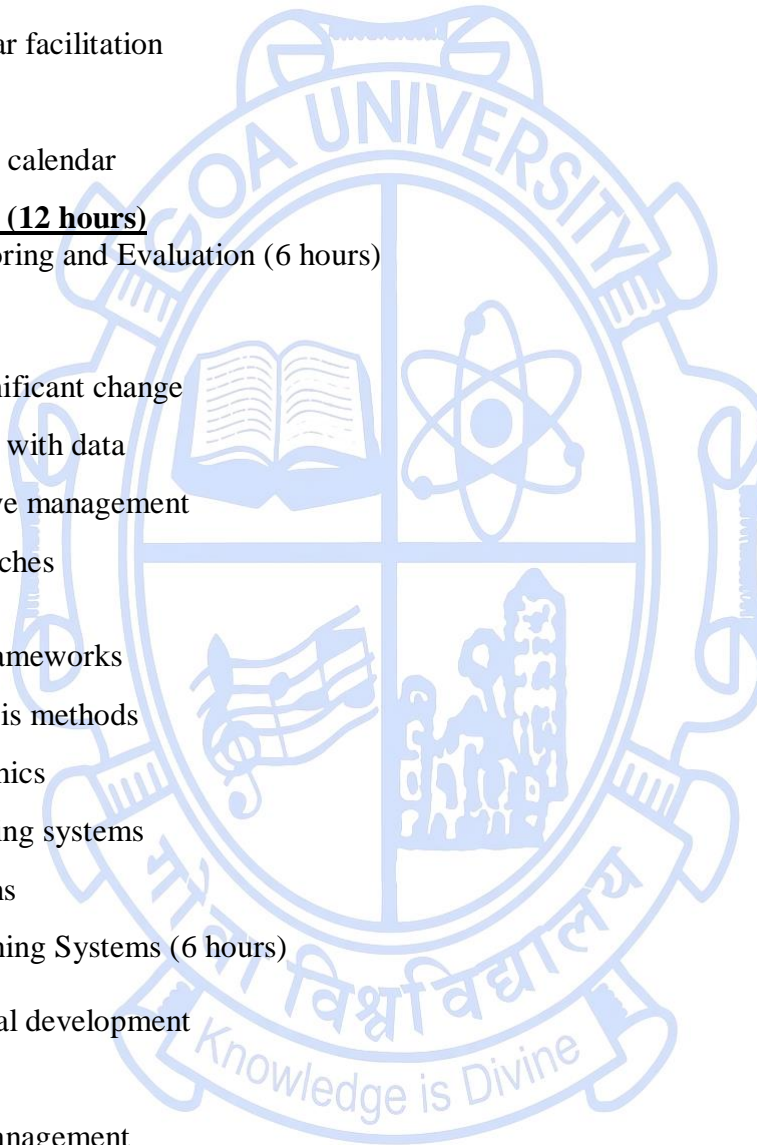
Hands-on Activities:

- Design participatory evaluation frameworks
- Practice data collection and analysis methods
- Create visual reports and infographics
- Develop feedback loops and learning systems
- Conduct mock program evaluations

Practical Session 9: Reflection and Learning Systems (6 hours)

Skills Development:

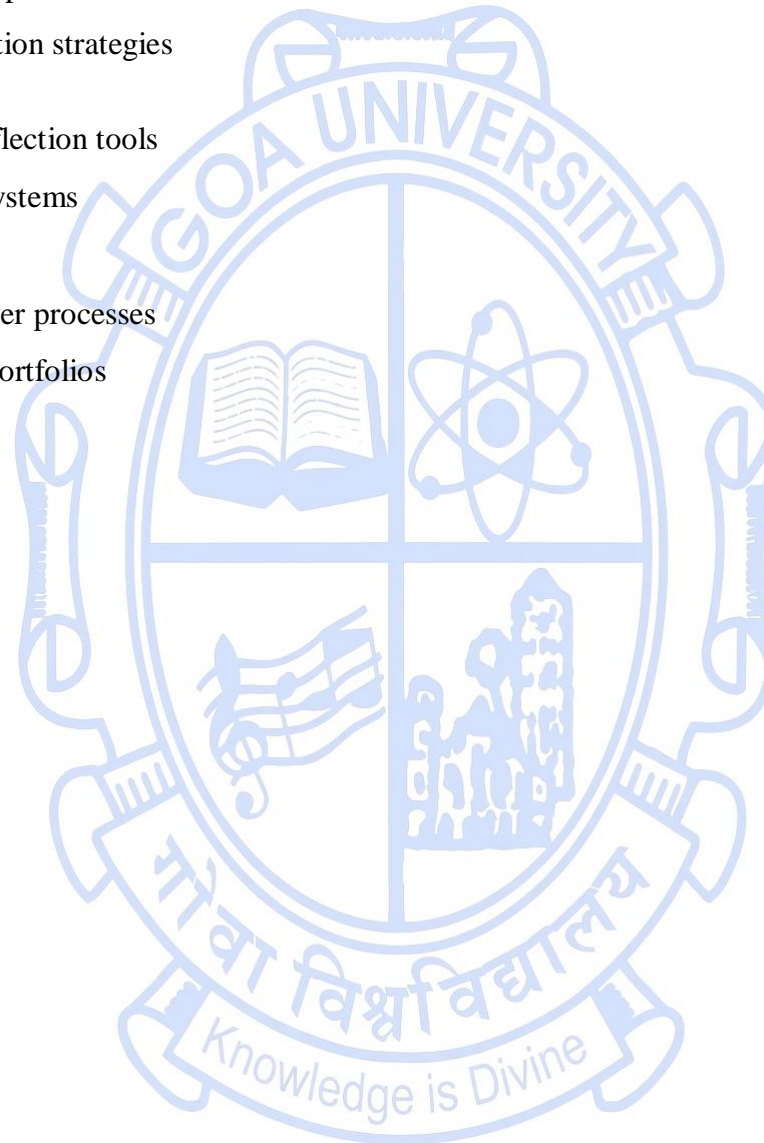
- Reflective practice and professional development
- Learning organisation principles
- Documentation and knowledge management



- Peer learning and communities of practice
- Sustainability planning and transition strategies

Hands-on Activities:

- Develop personal learning and reflection tools
- Create knowledge management systems
- Design peer learning networks
- Practice exit planning and handover processes
- Build professional development portfolios



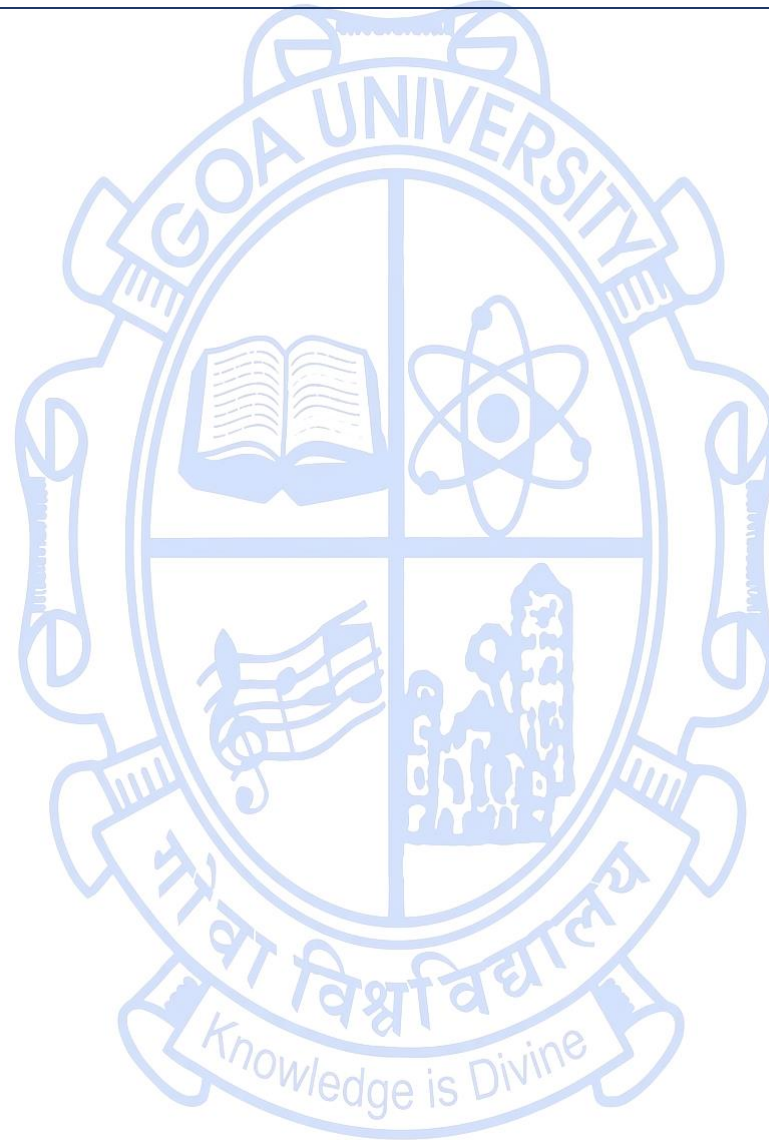
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Title of the Course	ARCHIVING WOMEN'S HISTORIES	
Course Code	WST-6402	
Number of Credits	4	
Theory/Practical	2 Theory + 2 Practical	
Level	500	
Effective from AY	2025 – 2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	NIL	
Course Objectives:	<ol style="list-style-type: none"> 1. This course combines theoretical foundations with hands-on practical experience in digital archiving. 2. To focus specifically on preserving and making accessible women's historical narratives, documents, and cultural materials. 3. Students will be taken on a study tour to Mumbai to visit major Women's Archives (Sparrow, RCWS archives of the IAWS). 4. To build an archive of Women's Audio and Visual History at Goa University. 	
Course Outcomes:	On completion of the course, students will be able to	Mapped to PSO
	CO 1. Develop a conceptual understanding of archiving women's histories.	PSO1, PSO2, PSO7
	CO 2. Gain exposure to at least two women's archives.	PSO5
	CO 3. Create material to be housed in an Audio and Visual Archive	PSO5, PSO7

	CO 4. Collaborate effectively with community partners and stakeholders in preservation initiatives.		PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Foundations of Women's History and Archives: why women's stories have been marginalised; types of women's historical materials (personal papers, oral histories, visual materials); notable women's history archives in India (Sparrow and RCWS at SNDT Mumbai). Accessibility issues in historical preservation. Feminist approaches to digital archiving. Indigenous knowledge systems and women's history preservation. Ethical considerations: rights, permissions, cultural sensitivity in archival description.	15	CO1-4	K2, K3, K4, K5
Module 2:	Thematic Archiving, Copyright and Intellectual Property: creating thematic archives (by location, period, event); subject analysis and classification for women's materials; biographical research and verification; hands-on cataloguing using archival management software; creating exhibits and curated collections. Creating a small archive collection focused on a specific aspect of women's history. Community consent and collaborative collecting; fair use for educational and research purposes; rights clearance processes; privacy concerns.	15	CO2, CO3, CO4	K2, K3, K4, K5
Module 3:	Field trip to Mumbai (3 days) and practical sessions of archiving women's history in the field.	60	CO2, CO3, CO4	K2, K3, K4, K5, K6
Pedagogy:	Lectures / Discussions / Field Trip to Mumbai / Practical Fieldwork to Archive Women's Histories			
References/ Readings:	<ol style="list-style-type: none"> 1. Bastian, J. A., & Alexander, B. (Eds.). 2009. Community Archives: The Shaping of Memory. Facet Publishing. 2. Carter, R. G. S. 2006. Of things said and unsaid: Power, archival silences, and power in silence. <i>Archivaria</i>, 61, 215–233. 3. Collins, P. H. 2000. <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i> (2nd ed.). Routledge. 4. Eichhorn, K. 2013. <i>The Archival Turn in Feminism: Outrage in Order</i>. Temple University Press. 5. Gluck, S. B., & Patai, D. (Eds.). 1991. <i>Women's Words: The Feminist Practice of Oral History</i>. Routledge. 6. Lerner, G. 1979. <i>The Majority Finds Its Past: Placing Women in History</i>. Oxford University Press. 			

7. Trouillot, M.-R. 1995. Silencing the Past: Power and the Production of History. Beacon Press.

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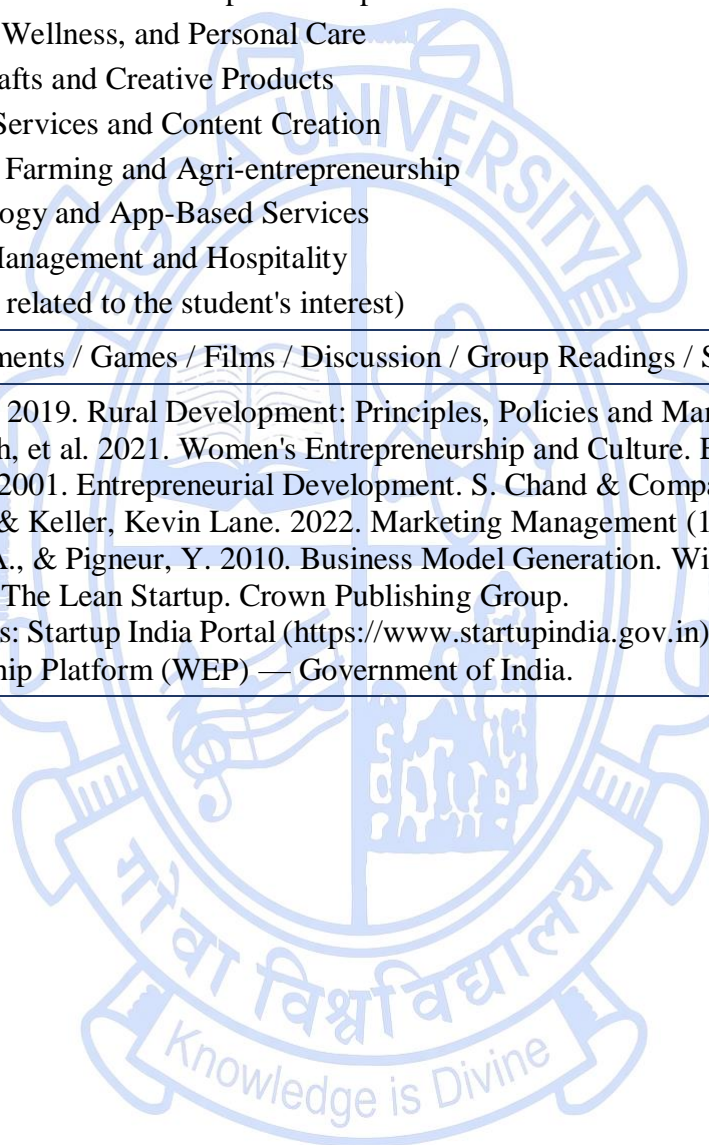


Title of the Course	ENTREPRENEURSHIP FOR EMPOWERMENT	
Course Code	WST-6403	
Number of Credits	4	
Theory/Practical	2 Theory + 2 Practical	
Level	500	
Effective from AY	2025 – 2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	NIL	
Course Objectives:	<ol style="list-style-type: none"> 1. To integrate feminist perspectives with entrepreneurship principles to empower women through economic independence. 2. To combine theoretical knowledge with hands-on vocational training to develop entrepreneurial capabilities. 3. Students will develop business planning and financial literacy skills. 4. Students will acquire practical vocational skills for self-employment through internships. 5. To enable students to design sustainable and socially responsible business models. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the fundamentals of entrepreneurship and community-based market dynamics.	PSO1, PSO2
	CO 2. Analyse the intersection of gender, economy, and entrepreneurship.	PSO2, PSO3

	CO 3. Acquire essential digital skills and apply digital tools for business development, marketing, and safe digital payments.		PSO4, PSO5
	CO 4. Understand the role of financial institutions, incubators, and consultancy firms in supporting entrepreneurship.		PSO2, PSO4
	CO 5. Develop comprehensive business plans with gender-sensitive approaches, socially responsible enterprises, and a practical roadmap for setting up a business venture in Goa.		PSO6, PSO7
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Foundations of Feminist Entrepreneurship: concept of entrepreneurship and women's economic empowerment; historical overview of women entrepreneurs in India and globally; case studies (Aditi Gupta, Falguni Nayar/Nykaa); gender barriers; feminist economics; social entrepreneurship; SHG context. Business Development and Planning: identifying business opportunities; feasibility studies; market research; Business Model Canvas; writing a gender-responsive business plan; legal structures; intellectual property rights; government schemes (Mudra Yojana, Stand-Up India, PMEGP).	15	CO1, CO2, CO3 K2, K3, K4, K5
Module 2:	Financial Literacy and Resource Mobilisation: budgeting, saving, investing; credit, loans, and interest rates; sources of funding (banks, microfinance, angel investors, crowdfunding); government subsidies and grants; digital payment systems; UPI payments and digital safety; taxation basics. Care Economy and Support Systems: building professional networks; mentorship and sponsorship models; women's cooperatives. Marketing, Branding, and Digital Entrepreneurship: marketing fundamentals, the 4Ps; brand identity; social media marketing; e-commerce; digital tools (Canva, Google My Business, Instagram); customer relationship management; export opportunities; exhibition preparation.	15	CO1, CO2, CO3, CO4, CO5 K2, K3, K4, K5, K6
Module 3:	Students must choose ONE vocational option and complete intensive hands-on training (minimum 15 days, 5 hours per day, including internships): Option 1: Food Processing and Catering Services	60	CO3, CO5 K3, K4, K5, K6

	<p>Option 2: Textile and Fashion Entrepreneurship</p> <p>Option 3: Beauty, Wellness, and Personal Care</p> <p>Option 4: Handicrafts and Creative Products</p> <p>Option 5: Digital Services and Content Creation</p> <p>Option 6: Organic Farming and Agri-entrepreneurship</p> <p>Option 7: Technology and App-Based Services</p> <p>Option 8: Event Management and Hospitality</p> <p>(Or any other area related to the student's interest)</p>			
Pedagogy:	Lectures / Assignments / Games / Films / Discussion / Group Readings / Surveys / Presentations			
References/ Readings:	<ol style="list-style-type: none"> 1. Desai, Vasant. 2019. Rural Development: Principles, Policies and Management. Himalaya Publishing. 2. Guelich, Ulrich, et al. 2021. Women's Entrepreneurship and Culture. Edward Elgar Publishing. 3. Khanka, S. S. 2001. Entrepreneurial Development. S. Chand & Company. 4. Kotler, Philip & Keller, Kevin Lane. 2022. Marketing Management (16th ed.). Pearson. 5. Osterwalder, A., & Pigneur, Y. 2010. Business Model Generation. Wiley. 6. Ries, E. 2011. The Lean Startup. Crown Publishing Group. 7. Web Resources: Startup India Portal (https://www.startupindia.gov.in); NIESBUD (https://niesbud.nic.in); Women Entrepreneurship Platform (WEP) — Government of India. 			

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SEMESTER IV

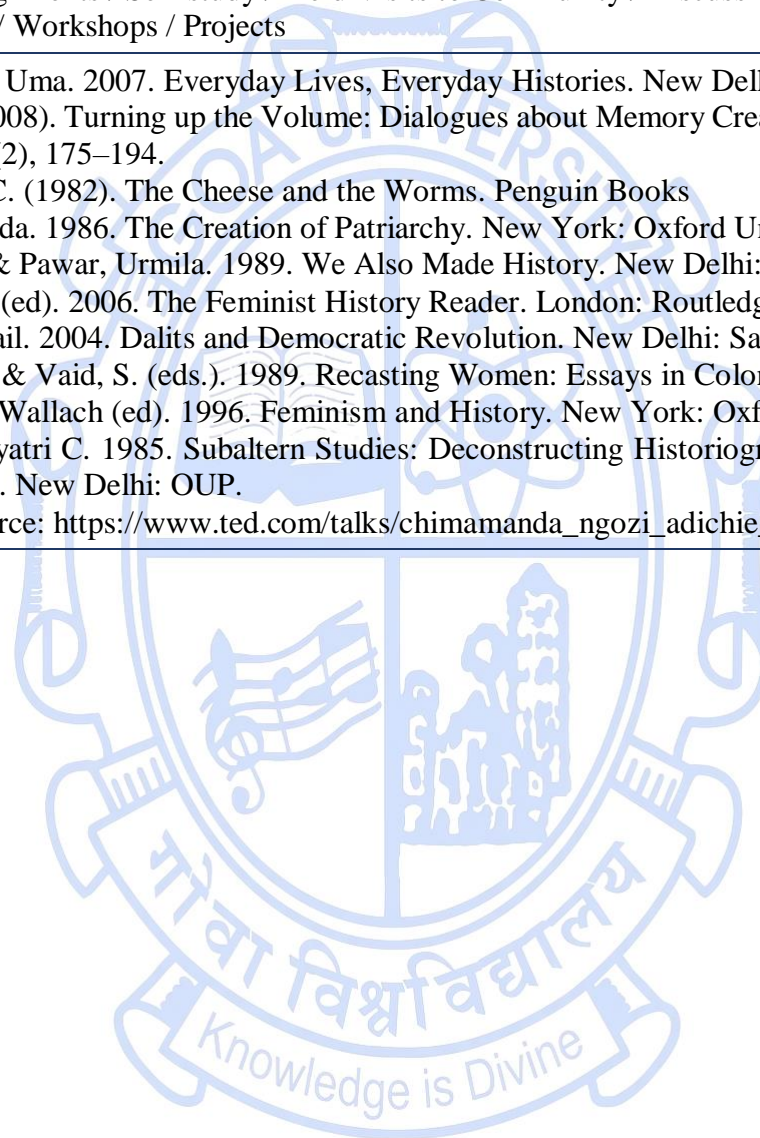
Generic Elective (GE) Courses

Title of the Course	REREADING HISTORY: FEMINIST PERSPECTIVES
Course Code	WST-6201
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025 – 2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	NIL
Course Objectives:	<ol style="list-style-type: none">1. To critically introduce students to how mainstream history is written from the dominant perspective.2. To analyse power dynamics involved in historical processes.3. To introduce students to experiential learning by visiting communities and understanding knowledge systems that tell different stories.4. To critically analyse the dangers of a single story.5. To critically evaluate that personal objects, jewellery, and clothes are markers of the identity of women and the marginalised.6. To critically evaluate the representation of women and marginalised communities in the current school curriculum.

Course Outcomes:		Mapped to PSO		
	CO 1. Understand the importance of rereading history through gender and caste lens.	PSO1, PSO2		
	CO 2. Critically analyse the process of writing history, power and dominance in historical narratives and writings.	PSO2		
	CO 3. Develop skills to use unconventional research tools to understand women's contribution in society.	PSO4		
	CO 4. Critically evaluate that clothing, jewellery, and personal objects are markers of status and identity of caste and gender.	PSO4		
	CO 5. Learn to create history using oral culture and oral narratives.	PSO5		
	CO 6. Critically analyse history textbooks from the current school curriculum through a gender lens.	PSO1, PSO2		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Importance of re-reading history. Critique of mainstream history. History and power. Gender: A Useful Category of Historical Analysis by Joan Scott. Debates in feminist historiography.	15	CO1, CO2	K2, K4
Module 2:	Unconventional Sources of History: importance of unconventional sources; personal diaries, photographs, and personal records. Recovering women's voices; using oral cultural components, folk stories, and songs. Field experiences: community visit.	15	CO2, CO3	K2, K6
Module 3:	Clothing, jewellery, and personal objects as markers of status and identity: reflecting on caste and gender. Finding women's voices in history. Indian feminist debates. Dalit women's history: History of privilege and constraint (intersectional analysis). Subaltern studies and gender; postcolonial feminism; decolonising women's history.	15	CO2, CO4	K4, K5
Module 4:	Developing skills for analysing historical texts: reading, identifying biases, contextualising sources. Analysing school textbooks: survey of current textbooks in history; visibility of women and marginalised communities; stereotypical representation; language and gender bias; visual representation.	15	CO5, CO6	K2, K4

Pedagogy:	Lectures / Assignments / Self-study / Field Visits to Community / Discussions / Group Readings / Presentations / Text Interpretations / Workshops / Projects
References/ Readings:	<ol style="list-style-type: none"> 1. Chakravati, Uma. 2007. <i>Everyday Lives, Everyday Histories</i>. New Delhi: Tulika Books. 2. Field, S. (2008). Turning up the Volume: Dialogues about Memory Create Oral Histories. <i>South African Historical Journal</i>, 60(2), 175–194. 3. Ginzburg, C. (1982). <i>The Cheese and the Worms</i>. Penguin Books 4. Lerner, Gerda. 1986. <i>The Creation of Patriarchy</i>. New York: Oxford University Press. 5. Moon, M. & Pawar, Urmila. 1989. <i>We Also Made History</i>. New Delhi: Zubaan. 6. Morgan, S. (ed). 2006. <i>The Feminist History Reader</i>. London: Routledge. 7. Omvedt, Gail. 2004. <i>Dalits and Democratic Revolution</i>. New Delhi: Sage. 8. Sangari, K. & Vaid, S. (eds.). 1989. <i>Recasting Women: Essays in Colonial History</i>. New Delhi: Kali for Women. 9. Scott, Joan Wallach (ed). 1996. <i>Feminism and History</i>. New York: Oxford University Press. 10. Spivak, Gayatri C. 1985. <i>Subaltern Studies: Deconstructing Historiography</i>. In <i>Writings on South Asian History and Society</i>. New Delhi: OUP. 11. Web Resource: https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story

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Title of the Course	GENDER AND POLITICAL PROCESSES
Course Code	WST-6202
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025 – 2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	NIL
Course Objectives:	<ol style="list-style-type: none"> 1. To understand democracy and gender democracy, and study gender equality as an inclusive approach. 2. To understand voting rights, struggles for political participation, and women's leadership in both Western and Indian contexts. 3. To study the Indian Constitution and its provisions for women, with a focus on feminism, reservation debates, and women in local self-governance. 4. To understand the idea of civil society and its role in governance, with case studies such as Kudumbashree in Kerala. 5. To explore women's political participation in Goa, including movements like Bailancho Saad and contemporary agitations affecting livelihood. 6. To reflect on the relationship between democracy, citizenship, representation, and participation in the Indian context.

Course Outcomes:		Mapped to PSO		
	CO 1. Apply concepts of democracy and gender democracy to evaluate women's struggles for equality and political participation in India and other contexts.	PSO1, PSO3		
	CO 2. Analyse the importance of women's voting rights and leadership by engaging with historical and contemporary case studies.	PSO3, PSO4		
	CO 3. Examine constitutional provisions, reservation debates, and feminist perspectives to assess inclusion and exclusion in Indian politics.	PSO2		
	CO 4. Develop knowledge on the functioning of local self-governance and civil society organisations through examples such as the Kudumbashree project in Kerala.	PSO1, PSO4		
	CO 5. Critically assess women's political participation in Goa by studying movements like Bailancho Saad, contemporary agitations, and leadership experiences.	PSO2, PSO5		
	CO 6. Critically discuss democracy, citizenship, representation, and participation to develop a nuanced understanding of gendered politics in India.	PSO3		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Understanding democracy and gender democracy. Gender equality as an inclusive approach. Understanding politics and political participation; importance of women's vote; gender gap in political participation. History of struggle for voting rights in India; women's leadership. Women's struggle for political participation: Western and Indian contexts. Relationship between democracy and citizenship: representation and participation.	15	CO1, CO2	K2, K3
Module 2:	Indian Constitution and its provisions for women; feminism and the Women's Reservation Bill. Women's political participation (inclusive in theory but exclusionary in practice). Local democracy in India (historical exploration). Women in local self-governance in India: prospects and challenges. Feminist debates around the politics of reservation.	15	CO3, CO2	K4, K5

Module 3:	Understanding civil society and civil society organisations. Civil society and governance: an Indian perspective. The role of civil society organisations in governance. Functioning of civil society organisations — case study: Kudumbashree Project in Kerala (success stories and challenges).	15	CO4, CO6	K5, K6
Module 4:	Political participation of women in Goa. Movement led by Bailancho Saad. Contemporary agitations and women's participation in projects affecting livelihood. Women who have served as political leaders.	15	CO5, CO6	K4, K5
Pedagogy:	Lectures / Assignments / Self-study / Documentaries and Discussion / Group Readings and Discussions / Presentations / Text Interpretations / Workshops / Field Visits / Projects			
References/ Readings:	<ol style="list-style-type: none"> 1. Dasarathi, Bhuyan (ed.) 2008. Women in Politics. New Delhi: Discovery Publishing House. 2. Gill, Rajesh. 2009. Contemporary Indian Urban Society — Ethnicity, Gender and Governance. Delhi: Bookwell. 3. Krook, Mona Lena. 2009. Quotas for Women in Politics. Oxford: Oxford University Press. 4. Meehan, Elizabeth. 1991. Equality Politics and Gender. London: Sage. 5. Menon, Nivedita. 1999. Gender and Politics in India. New Delhi: Oxford University Press. 6. Monro, Surya. 2005. Gender Politics. London: Pluto Press. 7. Stacey, Margaret. 1981. Women, Power and Politics. London: Tavistock Publications. 			

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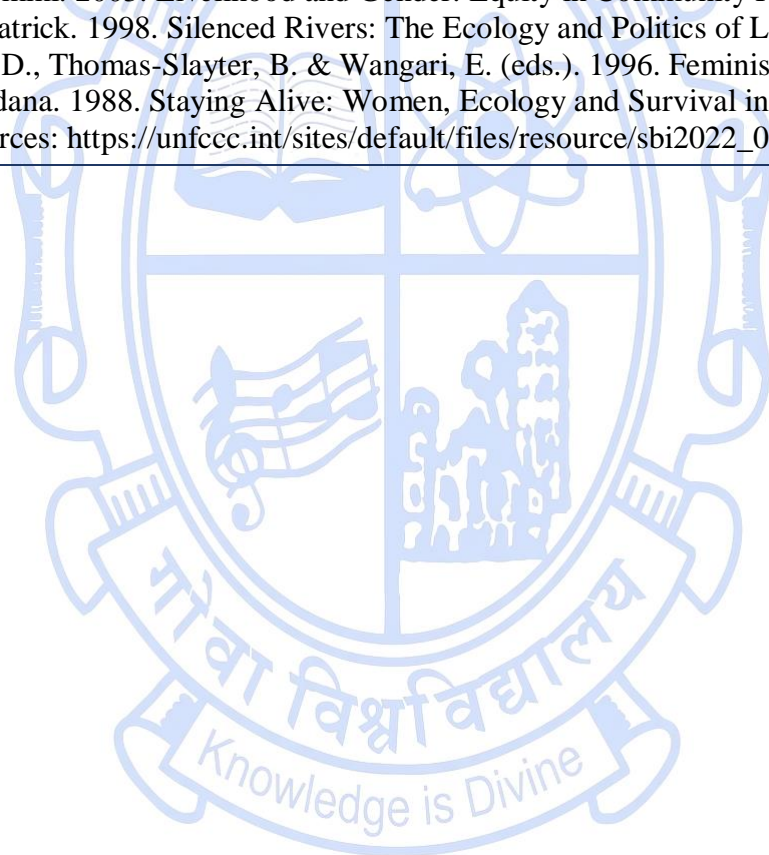


Title of the Course	GENDER and ENVIRONMENT	
Course Code	WST-6203	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025 – 2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	NIL	
Course Objectives:	<ol style="list-style-type: none"> 1. To examine the relationship between society, gender, and the environment, drawing from feminist political ecology and ecofeminism. 2. To study women's role in environmental conflicts and movements such as Chipko and Narmada Bachao Andolan. 3. To introduce students to key environmental issues, sustainable use of natural resources, environment management practices, and grassroots conservation. 4. To examine ecoconsciousness, relationships between women and nature, livelihood and environment conflicts, traditional healing systems, gender and water, women's roles as farmers, environmental stewards, activists, and contributors to scientific research. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the impact of the political economy on local realities affecting the environment.	PSO1, PSO2

	CO 2. Understand the vital role that women play in the conservation of nature, the sustainable use of natural resources, mitigating environmental conflicts, and environmental activism.		PSO2, PSO3, PSO4
	CO 3. Gain hands-on training in solid waste and water management practices while building capacities for outreach programmes and environmental activism.		PSO4, PSO5
	CO 4. Apply classroom learning in practice by creating campaigns and developing interventions to address environmental issues communities face.		PSO6, PSO7, PSO8
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Key ecofeminist schools of thought (radical, social, spiritual); critiques of ecofeminism. Defining Traditional Knowledge System (TKS), Indigenous Knowledge (IK), and Local Ecological Knowledge (LEK); their importance for resilience, biodiversity, and culture. Intersectionality and power: applying the intersectional framework to environmental justice.	10	CO1, CO2, CO3, CO4 K1, K2, K3, K4
Module 2:	Environment and development: dominant environmental discourses; sustainable development; conservation. Gendered roles in water collection and management. Women's role as protectors and users of forests. Mapping environment movements: Chipko, Narmada Bachao Andolan, Silent Valley, Nagaland and Amur Falcons, Goa-specific movements (Goa Bachao Abhiyan, SEZ, mining, tourism). Analysing impact of state-led conservation on women's access to resources.	15	CO1, CO2, CO3 K2, K3, K4
Module 3:	Women's relationship with the environment. Women's knowledge of traditional healthcare and practices. Indigenous community traditional knowledge systems (e.g., seed saving). Women's role in seed saving, traditional farming, and food processing. Women, land, and agriculture. Impact of the Green Revolution and corporate seed control on women's knowledge. Gendered vulnerability to climate change. Gender and Disaster Risk Reduction (DRR). Women as agents of change.	15	CO2, CO3, CO4 K2, K3, K4, K5
Module 4:	Workshops on Solid Waste Management: segregation, vermicompost, recycling. Outreach programmes: street play, awareness sessions, campus walk for natural history, rainwater harvesting. Case studies: traditional knowledge systems for biodiversity conservation; sacred groves; cultivation of medicinal plants. Women and environmental	20	CO3, CO4 K3, K4, K5, K6

	activism: online activism, media journalism, career in activism, challenges for women wildlife/environment activists. Environment NGOs in India.			
Pedagogy:	Lectures / Assignments / Workshops / Outreach Programmes / Street Play / Campus Walk / Documentaries and Discussion / Presentations			
References/ Readings:	<ol style="list-style-type: none"> 1. Agarwal, Bina. 2010. Gender and Green Governance. NY: Oxford University Press. 2. Biswal, Tapan. 2006. Human Rights, Gender and Environment. New Delhi: Viva Books. 3. Buckingham-Hatfield, Susan. 2006. Gender and Environment. London: Routledge. 4. Krishna, Summi. 2003. Livelihood and Gender: Equity in Community Resource Management. New Delhi: Sage. 5. McCully, Patrick. 1998. Silenced Rivers: The Ecology and Politics of Large Dams. Hyderabad: Orient Longmans. 6. Rocheleau, D., Thomas-Slayter, B. & Wangari, E. (eds.). 1996. Feminist Political Ecology. London: Routledge. 7. Shiva, Vandana. 1988. Staying Alive: Women, Ecology and Survival in India. New Delhi: Kali for Women. 8. Web Resources: https://unfccc.int/sites/default/files/resource/sbi2022_07.pdf 			

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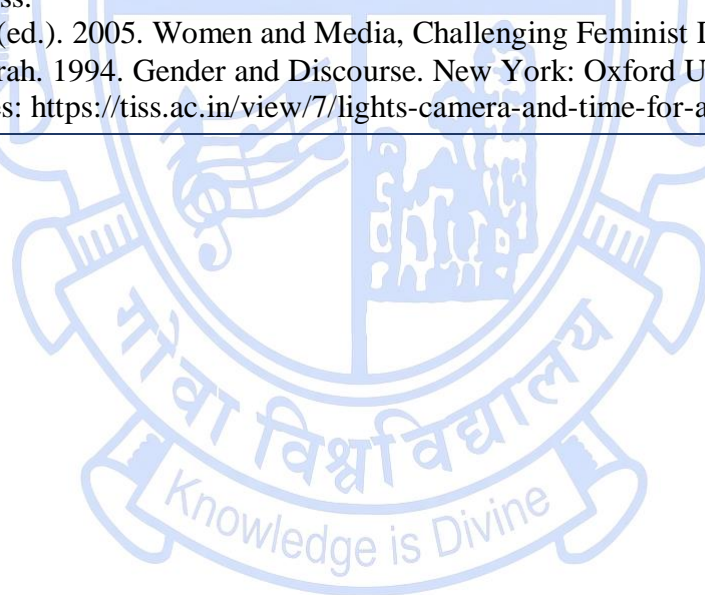


Title of the Course	GENDER AND MEDIA
Course Code	WST-6204
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025 – 2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	NIL
Course Objectives:	<ol style="list-style-type: none"> 1. To provide a foundational understanding of gender, patriarchy, stereotypes, caste, class, identity, and social norms, and to examine their intersections with media representation. 2. To introduce and apply critical media theories such as Chomsky's Propaganda Model, Bechdel Test, John Berger's Ways of Seeing, Laura Mulvey's Male Gaze, and Stuart Hall's Encoding/Decoding. 3. To critically examine the portrayal of women in advertisements, films, and television, with emphasis on rural, Dalit, and tribal women, and to evaluate the impact of paid news on democratic communication. 4. To explore the role of new media forms (social media, OTT platforms, blogs, ICT) in shaping women's empowerment, amplifying marginal voices, and functioning as tools of resistance. 5. To understand caste and intersectionality within media industries, newsroom practices, and film production, and to evaluate alternative forms of representation such as parallel cinema. 6. To develop critical, creative, and socially responsible media practices: poster campaigns, film decoding, case study documentation, and social media interventions challenging stereotypes.

Course Outcomes:		Mapped to PSO		
	CO 1. Develop a critical understanding of how gender is constructed, contested, and subverted through different forms of media.	PSO1, PSO2		
	CO 2. Use theoretical frameworks (Propaganda Model, Bechdel Test, Male Gaze, Encoding/Decoding) to analyse media texts from films, advertisements, and television serials.	PSO2, PSO4, PSO5		
	CO 3. Examine the portrayal of women across caste, class, and rural/tribal contexts, identifying how media reinforces or resists existing power structures.	PSO1, PSO2		
	CO 4. Critically assess the role of digital media (OTT, blogs) in empowering or marginalising women; critically evaluate social media as a tool for resistance.	PSO2, PSO3		
	CO 5. Critically evaluate the impact of caste, intersectionality, and newsroom practices on representation in Indian media.	PSO2, PSO4		
	CO 6. Design and produce creative media outputs — posters, film decoding, case study documentation, social media campaigns — that challenge stereotypes and promote gender-sensitive representation.	PSO5		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Gender, patriarchy, and stereotypes. Overview of gender, caste, class, identity, and social norms. Representation matters in media. Propaganda Model (Chomsky). Bechdel Test. Ways of Seeing (John Berger). Male Gaze (Laura Mulvey).	15	CO1, CO2	K2, K3, K4
Module 2:	Encoding/decoding/interpretation. Portrayal of women in advertisements, television serials, and films (critical perspective). Portrayal of rural women; role of media in empowerment of Dalit and tribal women. Paid news and India's democratic public sphere.	15	CO3, CO5, CO6	K3, K4, K5, K6
Module 3:	Internet and new media forms: social media, OTT platforms, blogs. Are they empowering women or discriminatory? Media as a tool of resistance (Writing with Fire). Marginal voices and social media. ICT and women's empowerment.	15	CO4, CO5, CO6	K5, K6

Module 4:	Understanding caste in media and film production. Caste and intersectionality. Caste in newsrooms. Alternative representation: parallel cinema vs. mainstream commercial cinema. Assertion of marginal identities through alternative media. Social media and contemporary problems: cybercrime, rape culture, normalising sexual violence. Indecent representation of women in media.	15	CO4, CO5, CO6	K5, K6
Pedagogy:	Lectures / Assignments / Self-study / Documentaries and Discussion / Group Readings and Discussions / Presentations / Text Interpretations / Workshops / Field Visits / Projects			
References/ Readings:	<ol style="list-style-type: none"> 1. Bhasin, Kamla & Aggarwal, Beena (ed.). 1984. Women and Media: Analysis, Alternatives and Action. ISIS International. 2. Berger, John. 1972. Ways of Seeing. UK: Penguin. 3. Joseph, Ammu. 1994. Whose News? The Media and Women's Issues. New Delhi: Sage. 4. Kureel, P. (2021). Indian Media and Caste: Of Politics, Portrayals and Beyond. CASTE: A Global Journal on Social Exclusion, 2(1), 97–108. 5. Mulvey, Laura. 1999. Visual Pleasure and Narrative Cinema, in Film Theory and Criticism. New York: Oxford University Press. 6. Prasad, Kiran (ed.). 2005. Women and Media, Challenging Feminist Discourse. New Delhi: The Women's Press. 7. Tannen, Deborah. 1994. Gender and Discourse. New York: Oxford University Press. 8. Web Resources: https://tiss.ac.in/view/7/lights-camera-and-time-for-action-recasting-a-gend/ 			

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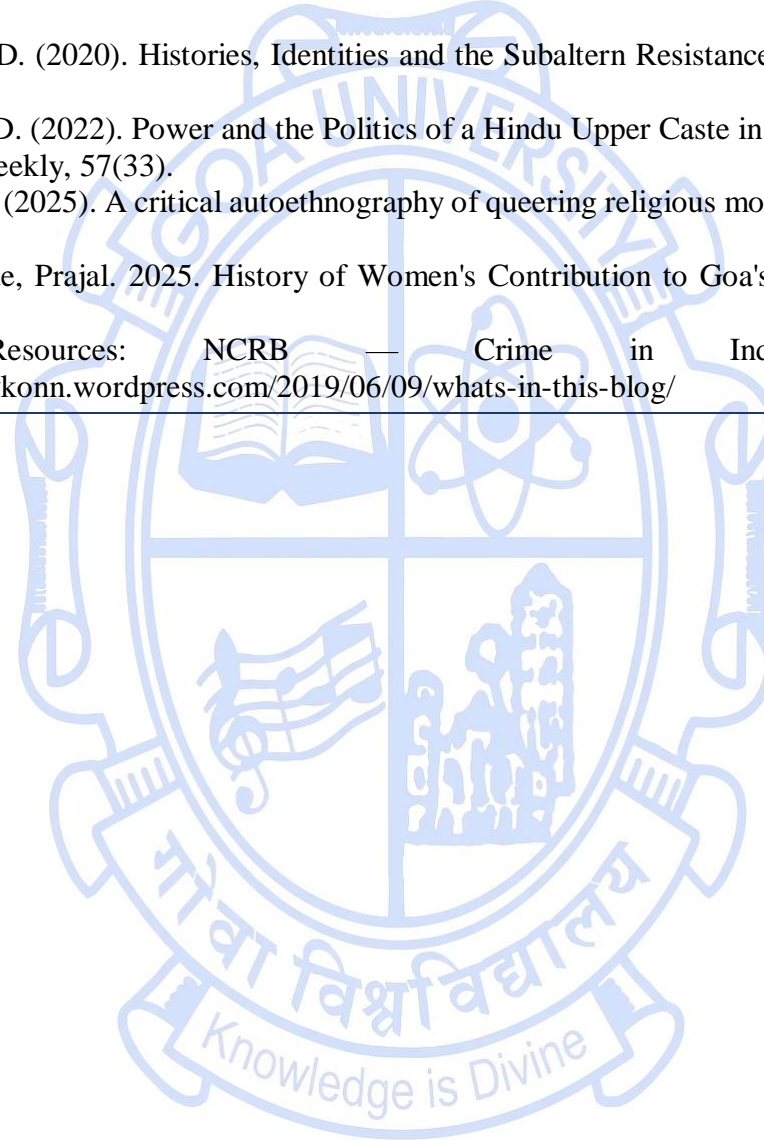


Title of the Course	GENDER AND GOAN SOCIETY: ISSUES AND DEBATES	
Course Code	WST-6205	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025 – 2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To explore the unique historical, legal, and cultural factors that have shaped gender relations in Goa (e.g., Portuguese legacy, Uniform Civil Code, tourism). 2. To enable students to analyse contemporary issues and debates concerning gender, sexuality, and patriarchy within the Goan context. 3. To develop critical thinking and analytical skills for assessing socio-political debates from a gendered perspective. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand key gender concepts and historical, legal, and cultural factors that have shaped gender relations in Goa.	PSO1, PSO2
	CO 2. Critically assess contemporary socio-political issues and debates in Goan society.	PSO2, PSO3
	CO 3. Analyse and apply theoretical frameworks to understand social realities.	PSO4, PSO5
	CO 4. Evaluate the intersections of gender with caste, class, religion, and sexuality in Goa.	PSO2, PSO7

	CO 5. Develop the knowledge, skills, and commitment necessary for feminist scholarship and activism.		PSO7, PSO8
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Conceptual Frameworks and Historical Context: sex vs. gender, patriarchy, feminism (waves and types: liberal, socialist, radical, post-colonial), intersectionality. Historical status of women in Goa (pre-Portuguese era). Royalty in Goa, Portuguese Civil Code, Mundkar law, Comunidades system, and women's rights. Impact of Portuguese rule, conversion, and law on tribal, Dalit, and Bhandari communities. The Uniform Civil Code (UCC) of Goa and debates about its 'uniformity'. Gender and traditional Goan culture.	15	CO1, CO3 K2, K3, K4
Module 2:	Gender, Politics, and Public Sphere: contribution of women freedom fighters; women's political participation; status of women in the Goa Legislative Assembly and PRIs; reservation policy. Grassroots governance; issue of 'proxy leaders'. Civil society and women's movements in Goa. Law and justice: domestic violence, maintenance laws, Goa State Commission for Women. Women and property rights: UCC and succession laws.	15	CO1, CO2 K2, K5
Module 3:	Work, Economy, and Development: women in the traditional economy (fishing/Ramponkars, agriculture, small-scale industries). Impact of tourism on gender (employment, sex work, commodification, security). Gender and migration (female-headed households). Women's role in local environmental movements. PoSH Act, Domestic Violence Act, and women's police stations in Goa.	15	CO1, CO3, CO4 K2, K3, K4, K5
Module 4:	Contemporary Issues and Media Debates: representation of women and tribal identities in Goan popular culture, media, and literature. Gender and media portrayals of Goan women. Safety and public spaces. History and current work of key Goan NGOs and women's groups. Gender, alcohol, and addiction. Queer identities in Goa: LGBTQIA+ issues, emerging visibility, and intersections of gender, caste, and sexual orientation.	15	CO3, CO4, CO5 K5, K6
Pedagogy:	Lectures / Assignments / Games / Films / Discussion / Group Readings and Presentations		
References/Readings:	1. Chopra, Radhika. 2000. Prostitution in Goa: Tourism and the Construction of the Local. Economic and Political Weekly, 35(27).		

2. Dewan, R. (2023). Patriarchy and Property: Goa's Uniform Civil Code. *The Indian Economic Journal*, 71(1), 247–255.
3. Parobo, P. D. (2020). Histories, Identities and the Subaltern Resistance in Goa. *Journal of Human Values*, 26(2), 177–185.
4. Parobo, P. D. (2022). Power and the Politics of a Hindu Upper Caste in Colonial Goa (1740–1961). *Economic and Political Weekly*, 57(33).
5. Silveira, A. (2025). A critical autoethnography of queering religious monuments and a museum. *Visitor Studies*, 1–18.
6. Sakhardande, Prajal. 2025. History of Women's Contribution to Goa's Struggle for Freedom (1928–1961). *Idea Age*.
7. Web Resources: NCRB — Crime in India Statistics (Goa chapter); <https://hanvkonn.wordpress.com/2019/06/09/whats-in-this-blog/>

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Title of the Course	GENDER IN SCIENCE AND TECHNOLOGY	
Course Code	WST-6206	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025 – 2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	NIL	
Course Objectives:	<ol style="list-style-type: none"> 1. To critically examine the complex relationships between gender, science, and technology from feminist perspectives. 2. To explore how gender shapes scientific knowledge production, technological design, and innovation processes. 3. To analyse the gendered impacts of scientific and technological developments. 4. To integrate theoretical frameworks with contemporary case studies to understand how power, identity, and social structures intersect with scientific and technological practices. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand intersectional approaches to gender, race, class, and sexuality in science and technology; examine the gendered dimensions of technological design, development, and use.	PSO1
	CO 2. Assess the representation and participation of women and other marginalised genders in STEM fields, and the gendered impacts of emerging technologies.	PSO1, PSO2, PSO3

	CO 3. Apply feminist science and technology studies frameworks to contemporary issues.		PSO4, PSO5	
	CO 4. Critically analyse the historical and contemporary relationships between gender and scientific knowledge production.		PSO4, PSO7	
	CO 5. Evaluate policy interventions and initiatives aimed at addressing gender inequities in STEM and contemporary participation of women and marginalised genders.		PSO5, PSO6, PSO7	
	CO 6. Develop research skills for investigating gender issues in science and technology; design gender-inclusive approaches to science and technology policy and practice.		PSO6, PSO7, PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Foundations of Gender, Science and Technology Studies: origins and development of STS; social construction of scientific knowledge; technology as socially shaped; power, politics, and knowledge production. Historical exclusion of women from science; hidden figures and excluded voices. Institutional barriers; the 'Matilda Effect'. Case Studies: Rosalind Franklin and DNA structure; Katherine Johnson and NASA; Chien-Shiung Wu and physics. Feminist critiques of the scientific method; scientific professionalisation and masculinisation.	15	CO1, CO2, CO3	K2, K3, K4, K5
Module 2:	Women Leaders in the field of science. Gender and Emerging Technologies: digital divide and access; gender digital divide; internet governance; social media usage differences. Social media and cyberfeminism; digital rights and online violence; feminist internet advocacy. Digital activism (#MeToo, feminist internet governance). Reproductive technologies and feminist debates: IVF, surrogacy, contraception, abortion technologies. LGBTQ+ issues in science and technology. Genetic technologies and gender. Digital health and telemedicine. Technology in care work and domestic spheres.	20	CO1, CO2, CO3, CO4	K2, K3, K4, K5
Module 3:	Indigenous and Non-Western Knowledge Systems: decolonising science and technology; traditional ecological knowledge (TEK); indigenous women as knowledge keepers; challenges to Western scientific hegemony. Case studies: indigenous agricultural practices; traditional medicine and women healers; climate knowledge; biodiversity conservation. Environmental Technologies and Climate	15	CO2, CO4, CO5	K4, K5

	Change: gendered impacts of climate change; women's vulnerability; environmental justice perspectives.			
Module 4:	Green Technologies and Gender: renewable energy sector; green jobs and gender segregation; sustainable technology design. Technology and Gendered Work. STEM Education and Workforce Development. Science Communication and Public Engagement: gender in science communication; citizen science and participatory research. Policy, Governance, and Future Directions: innovation policies and gender inclusion.	10	CO4, CO5, CO6	K4, K5, K6
Pedagogy:	Lectures / Assignments / Games / Films / Discussion / Group Readings and Presentations			
References/ Readings:	<ol style="list-style-type: none"> 1. Harding, S. (1986). <i>The Science Question in Feminism</i>. Ithaca: Cornell University Press. 2. Keller, E. F. (1985). <i>Reflections on Gender and Science</i>. New Haven: Yale University Press. 3. Schiebinger, L. (1999). <i>Has Feminism Changed Science?</i> Cambridge, MA: Harvard University Press. 4. Shiva, V. (1988). <i>Staying Alive: Women, Ecology and Development</i>. London: Zed Books. 5. UNESCO. (2017). <i>Cracking the Code: Girls' and Women's Education in STEM</i>. Paris: UNESCO. 6. Film: <i>Hidden Figures</i> (2016). 7. Wajcman, J. (2004). <i>TechnoFeminism</i>. Cambridge: Polity Press. 8. Wajcman, J. (2010). Feminist Theories of Technology. <i>Cambridge Journal of Economics</i>, 34(1), 143–152. 			

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Title of the Course	GENDER AND TRADITIONAL KNOWLEDGE SYSTEMS IN INDIA	
Course Code	WST-6207	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026 -2027	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	This course examines the complex intersections between gender and traditional knowledge systems in India, exploring how indigenous and local knowledge frameworks have encoded, transmitted, and transformed gender relations. The course analyzes women's roles as knowledge holders, the gendered dimensions of traditional ecological knowledge, healing practices, crafts, and cultural transmission, while critically examining how colonialism, modernization, and globalization have impacted these knowledge systems and gender dynamics within them.	
Course Outcomes:	Upon successful completion of this course, students will be able to:	Mapped to PSO
	CO1: Analyze the theoretical frameworks linking gender studies and traditional knowledge systems, demonstrating understanding of how knowledge is gendered and culturally situated.	PO1, PO2, PO3
	CO2: Evaluate the role of women as custodians and transmitters of traditional knowledge across diverse Indian communities, including agricultural practices, medicinal knowledge, and craft traditions.	PO2, PO3, PO4

	CO3: Critically assess the impact of historical processes including colonialism, patriarchy, and development paradigms on gendered traditional knowledge systems in India.		PO4, PO5	
	CO4: Create research proposals or intervention strategies that recognize and valorize gendered traditional knowledge for sustainable development and social justice.		PO5, PO6	
	CO5: Demonstrate sensitivity toward diverse knowledge systems and gender perspectives through respectful engagement with case studies and community voices.		PO2, PO4, PO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Foundational Concepts and Theoretical Frameworks</p> <p>1.1 Understanding Traditional Knowledge Systems</p> <ul style="list-style-type: none"> • Definitions and characteristics of traditional, indigenous, and local knowledge • Epistemological foundations: oral traditions, embodied knowledge, experiential learning • Traditional knowledge in the Indian context: diversity across regions, communities, and castes • Documentation, intellectual property rights, and biopiracy debates <p>1.2 Gender as an Analytical Category</p> <ul style="list-style-type: none"> • Feminist epistemology and standpoint theory • Intersectionality: caste, class, religion, and regional identities • Gender division of knowledge and labor in traditional societies • Public-private dichotomies and knowledge hierarchies <p>1.3 Theoretical Intersections</p> <ul style="list-style-type: none"> • Ecofeminism and women's relationship with nature • Postcolonial feminism and knowledge production • Subaltern studies and marginalized knowledge systems • Indigenous feminisms and critiques of Western feminist frameworks 	15	CO1, CO2	K2, K3, K4

<p>Module 2:</p>	<p>Women as Knowledge Holders: Domains and Practices</p> <p>2.1 Agricultural and Ecological Knowledge</p> <ul style="list-style-type: none"> • Women's knowledge of seed selection, preservation, and biodiversity • Traditional farming practices and food systems • Kitchen gardens, minor millets, and nutrition knowledge • Sacred groves and women's environmental stewardship • Case studies: Navdanya movement, indigenous farming communities <p>2.2 Healing and Medicinal Knowledge</p> <ul style="list-style-type: none"> • Midwifery and reproductive health practices • Herbal medicine and home remedies • Dais (traditional birth attendants) and their marginalization • AYUSH systems and women practitioners • Case studies: Dalit women healers, tribal medicinal knowledge <p>2.3 Craft, Aesthetic, and Cultural Knowledge</p> <ul style="list-style-type: none"> • Textile traditions: weaving, embroidery, dyeing techniques • Pottery, basketry, and material culture • Ritual arts: Rangoli, Alpana, Warli, Madhubani • Culinary knowledge and fermentation practices • Oral traditions: songs, stories, proverbs, and their pedagogical functions 	<p>15</p>	<p>CO1, CO1, CO3</p>	<p>K3, K4, K5</p>
<p>Module 3:</p>	<p>Historical Transformations and Contemporary Challenges</p> <p>3.1 Colonial Encounters and Knowledge Hierarchies</p> <ul style="list-style-type: none"> • Delegitimization of indigenous knowledge systems • Formalization and exclusion: Western medicine, agriculture, education • Gender impacts of colonial legal and land tenure systems 	<p>15</p>	<p>CO3 CO4, CO5</p>	<p>K2, K4, K5,</p>

	<ul style="list-style-type: none"> • Loss of women's authority in healing and agricultural domains <p>3.2 Post-Independence Development and Modernization</p> <ul style="list-style-type: none"> • Green Revolution and erosion of women's seed knowledge • Medicalization of childbirth and displacement of traditional midwives • Formalization of craft sectors and gender implications • Education systems and devaluation of traditional knowledge <p>3.3 Globalization, Market Forces, and Cultural Change</p> <ul style="list-style-type: none"> • Commodification of traditional knowledge and women's labor • Tourism and authenticity debates • Media representation and cultural appropriation • Generational transmission challenges in urban-rural contexts • Climate change impacts on knowledge systems 			
<p>Module 4:</p>	<p>Revival, Recognition, and Future Directions</p> <p>4.1 Contemporary Movements and Interventions</p> <ul style="list-style-type: none"> • Women's self-help groups and knowledge revival initiatives • Community-based biodiversity conservation projects • Craft cooperatives and fair trade movements • Digital documentation and knowledge preservation efforts • Integration with formal education and healthcare systems <p>4.2 Legal and Policy Frameworks</p> <ul style="list-style-type: none"> • Biological Diversity Act, 2002 and People's Biodiversity Registers • Traditional Knowledge Digital Library (TKDL) • Forest Rights Act and gendered implications • Geographical Indications and women artisans • International instruments: CBD, UNDRIP, and gender provisions <p>4.3 Ethical Research and Future Pathways</p>	<p>15</p>	<p>CO3, CO4, CO5</p>	<p>K4, K5 K6</p>

	<ul style="list-style-type: none"> • Participatory research methodologies and community protocols • Prior informed consent and benefit-sharing • Decolonizing research in gender and traditional knowledge • Knowledge co-production and reciprocity • Visioning sustainable futures: youth engagement, digital platforms, policy advocacy 			
Suggested Learning Activities	<p>Module 1: Reading and discussing theoretical texts, mapping personal connections to traditional knowledge, group discussions on epistemological diversity.</p> <p>Module 2: Field documentation projects, interviews with women knowledge holders, visual analysis of craft traditions, creating knowledge maps</p> <p>Module 3: Historical document analysis, case study presentations, debate on development vs. tradition, policy analysis exercises</p> <p>Module 4: Project presentations, community engagement planning, policy brief writing, collaborative visioning exercises</p>			
Pedagogy:	<p>Lectures and Discussions: Interactive sessions with multimedia resources</p> <p>Case Study Analysis: In-depth examination of specific communities and practices</p> <p>Guest Lectures: Practitioners, activists, and community knowledge holders</p> <p>Documentary Screenings and Analysis: Films on traditional knowledge and gender</p> <p>Field Visits: Engagement with communities</p> <p>Student Presentations</p>			
Texts:	<p>Core Texts</p> <ol style="list-style-type: none"> 1. Shiva, Vandana. <i>Staying Alive: Women, Ecology and Development</i>. Kali for Women, 1988. 2. Agarwal, Bina. <i>A Field of One's Own: Gender and Land Rights in South Asia</i>. Cambridge University Press, 1994. 3. Howard, Patricia L. (ed.). <i>Women and Plants: Gender Relations in Biodiversity Management and Conservation</i>. Zed Books, 2003. <p>Selected Articles and Chapters</p>			

	<ol style="list-style-type: none"> 1. Sinha, Shalini. "Reclaiming the Feminist Politics of 'Traditional' Ecological Knowledge." <i>Gender, Technology and Development</i>, 2009. 2. Sundar, Nandini. "Interning Insurgent Ecologies in India's Central Highlands." <i>Development and Change</i>, 2013. 3. Rege, Sharmila. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." <i>Economic and Political Weekly</i>, 1998.
References/ Readings:	<p>Reference Materials</p> <ol style="list-style-type: none"> 1. Xaxa, Virginius, et al. (eds.). <i>Doing Sociology in India: Genealogies, Locations, and Practices</i>. Oxford University Press, 2016. 2. Guha, Ramachandra. <i>The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya</i>. University of California Press, 1989. 3. Government of India. <i>National Biodiversity Strategy and Action Plan</i>. 4. Case studies from <i>Indian Journal of Gender Studies</i>, <i>Economic and Political Weekly</i>, and <i>Indian Journal of Traditional Knowledge</i>.

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