



# **Syllabus**

Bachelors of Arts  
**(Gender Studies)**

CBCS Pattern (6 Semesters)

2023-24 onwards

**UGC Centre for Women's Studies**

University College of Social Sciences and Humanities

Mohanlal Sukhadia University, Udaipur

**Gender Studies in B.A. Program: Semester wise course types, Course codes, Course title, Delivery type, Workload, Credits, Marks of Examination, and Remarks if any**

Level	Semester	Type	Course Code	Course Title	Delivery Type			Total Hrs	Credit	Total Credits	Internal Assessment	EoS Exam	M. M.	Remarks
					L	T	P							
5	I	DCC	CWS 5000 T	<b>Gender Studies: Basic Concepts</b>	L	T	-	60	4	6	20	80	100	
			CWS 5000 P	<b>Practical</b>	-	-	P	60	2		20	80	100	
		AECC 1		As per the University Common Scheme						2				
	II	DCC	CWS 5001 T	<b>Feminist Movements: Historical Development</b>	L	T	-	60	4	6	20	80	100	
			CWS 5001 P	<b>Practical</b>	-	-	P	60	2		20	80	100	
		AECC 2		As per the University Common Scheme						2				
<b>Exit with B.A. Certificate (With 2 credits in SEC)</b>														
6	III	DCC	CWS 6002 T	<b>Gender in Education and Media</b>	L	T	-	60	4	6	20	80	100	
			CWS 6002 P	<b>Practical</b>	-	-	P	60	2		20	80	100	
				Common English / Creative Writing						2				
	IV	DCC	CWS 6003 T	<b>Gender Empowerment: Institutions and Health</b>	L	T	-	60	4	6	20	80	100	
			CWS 6003 P	<b>Practical</b>	-	-	P	60	2		20	80	100	
		SEC - 1	SEA6 390T	<b>Gender and Media</b>	L	T	-	30	2	2	20	80	100	
<b>Exit with B.A. Diploma</b>														
7	V	DSE	CWS 7100 T	<b>Gender and Economy</b>	L	T	-	60	4	6	20	80	100	
			CWS 7100 P	<b>Practical</b>	-	-	P		2					

		CWS 7101 T	<b>Women, Society &amp; Culture</b>	L	T	-	60	4		20	80	100	
		CWS 7101 P	<b>Practical</b>	-	-	P		2	6				
	SEC - 2	SEA7 392T	<b>Women and Entrepreneurs hip</b>	L	T	-	30	2	2	20	80	100	
VI	DSE	CWS 7102 T	<b>Gender Rights, Constitutiona l and Legal Provisions</b>	L	T	-	60	4	6	20	80	100	
		CWS 7102 P	<b>Practical</b>	-	-	P		2					
		CWS 7103 T	<b>Representatio n of women in culture and media</b>	L	T	-	60	4	6	20	80	100	
		CWS 7103 P	<b>Practical: Dissertation</b>	-	-	P		2					
	SEC - 3	SEA7 393T	<b>Women and Legal Rights</b>	L	T	-	30	2	2	20	80	100	
<b>Exit with B.A. Degree</b>													

**An information regarding codes:**

**DCC** extends for **Discipline Centric Core Course**

**DSE** extends for **Discipline Specific Elective Course**

**AEC** extends for **Ability Enhancement Course**

**AECC** extends for **Ability Enhancement Compulsory Course**

**SEC** extends for **Skill Enhancement**

<b>B.A. (THREE YEARS DEGREE PROGRAM)</b>	
<b>SEMESTER- I</b>	
<b>SUBJECT- GENDER STUDIES</b>	
<b>Code of the Course</b>	CWS5000T
<b>Title of the Course</b>	Basic Concepts
<b>Qualification Level of the Course</b>	NHEQF Level 4.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory course (DCC) in Gender Studies
<b>Delivery type of the Course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours on tutorial
<b>Prerequisites</b>	Foundation level (Equivalent to 10+2)
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>● To familiarize the students with the terminologies related to Gender studies.</li> <li>● To elaborate the concept of patriarchy and its impact on women</li> <li>● To introduce students to the discipline of Women’s Studies and Gender Studies and its perspectives.</li> <li>● To trace the evolution of Gender Studies from Women’s Studies.</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>● Familiarity with fundamental concepts related to field of women and gender studies.</li> <li>● Understanding of multidisciplinary nature of the discipline.</li> </ul>
<b>Syllabus</b>	
Unit I	<b>Introduction:</b> Gender Studies - Origin and growth; need for Gender Studies – objectives, nature and scope of Gender Studies. Establishment of Centre for Women’s Studies under UGC guidelines <div style="text-align: right;">14H</div>
Unit II	<b>Basic Concepts:</b> Meaning and definition: gender, sex, difference between gender and sex, gender equality, gender empowerment, gender roles, gender gap. Patriarchy and Matriarchy: Meaning and definition. Gender discrimination- meaning, forms and areas, Need for Gender Sensitization. Bio-social perspective of gender, gender socialization, gender stereotyping, gender bias <div style="text-align: right;">16H</div>

Unit III	<p><b>Multidisciplinary Nature of Gender Studies</b> Multi-disciplinarity of gender studies, relationship with mainstream social sciences (Economics, Sociology, History, Literature, Anthropology, Psychology and Political Science)</p> <p style="text-align: right;"><b>14 H</b></p>
Unit IV	<p><b>Women's Studies and Gender Studies</b> A paradigm shift: from Women's Studies to Gender Studies. Relevance of women/gender studies in Indian context</p> <p style="text-align: right;"><b>6 H</b></p>
Unit V	<p><b>Future of Gender Studies</b> Gender studies as a profession- employment opportunities, constraints, emerging needs Role of UGC in promoting the women's and gender studies, future of gender studies</p> <p style="text-align: right;"><b>10H</b></p>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Maithreyi Krishnaraj (2006), Is 'Gender' Easy to Study? Some Reflections, Economic and Political Weekly, October 21</li> <li>2. Menon, Nivedita (1999), Gender and Politics In India, OUP, New Delhi.</li> <li>3. Neera Desai and Maithreyi Krishnaraj (1986), Women's Studies in India – Some Perspectives, Popular Prakashan Private Ltd, Mumbai.</li> <li>4. Vina Mazumdar (1985), Emergence of Women's Question and Role of Women's Studies, Occasional Paper, Centre for Women's Development Studies, New Delhi</li> <li>5. Mary E. John (2008), Women's Studies in India – A Reader, Penguin Books, New Delhi</li> <li>6. Neera Desai and Maithreyi Krishnaraj (1987), Women and Society in India, Ajantha Publications, New Delhi</li> <li>7. Burton, A. (1994) Burdens of History: British Feminists, Indian Women and Imperial Culture. University of North Carolina Press,</li> <li>8. मौर्य, शैलेन्द्र, " महिलाराजनैतिकनेतृत्वएवंमहिलाविकास", पॉइंटर्सपब्लिकेशन, जयपुर, 2011</li> <li>9. गुप्ता, कमलेशकुमार, " महिलासशक्तिकरण", बुक एन्क्लेव, जयपुर, 2005</li> <li>10. देसाईनीरा, ठक्करउषा, " भारतीयसमाजमेंमहिलाएं", राष्ट्रीय पुस्तक न्यास, नई दिल्ली, 2017</li> </ol>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

<b>B.A. (THREE YEARS DEGREE PROGRAM)</b>	
<b>SEMESTER- I</b>	
<b>SUBJECT- GENDER STUDIES</b>	
<b>Code of the Course</b>	CWS5000P
<b>Title of the Course</b>	Practical: Basic Understanding in Gender Studies
<b>Qualification Level of the Course</b>	NHEQF Level 4.5
<b>Credit of the course</b>	2 credits
<b>Type of the course</b>	Discipline Centric Compulsory course (DCC) in Gender Studies
<b>Delivery type of the Course</b>	Practical, 60. The student will perform gender sensitization exercise and submit the assignments
<b>Prerequisites</b>	Foundation level (Equivalent to 10+2)
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>● To create awareness about gender issues and gender sensitization exercise.</li> <li>● To make students learn about social setup and its impact on women</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>● Students will inculcate habit of reading newspaper, reading books and develop new perspective to see and understand their surroundings.</li> <li>● Awareness about relationships between objects and gender through gender sensitization exercises.</li> </ul>
<b>Syllabus</b>	
<b>Pedagogy</b>	<b>Activities</b>
Awareness activities	a) Familiarization with gender sensitivity terms through PPT/ documentaries/ text readings/ sensitization exercise b) Collections of posters on gender equality (source: Govt. sites and UN) c) Group discussion on collected posters d) Collection of newspaper cuttings related to gender issues
Demonstration and induction	a) Stories/ Drama/ Poems/ creative text/essays/articles b) Group discussion on charts and posters developed by state, national and international agencies working on Women and Gender
Planning of tools, Execution and Evaluation	a) Questionnaire/Schedule/Drama/Act b) Execution of tools related to Gender equality c) Report writing based on the activities

<b>B.A. (THREE YEARS DEGREE PROGRAM)</b>	
<b>SEMESTER- II</b>	
<b>SUBJECT- GENDER STUDIES</b>	
<b>Code of the Course</b>	CWS5001T
<b>Title of the Course</b>	Feminist Movements: Historical Development
<b>Qualification Level of the Course</b>	NHEQF Level 4.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory course (DCC) in Gender Studies
<b>Delivery type of the Course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours on tutorial
<b>Prerequisites</b>	Foundation level (Equivalent to 10+2)
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>● To familiarize the students with historical overview of feminist movements</li> <li>● To develop an understanding of the various Women's movement in India</li> <li>● To provide knowledge of movements in Indian context and its impact on women empowerment</li> <li>● To introduce basic concepts relating to gender and provide logical understanding of gender role</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>● Disciplinary knowledge of feminist movements and its historical background and critical review of feminist theories.</li> <li>● Analytical view of historical journey of women's movements in the world, India and movements at the grassroots level.</li> </ul>
<b>Syllabus</b>	
Unit I	Feminist Theory. Rise of Feminism, Introduction to various stands of Feminism - Liberal Feminism, Radical Feminism, Socialist Feminism, Marxist Feminism, Dalit Feminism, Eco-Feminism <span style="float: right;">16 H</span>
Unit II	<b>Historical overview of feminist movements</b> First wave feminism: Suffragette and political inequality Second wave Feminism: Combating social inequality Third wave feminism: Renewed campaign for women's greater influence in politics <span style="float: right;">16 H</span>

Unit III	<p><b>Genesis of Women's movement in India</b>  Socio-economic cultural conditions of women in 19<sup>th</sup> century India  Social reform movements and emancipation of women  Women's participation in national movement</p> <p style="text-align: right;"><b>10H</b></p>
Unit IV	<p><b>Women's participation in the movements in post-independent India</b>  Women's Movements – Dalit Movement, Telangana Movement, Tebhaga Movement  Changing nature of women's movement in India</p> <p style="text-align: right;"><b>10H</b></p>
Unit V	<p><b>Grass root movements</b>  Anti-price rise movement, Anti-Arrack movement, Chipko movement, Contemporary movements</p> <p style="text-align: right;"><b>8 H</b></p>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Roy, Dr. Sanjoy (2010) <i>Women in contemporary India-Realities and Perspectives</i>, Akansha Publishing House, New Delhi.</li> <li>2. Chaudhuri, Maitrayee (Ed.) (2004) <i>Feminism in India</i>, Kali for Women, New Delhi.</li> <li>3. Sarkar, S. &amp; Sarkar, T. (eds) (2008) <i>Women and social reform in modern India: A reader</i>. Ranikhet: Permanent black.</li> <li>4. Sangari, Kumkum and Suresh Vaid (eds.) (2003) <i>Recasting Women: Essays in Colonial India</i>, New Delhi.</li> <li>5. Legates, M. (2001) <i>In Their Time: A History of Feminism in Western Society</i> London: Routledge,</li> <li>6. Ramusack, Barbara N., and Sharon Sievers (1999) <i>Women in Asia</i>. Bloomington: Indiana University Press.</li> <li>7. Holton, S. (1996) <i>Suffrage Days: Stories from the Women's Suffrage Movement</i>. London: Routledge.</li> <li>8. Bolt, C. (1993) <i>The Women's Movements in the United States and Britain from the 1790s to the 1920s</i>. New York &amp; London: Harvester Wheatsheaf.</li> <li>9. Bhasin, Kamala and Nighat Said Khan (1986) <i>Some Questions on Feminism and Its Relevance in South Asia</i>, Kali For Women, New Delhi.</li> <li>10. Rendall, J. (1985) <i>The Origins of Modern Feminism: Women in Britain, France and the United States, 1780-1960</i>. Basingstoke: Macmillan.</li> <li>11. मौर्यशैलेन्द्र , "भारतीय समाज में महिला विमर्श एवं यथार्थ", पॉइंटर पब्लिशर्स, जयपुर, 2012</li> <li>12. आर्य साधना, निवेदिता मेनन, " नारीवादी राजनीति: संगर्ष एवं मुद्दे, माध्यम कार्यान्वयन अकादमी, दिल्ली यूनिवर्सिटी, 2001</li> </ol>



**B.A. (THREE YEARS DEGREE PROGRAM)****SEMESTER- II****SUBJECT- GENDER STUDIES**

<b>Code of the Course</b>	CWS5000P
<b>Title of the Course</b>	Practical: Basic Understanding in Gender Studies
<b>Qualification Level of the Course</b>	NHEQF Level 4.5
<b>Credit of the course</b>	2 credits
<b>Type of the course</b>	Discipline Centric Compulsory course (DCC) in Gender Studies
<b>Delivery type of the Course</b>	Practical, 60. The student will perform gender sensitization exercise and submit the assignments
<b>Prerequisites</b>	Foundation level (Equivalent to 10+2)
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"><li>● To create awareness about gender issues and gender sensitization exercise.</li><li>● To make students learn about social setup and its impact on women</li></ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>● Develop habit of visiting library and reading book and critical analysis of read texts by group discussion.</li><li>● Disciplinary knowledge of status of women in Indian society.</li></ul>

**Syllabus**

<b>Pedagogy</b>	<b>Activities</b>
Awareness	<ol style="list-style-type: none"><li>a) Documentaries/ text readings – Status of women in ancient, medieval and modern India</li><li>b) Group discussion</li><li>c) Collection of newspaper cuttings related to gender issues</li></ol>
Demonstration and induction	<ol style="list-style-type: none"><li>a) Stories/ Drama/ Poems/ creative text/essays/articles</li><li>b) Group discussion on contemporary women’s movement and role of state</li></ol>
Review	<ol style="list-style-type: none"><li>a) Library reading – two hrs per week</li><li>b) Analysis and group discussion</li><li>c) Report writing based on the activities</li></ol>

<b>B.A. (THREE YEARS DEGREE PROGRAM)</b>	
<b>SEMESTER- III</b>	
<b>SUBJECT- GENDER STUDIES</b>	
<b>Code of the Course</b>	CWS6001T
<b>Title of the Course</b>	Gender in Education and Media
<b>Qualification Level of the Course</b>	NHEQF Level 5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory course (DCC) in Gender Studies
<b>Delivery type of the Course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours of tutorial
<b>Prerequisites</b>	Intermediate
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>● To understand the role of education and media as an instrument to gender equality</li> <li>● To acquaint the students with the ground reality by analyzing educational scheme</li> <li>● To introduce to the evolution of communication and the emergence of different Mass media in our society</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>● Disciplinary knowledge of feminist movements and its historical background and critical review of feminist theories.</li> <li>● Analytical view of historical journey of women's movements in the world, India and movements at the grassroot level.</li> </ul>
<b>Syllabus</b>	
Unit I	Education in Indian Society from Gendered Perspective Education: Meaning; definition of terminologies- Enrollment, Drop outs, Gender gap. Gender disparity in education. Gender bias in school curriculum <span style="float: right;">14 H</span>
Unit II	<b>Gender Education: Schemes and Policies</b> Initiatives and policies by government on education. New Education Policies. Commissions and Committees on Education <span style="float: right;">16 H</span>
Unit III	<b>Education and Community Development.</b> Role of Education in self and community development- Formal education, Non formal education, Vocation livelihoods and self-development issues, Adult literacy <span style="float: right;">8 H</span>

Unit IV	<p><b>Gender Representation in Media</b>  Meaning and Concept of Mass Media- Print Media, Electronic Media, social media. Role of media – gender equality and social justice</p> <p style="text-align: right;">12 H</p>
Unit V	<p><b>Media and Gender Representation</b>  Cinema and television, Advertisement, Magazines and newspaper, Radio and Community Radio, social media</p> <p style="text-align: right;">8 H</p>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Ahmed, K.A. (2007). <i>Status of Women in India</i>, Eastern Book House, Panbazar, Guwahati, India</li> <li>2. Ammu, J. and Sharma, K. (2006). <i>Whose News? The Media and Women's Issues</i>, Sage publication, New Delhi</li> <li>3. Skelton, Christine et al., (2006) <i>The SAGE Handbook of Gender and Education</i>, Sage Publication Limited</li> <li>4. Joseph, Ammu (2000) <i>Women in Journalism: Making News</i>, KonarkPublishers Pvt. Ltd, Delhi</li> <li>5. Giles, Judy &amp; Tim, Middleton (1999) <i>Studying Culture: A Practical Introduction</i>, Blackwell Publishers, Oxford</li> <li>6. Bathla, Sonia (1998) <i>Women, Democracy and the Media: Cultural and Political Representations in the Indian Press</i>, Sage, New Delhi</li> <li>7. Creedon, P.J., (ed) (1993), <i>Women in Mass Communication</i>, Sage, Newbury Park, CA</li> <li>8. Krishnan, Prabha and Anita Dighe (1990), <i>affirmation and Denial: Construction of Femininity on Indian Television</i>, Sage Pub, New Delhi</li> <li>9. Pande, Mrinal (1990), <i>The Subject is Woman</i>, Sanchar Publishing House, New Delhi</li> <li>10. Poonacha, Veena (1988), <i>Coverage of Women in the Print Media: Content Analysis of the Sunday Observer</i>, Research Centre for Women's Studies, SNDT Women's University, Bombay</li> <li>11. Bhasin, K. and Khan, N. (1986). Extract from 'Some Questions on feminism and its relevance in South Asia', Kali for Women, New Delhi (1986), In M. Chaudhuri <i>Feminism in India</i>, ed. by M. Chaudhuri, 2004, Kali for Women and women unlimited, New Delhi</li> <li>12. Kosambi, Meera (ed), (1994), <i>Women's Oppression in the Public Gaze: An Analysis of Newspaper Coverage, State Action and Activist Response</i>, Research Centre for Women's University, Mumbai</li> <li>13. Nagori, Monika (2010), <i>Mass Media and Society</i>, Agrotech publishing Academy, New Delhi</li> <li>14. Nagori, Monika (2005), <i>Jansanchar avam Samaaj</i>, Ankur Prakashan, Jaipur</li> </ol>

**B.A. (THREE YEARS DEGREE PROGRAM)****SEMESTER- III****SUBJECT- GENDER STUDIES**

<b>Code of the Course</b>	CWS6002P
<b>Title of the Course</b>	Practical: Gender Disparity
<b>Qualification Level of the Course</b>	NHEQF Level 5
<b>Credit of the course</b>	2 credits
<b>Type of the course</b>	Discipline Centric Compulsory course (DCC) in Gender Studies
<b>Delivery type of the Course</b>	Practical, 60. The student will perform gender sensitization exercise and submit the assignments
<b>Prerequisites</b>	Intermediate
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"><li>● It aims to train the students in engendering national policies and programmes</li><li>● To sensitize the students on the presentation of gender in different media and develop a critical thinking</li><li>● To enable the students to create alternative media with the gender perspective</li></ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>● Develop reflective thinking and critical sensibility to lived experiences.</li><li>● Exposure with audio visual tools and self-direct learning.</li></ul>
<b>Syllabus</b>	
<b>Pedagogy</b>	<b>Activities</b>
Awareness	a) Movie/ documentaries/ short films: on the topics related to gender gap in education, gender representation in media b) Education programs and schemes
Critical Review	a) Collections of posters on Gender disparity in Education & role of media in gender representation b) Group discussion on collected posters c) Collection of newspaper cuttings on related issues
Assignments	a) Role and responsibilities of Individual towards self and community

<b>B.A. (THREE YEARS DEGREE PROGRAM)</b>	
<b>SEMESTER- IV</b>	
<b>SUBJECT- GENDER STUDIES</b>	
<b>Code of the Course</b>	CWS6003T
<b>Title of the Course</b>	Gender Empowerment: Institutions and Health
<b>Qualification Level of the Course</b>	NHEQF Level 5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory course (DCC) in Gender Studies
<b>Delivery type of the Course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours of tutorial
<b>Prerequisites</b>	Intermediate
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>● To understand the concept of social institutions and social issues pertaining to gender issues.</li> <li>● To provide a comprehensive knowledge about health issues of women and gender</li> <li>● To foster understanding of social issues playing important role in gender development.</li> <li>● To provide insight on gender disparities within the family and community.</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>● Disciplinary knowledge of social institutions and gender issues</li> <li>● Insight on gender disparities within the family and community</li> </ul>
<b>Syllabus</b>	
Unit I	<b>Gender and institutions</b> Family, Kinship and Women. Patriarchy: Concept, origin, Matriliney, Matrilocality (case study of Nayars in Kerala and Khasis of Meghalaya) Joint and Nuclear family Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles, Role conflict <div style="text-align: right;">10 H</div>
Unit II	<b>Social practices and gender issues</b> Social problems in India relating to marriage, family, dowry and divorce, sati and child marriages, widowhood and dayan pratha Gender discrimination within the family, problems of elderly women Sections at marginalization - Single Women, Transgender, Disability and Gender <div style="text-align: right;">15 H</div>

Unit III	<p><b>Concepts of health</b> Definition of Health and Well Being (Physical, mental, social, psychological, emotional health and intellectual well-being)</p> <p>Gender and Health Issues (Child, Maternal and Reproductive Health)</p> <p>Definition of Key terms in health indicators for Women (issues on Mortality and Morbidity), Foeticide and Infanticide in India</p> <p style="text-align: right;">10H</p>
Unit IV	<p><b>Critical issues in women's health</b></p> <p>Sexual and reproductive health (ICPD, Family planning and Abortion)</p> <p>Women and hygiene: Overview of status of women health hygiene</p> <p>Mental health and wellbeing, Occupational health. Impact of violence on women's health</p> <p style="text-align: right;">12 H</p>
Unit V	<p><b>Women and Health Care: A critique of policies and programs</b></p> <p>Privatization of health care services. National health and population policy. National Family Health Survey (NFHS)</p> <p># ICPD- International conf. on population and development</p> <p style="text-align: right;">13 H</p>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Lewis L. (ed.) (2010) <i>New Dimensions in Women's Health</i>. Ontario: Jones Barrett Publishers</li> <li>2. Wang, Auang-zhen.(2010) <i>Women's Reproductive Health and Gender Evaluation: Methods, Measurements and Implications</i>. London: Ashgate Publishing Limited</li> <li>3. Linda Lewis Alexander, Judith Larosa, William James Alexander (ed.) (2009) <i>New Dimensions in Women's Health</i>. Massachusetts: Jones and Barrett Publishers</li> <li>4. Green, J and Tones, K. (2010) <i>Health Promotion: Planning and Strategies</i>. London: Sage Publications</li> <li>5. Guang-Zhen, Wang. (2010) <i>Women's Reproductive Health and Gender Equity</i>. Burlington: Ashgate Publishing Company</li> <li>6. Chloe E. Bird, Patricia PerriRieker (2008) <i>Gender and Health: The Effects of Constrained Choices and Social Policies</i>. Cambridge: Cambridge University Press</li> <li>7. Rege, Sharmila (ed), <i>Sociology of Gender: The Challenge of Feminist Sociological Knowledge</i>, Sage, New Delhi, 2003</li> <li>8. Wingwood, G. M. (ed.) (2002) <i>Issues in Women's Health: Handbook of Women's Sexual and Reproductive Health</i>. New York: Kluwer Academic Publishers</li> <li>9. Ahuja, Ram (1993/2002) <i>Indian Social System</i>, Rawat, Jaipur</li> <li>10. Bharghavi V. D. (2001) <i>Mental Health from a Gender Perspective</i>. Michigan: Sage Publications</li> <li>11. Singh, InduPrakash (1991) <i>Indian Women: The Power Trapped</i>, Galaxy Pub, New Delhi</li> <li>12. Mohanty, Manoranjan (eds) (2004), <i>Class, Caste and Gender</i>, Sage, New Delhi</li> <li>13. Karve, Irawati (1961) <i>Hindu Society: An Interpretation Poona</i> : Deccan College, Census Document</li> <li>14. Nagori, Monika (1983), <i>Abhijaataadiwasi</i> , ShilpiPrakashan, Jaipur</li> </ol>

**B.A. (THREE YEARS DEGREE PROGRAM)****SEMESTER- III****SUBJECT- GENDER STUDIES**

<b>Code of the Course</b>	CWS6003P
<b>Title of the Course</b>	Practical
<b>Qualification Level of the Course</b>	NHEQF Level 5
<b>Credit of the course</b>	2 credits
<b>Type of the course</b>	Discipline Centric Compulsory course (DCC) in Gender Studies
<b>Delivery type of the Course</b>	Practical, 60. The student will perform gender sensitization exercise and submit the assignments
<b>Prerequisites</b>	Intermediate
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"><li>● It aims to train the students in engendering national policies and programmes</li><li>● To sensitize the students on the presentation of gender in different media and develop a critical thinking</li><li>● To enable the students to create alternative media with the gender perspective</li></ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>● Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge.</li><li>● Apply one's learning to real life situations.</li></ul>
<b>Syllabus</b>	
<b>Pedagogy</b>	<b>Activities</b>
Awareness	a) Movie/ documentaries/ short films: on the topics related to health, domestic violence and sexual minorities, social gender issues in the society with special reference to Rajasthan
Critical Review	a) National Health Programmes/ Tribal customary laws and practices b) Community engagement & collections of awareness materials on health indicators (source: Govt. sites, SDGs, WHO) and Gender gap in Education c) Group discussion and review after community engagement d) Collection of newspaper cuttings on related issues
Assignments	a) Profile of women specific diseases b) Dayan Pratha in tribal areas of Rajasthan

<b>B.A. (THREE YEARS DEGREE PROGRAM)</b>	
<b>SEMESTER- IV</b>	
<b>SUBJECT- GENDER STUDIES</b>	
<b>Code of the Course</b>	SEA6390T
<b>Title of the Course</b>	Gender and Media
<b>Qualification Level of the Course</b>	NHEQF Level 5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Skill Enhancement Course in Gender Studies (SEC – 1)
<b>Delivery type of the Course</b>	Lecture, 45+15=60. The 45 lectures for content delivery and 15 hours of tutorial & formative and diagnostic assessment
<b>Prerequisites</b>	Intermediate
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>• The purpose of this course is to explore the relationship between gender, Culture, and mass media.</li> <li>• This course will help students understand how the media structure our understanding of gender.</li> <li>• Address the role of new media technologies in challenging and reaffirming the traditional construction of gender.</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• The course will provide insight on key concepts such as gender, media, Culture.</li> <li>• The students will understand importance of media and representation of women.</li> <li>• It provides better understanding of gender related issues in mass media.</li> </ul>
<b>Syllabus</b>	
Unit I	<p><b>Understanding key concepts:</b> Gender – Culture-Media- Fundamentals of Mass Communication. Need for Engendering media. Influence of Culture on media - Popular Culture and Media - Recent trends in media Culture.</p> <p style="text-align: right;">15H</p>
Unit II	<p><b>Gender representation in various media</b>  Gender representation: Television – Newspapers- Magazines- Journals - Radio programs – Films – Television Serials and Web Series – Theatres - Folk arts, Music Videos - Dance – Advertisement  Caste, class, and Gender bias in Indian media- Trivialization - Gender Stereotype- Negative portrayal – cyber bullying - Commodification of women in media</p> <p style="text-align: right;">15H</p>



Unit III	Empowerment of women in India – Women’s Magazines – Portrayal of new-age women in Media- Alternative media – Job opportunities in media - Women professionals in media - Portrayal of LGBTQ+ communities in media 10H
Unit IV	Gender question in Digital media, social media: Twitter, Facebook, WhatsApp, Instagram, Telegram, Snap chat - Online activism on gender issues 10H
Unit V	Indecent Representation of Women (Prohibition) Act,1986 – Guidelines for journalistic conduct laid down by press trust of India, Social Media Act 2021 10H
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>15. Charlotte Krolokke, Anne Scott Sorensen, Gender Communication; Theories and Analysis New Delhi, Sage Publication, 2006.</li> <li>16. John Storey, Cultural Theory and Popular Culture: An Introduction, New York, Pearson Longman. 2009.</li> <li>17. Laura Mulvey, Visual and Other Pleasures, New York, Plagrave, 1989.</li> <li>18. Mary Celeste Kearney, The Gender and Media Reader, New York, Routledge, 2012</li> <li>19. Meera Kosambi (ed), Women’s Oppression in the Public Gaze: Analysis of Newspaper coverage, State Action and Activist Response, Research Centre for Women’s University,Mumbai, 1994.</li> <li>20. Rosalind Gill, Gender and the Media, Cambridge, Polity Press, 2007.</li> </ol>

<b>B.A. (THREE YEARS DEGREE PROGRAM)</b>	
<b>SEMESTER- V</b>	
<b>SUBJECT- GENDER STUDIES</b>	
<b>Code of the Course</b>	CWS7100T
<b>Title of the Course</b>	Gender and Economy
<b>Qualification Level of the Course</b>	NHEQF Level 5.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE) in Gender Studies
<b>Delivery type of the Course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours of tutorial
<b>Prerequisites</b>	High Level
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>• To introduce the concept of work and development</li> <li>• To create awareness on gender issues in organized and unorganized sectors</li> <li>• To learn about economic situation at local and global level</li> <li>• To know about gender budgeting and mainstreaming</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Critically evaluate practices, policies and theories by following scientific approach to knowledge development.</li> <li>• Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence.</li> </ul>
<b>Syllabus</b>	
Unit I	<p><b>Concepts: Work and Development</b>            Work and Development- Concept, definition. Development: changing concept – from growth to development, concept of human development            Women’s role in Development. Different approaches to development: WID, WAD, GAD. Concept of Self-Help Groups and its role in gender development</p> <p style="text-align: right;">15 H</p>
Unit II	<p><b>Women as Workers</b>            Women in primary, secondary and tertiary sectors. Invisibility of women’s works and wage differential with reference to gender .            Challenges of women in service sector. Feminization of poverty</p> <p style="text-align: right;">10 H</p>

Unit III	<p><b>Gender in Organized and Unorganized Sector</b>  Gender difference in organized and unorganized sector. Changing work pattern- Increasing informalization. Migration and its impact on gender development. Role of training and skills in Income generation</p> <p style="text-align: right;">15 H</p>
Unit IV	<p><b>Gender Issues at the Work Place</b>  Gendered jobs and Social Inequality; sex segregation at work place  Women's role in trade union. Sexual harassment at workplace-  Vishakha Guidelines &amp; The Sexual Harassment of Women at  Workplace (Prevention, Prohibition and Redressal) Act, 2013</p> <p style="text-align: right;">10H</p>
Unit V	<p><b>Gender in Economic Planning</b>  Initiatives towards recognition of women as agents of development from  sixth five-year plan. Invisibility of women in official data system.  Gender Responsive Planning and Gender Budgeting</p> <p style="text-align: right;">10H</p>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Agarwal Bina (2015) <i>Gender And Green Governance: The Political Economy of Women's Presence Within And Beyond Community Forestry</i>, Oxford University Press</li> <li>2. U. Kalpagam, Gender in Economics: The Indian Experience, <i>Economic and Political Weekly</i> Vol. 21, No. 43, Oct. 25, 1986</li> <li>3. Ganeshmurthy, V. N., (2009) <i>Women in the Indian Econom-y</i>, New Century Publications, New Delhi</li> <li>4. Bhatt, G. M. (2008), <i>Role of Women in Indian Economy</i>, V L Media Solutions, New Delhi</li> <li>5. IAWS, (1995) <i>Feminist Approaches to Economic Theories A Report</i>, IAWS, New Delhi.</li> <li>6. Kapadia Karin (2002), <i>The Violence of Development: The Political Economy of Gender In India</i>, Zubaan Books, New Delhi</li> <li>7. Promilla Kapur (ed) (2000) <i>Empowering Indian Women</i>, Publication Division , Government of India, New Delhi.</li> <li>8. Kaila H.L (2005) <i>Women, Work and the Family</i>, Rawat Publications, Jaipur.</li> <li>9. Malcom Harper (1998) <i>Profit for the Poor - Cases in Micro Finance</i>, Oxford and IBH publishing House, New Delhi.</li> <li>10. Varghese, Sheela (2003) <i>Employment of Women in the unorganized manufacturing sector</i>, University Book House Private limited, Jaipur.</li> <li>11. Balakrishnan A. (2005) <i>Rural Landless women Labourers- Problems and Prospects</i>, Kalpaz Publications, New Delhi.</li> </ol>

**B.A. (THREE YEARS DEGREE PROGRAM)****SEMESTER- V****SUBJECT- GENDER STUDIES**

<b>Code of the Course</b>	CWS7100P
<b>Title of the Course</b>	Practical
<b>Qualification Level of the Course</b>	NHEQF Level 5.5
<b>Credit of the course</b>	2 credits
<b>Type of the course</b>	Discipline Specific Elective course (DSE) in Gender Studies
<b>Delivery type of the Course</b>	Practical, 60. The student will perform gender sensitization exercise and submit the assignments
<b>Prerequisites</b>	High Level
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>● To impart knowledge about issues related to gender, economy and development.</li> <li>● To understand the role of State and Non state actors in gender empowerment</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>● Ability to express thoughts and ideas effectively in writing and orally.</li> <li>● Develop team work and team building through practical assignments.</li> <li>● Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.</li> </ul>
<b>Syllabus</b>	
<b>Pedagogy</b>	<b>Activities</b>
Assignments/ Case study	a) Analysis of gender gap in development and Gender pay Gap (watch Netflix Explained series on this topic) (class discussion) b) Case study: women entrepreneur at local level c) Collection of newspaper cuttings related to economic and development issues
Group presentation	a) Migration and poverty/ social inequality/ feminization of poverty b) Gender Responsive Planning/ Gender Budgeting/ Human development Index Group discussion and review after community engagement c) Collection of newspaper cuttings on related issues

Field visit/ field work	a) Internship – 4 weeks b) Documentation: preparation of report by students
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<b>B.A. (THREE YEARS DEGREE PROGRAM)</b>	
<b>SEMESTER- V</b>	
<b>SUBJECT- GENDER STUDIES</b>	
<b>Code of the Course</b>	CWS7101T
<b>Title of the Course</b>	Women, Society & Culture
<b>Qualification Level of the Course</b>	NHEQF Level 5.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective course (DSE) in Gender Studies
<b>Delivery type of the Course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours of tutorial
<b>Prerequisites</b>	High Level
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>• To make students to have familiarity with the existing socialization pattern in the society</li> <li>• Functioning of institutions and disseminate gender sensitive approaches.</li> <li>• To make student understand the role of literature and culture on the status of women</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Disciplinary knowledge and understanding of basic concepts like gender and sex, changing pattern in the family structure.</li> <li>• Students will expose to the idea that men and women in the society can have role reversal in their gendered works.</li> </ul>
<b>Syllabus</b>	
Unit I	<b>Women and Society</b> Introduction- basic concepts, Meaning of society and social institutions- family, marriage, education and religion- Gender roles and inequality in family, marriage, education and religion. <p style="text-align: right;">10H</p>
Unit II	<b>Basic Concepts</b> Understanding sex and gender, equality and equity, Socialization. Patriarchy, Matriarchy, Matrilineage, Matrilocal. Kinship, changing structure of families, division of labour based on gender, Role Reversal <p style="text-align: right;">15 H</p>

Unit III	<p><b>Women and Religion</b> Introduction- gender bias and status of women Hinduism, Islam, Christianity, Buddhism, Jainism</p> <p style="text-align: right;"><b>12H</b></p>
Unit IV	<p><b>Women and Culture</b> Meaning- relationship between society and culture, Impact of culture on women's status</p> <p style="text-align: right;">5 H</p>
Unit V	<p><b>Women and Literature</b> Models and problems of women in literature Feminist literature – A survey of Hindi &amp; Rajasthani literature from a feminist perspective (analysis of a few works) from feminist approach, (example: folk literature, modern poetry, novels, prose)</p> <p style="text-align: right;">18 H</p>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.</li> <li>2. Singh, Indu Prakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.</li> <li>3. Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004</li> <li>4. Census Document Karve, Irawati 1961 : Hindu Society: An Interpretation Poona : Deccan College</li> <li>5. Ahuja, Ram (1993/2002) Indian Social System, Rawat, Jaipur</li> </ol>

**B.A. (THREE YEARS DEGREE PROGRAM)****SEMESTER- V****SUBJECT- GENDER STUDIES**

<b>Code of the Course</b>	CWS7101P
<b>Title of the Course</b>	Practical
<b>Qualification Level of the Course</b>	NHEQF Level 5.5
<b>Credit of the course</b>	2 credits
<b>Type of the course</b>	Discipline Specific Elective course (DSE) in Gender Studies
<b>Delivery type of the Course</b>	Practical, 60. The student will perform gender sensitization exercise and submit the assignments
<b>Prerequisites</b>	High Level
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>● To impart knowledge about issues related to gender, culture and society</li> <li>● To understand the role of State and Non state actors in gender development</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>● Ability to express thoughts and ideas effectively in writing and orally.</li> <li>● Develop team work and team building through practical assignments.</li> <li>● Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.</li> </ul>
<b>Syllabus</b>	
<b>Pedagogy</b>	<b>Activities</b>
Assignments/ Case study	a) Analysis of Gender roles and inequality in family, marriage, education and religion through movies (class discussion) b) Collection of newspaper cuttings related to gender issues
Group presentation	a) Gender role in family / social inequality/ feminization b) Gender representation in literature c) Collection of newspaper cuttings on related issues
Field visit/ field work	a) Internship – 4 weeks b) Documentation: preparation of report by students



**B.A. (THREE YEARS DEGREE PROGRAM)****SEMESTER- V****SUBJECT- GENDER STUDIES**

<b>Code of the Course</b>	SEA7392T
<b>Title of the Course</b>	Women and Entrepreneurship
<b>Qualification Level of the Course</b>	NHEQF Level 5.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Skill Enhancement Course in Gender Studies (SEC – 2)
<b>Delivery type of the Course</b>	Lecture, 45+15=60. The 45 lectures for content delivery and 15 hours of tutorial and formative and diagnostic assessment
<b>Prerequisites</b>	High Level
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"><li>• To sensitize the students on the gender differences in the field of entrepreneurship.</li><li>• To introduce the fundamentals of entrepreneurship</li></ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>• Disciplinary knowledge and understanding of basic concepts in the domain.</li><li>• Students will expose to the idea that men and women in the society can have role reversal in their gendered works.</li></ul>
<b>Syllabus</b>	
Unit I	<b>Entrepreneurship:</b> Definition, Concept, Characteristics, Micro entrepreneurship and Macro entrepreneurship as a career for women 10 H
Unit II	<b>Women Entrepreneurship:</b> Qualities of entrepreneur, Promoting factors- Barriers Internal and External problems -Dual role strategies. 10 H
Unit III	<b>Entrepreneurship Development agencies:</b> SSI (Small scale industries) SISI- (Small service institute) IIC - (Industrial investment corporation), DIC District Industries Center), role of banks – commercial and all gramin banks and NGO’S AWAKE. 16 H
Unit IV	EDP on going entrepreneurship development programmes – five case studies of successful entrepreneurs. 10 H

Unit V	<p><b>Gender Issues in Entrepreneurship:</b> New Economic Policy, Globalization, Liberalization, and Privatization- Impact on women, critical analysis of SHG movement in development of micro entrepreneurship.</p> <p style="text-align: right;">14H</p>
<b>Recommended Readings</b>	<ul style="list-style-type: none"> <li>• Urban women in contemporary India –Rehana Ghadially- Sage Publications, New Delhi</li> <li>• Women entrepreneurs in India-Medha Dhubhasi vinze- Mittal Publications, New Delhi</li> <li>• Women and Empowerment –Jaya Kothari Pillai-Gyan Publication New Delhi</li> <li>• Entrepreneurship in Small scale industries -Khanka S.S. Himalaya publication</li> <li>• Entrepreneurial Development in India –Sami Uddin Mittal Publications New Delhi</li> </ul>

<b>B.A. (THREE YEARS DEGREE PROGRAM)</b>	
<b>SEMESTER- VI</b>	
<b>SUBJECT- GENDER STUDIES</b>	
<b>Code of the Course</b>	CWS7102T
<b>Title of the Course</b>	Gender rights, constitutional and legal provisions
<b>Qualification Level of the Course</b>	NHEQF Level 5.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE) in Gender Studies
<b>Delivery type of the Course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours of tutorial
<b>Prerequisites</b>	High Level
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>● To study the legal provisions for Gender and women's access to justice</li> <li>● To look at the issues related political participation and representation of gender</li> <li>● To sensitize students on gender issues in governance</li> <li>● To acquaint students with actors at state, national and international levels</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>● Able to analyze critically legal provisions for Gender and women's access to justice.</li> <li>● Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.</li> </ul>
<b>Syllabus</b>	
Unit I	<p><b>Constitution and Protection of Gender Rights</b>            Constitution and Rights: Meaning, Definition and its origin            Constitutional provisions – Fundamental Rights, Directive Principles of State Policies, Fundamental Duties, Uniform civil code - provisions focusing on gender equality            Ministry of Women and Child Development, National Commission for Women, State Commission for Women, National Human Rights Commission</p> <p style="text-align: right;"><b>15 H</b></p>
Unit II	<p><b>National Agencies and Resources</b>            Towards Equality Report. Indian Association of Women's Studies, All India Progressive Women's Association. Protection of Women from</p>

	Domestic Violence Act, 2005 and Dowry Prohibition Act,1961- Salient Features. Rights of LGBTQ groups – Section 377 IPC 15 H
Unit III	<b>Political Participation and Representation</b> National Women Empowerment Policy. Political participation of Women. Representation of Women in elected bodies: Parliament, State Legislature and Local Bodies and reservation debate. Issues of women empowerment in Rajasthan 10H
Unit IV	<b>Role of Civil Society in Gender and Community Development</b> Role of Civil society and NGOs. Non- state actors at National Level: Bachpan Bachao Andolan, Kudumbasree, SEWA. Non- state actors at State/Local Level: Sewa Mandir, Astha, Vishwas, Arth Local movements: Majdoor Kisan Shakti Sangthan, Social Work Resource Centre 10H
Unit V	<b>International Agencies and Resources</b> UN, UN Women, UDHR (Universal Declaration of Human Rights) Convention on the elimination of all forms of discrimination against women (CEDAW), Declaration on elimination of Violence against women. Beijing Platform for Action. Sustainable Development Goals (SDGs) 10H
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Diwan, Dr Parash (2018) Adhunik Hindu Vidhi Allahabad Law Agency Publication, Allahabad</li> <li>2. Mukhopadhyay, Swapna (1998) In the Name of Justice: Women and Law in Society, Manohar, New Delhi.</li> <li>3. Kapur, Ratna(ed.) (1996) Feminist Terrains in Legal Domain: Interdisciplinary Essays on Women and Law in India, Kali for Women, New Delhi.</li> <li>4. Flavia Agnes (1999) Law and Gender Inequality: The Politics of Women's Rights in India, OUP, New Delhi.</li> <li>5. Diwan, Dr Parash (2013) Modern Hindu Law, Allahabad Law Agency, Allahabad</li> <li>6. Basu, D.D. (2011) Introduction to the constitution of India, Lexis Nexis, New Delhi</li> <li>7. Kaushik, Vijay (1997) Women Movements Human Rights, Pointers Publishers, Jaipur</li> <li>8. Maurya, Shailendra (2007) Rajasthan me Mahila Vikas, Prarambh se Aaj Tak, Rajasthani Granthagar, Jodhpur</li> <li>9. Important Constitutional and Legal Provisions for Women in India</li> </ol>

[http://mospi.nic.in/sites/default/files/reports\\_and\\_publication/statistical\\_publication/social\\_statistics/WM16ConstitutionalLegalRights.pdf](http://mospi.nic.in/sites/default/files/reports_and_publication/statistical_publication/social_statistics/WM16ConstitutionalLegalRights.pdf)

**B.A. (THREE YEARS DEGREE PROGRAM)****SEMESTER- VI****SUBJECT- GENDER STUDIES**

<b>Code of the Course</b>	CWS7102P
<b>Title of the Course</b>	Practical
<b>Qualification Level of the Course</b>	NHEQF Level 5.5
<b>Credit of the course</b>	2 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE) in Gender Studies
<b>Delivery type of the Course</b>	Practical, 60. The student will perform gender sensitization exercise and submit the assignments
<b>Prerequisites</b>	High Level
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"><li>● To impart knowledge about issues related to gender, economy and development.</li><li>● To understand the role of State and Non state actors in gender empowerment</li></ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>● Capability for mapping out the tasks of a team or an organization, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision.</li></ul>
<b>Syllabus</b>	
<b>Pedagogy</b>	<b>Activities</b>
Assignments/ Case study	<ol style="list-style-type: none"><li>a) Analysis of gender gap in polity (class discussion)</li><li>b) Case study: women leaders in Panchayati Raj</li><li>c) Collection of newspaper cuttings related to legal and political issues</li></ol>
Group presentation	<ol style="list-style-type: none"><li>a) Homogenous group, marginalization, Constitutional rights of sexual minorities</li><li>b) Mainstreaming gender in policy, planning and programme implementation</li></ol>
Field visit/ field work	<ol style="list-style-type: none"><li>a) Visit to state agencies to understand the implementation strategies – Rights at the time of arrest, Role of counseling centers, Women’s organizations and women’s rights etc.</li><li>b) Documentation: preparation of report by students</li></ol>

<b>B.A. (THREE YEARS DEGREE PROGRAM)</b>	
<b>SEMESTER- VI</b>	
<b>SUBJECT- GENDER STUDIES</b>	
<b>Code of the Course</b>	CWS7103T
<b>Title of the Course</b>	Representation of women in culture and media
<b>Qualification Level of the Course</b>	NHEQF Level 5.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE) in Gender Studies
<b>Delivery type of the Course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours of tutorial
<b>Prerequisites</b>	High Level
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"> <li>• Focuses on equipping with information and tools to help Graduation students to understand how culture and media constructs and shapes gender identity and choices.</li> <li>• To make them learn about types of media and representation of women in different types of media</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Able to analyze critically cultural construction of Gender from ancient times to modern era.</li> <li>• Critical view of representation of women and gender in mainstream and alternative media and legal protection from indecent representations.</li> </ul>
<b>Syllabus</b>	
Unit I	<p><b>Cultural Construction of Gender</b> Culture as a critical site of constructions of gender. Notion of good and bad women from Ramayana and Mahabharata. Feminist challenges to cultural constructions of gender in literature - visual arts – film – posters.</p> <p style="text-align: right;">15 H</p>
Unit II	<p><b>Different Types of Mass Media and Their Characteristics</b> Print Media, Electronic Media, Posters, Newspapers, Magazines, Pamphlets, Special Supplements, Journals Forms, Cartoons, Articles, Stories, Advertisements, Illustrations</p> <p style="text-align: right;">10 H</p>

Unit III	<p><b>Media and Representation</b> Coverage of Women's issues and issues of women in Mass Media and Media Organizations (Audio-Visual and Print media). Construction and victimization of Women through social media, Content: Language used</p> <p style="text-align: right;"><b>15H</b></p>
Unit IV	<p><b>Social Media.</b> Emergence of social media, Role of social media (Face book, Twitter etc.) in mobilization of public opinion on women's issues Empowering role of social media.</p> <p style="text-align: right;"><b>15H</b></p>
Unit V	<p><b>Media for Empowerment of Women</b> Alternative Media – Folk Art, Street Play and Theatre, Community Radio, Participatory Video. Participation of Women in media. Indecent Representation of Women (Prohibition) Act, 1986, Impact of media on women</p> <p style="text-align: right;"><b>10 H</b></p>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Bathla, Sonia, Women, Democracy and the Media: Cultural and Political Representation in the Indian Press, Sage, New Delhi, 1998</li> <li>2. Creedon, P.J.,(ed) Women in Mass Communication, Sage, Newbury Park, CA,1993.</li> <li>3. Giles, Judy &amp; Tim, Middleton, Studying Culture: A Practical Introduction, Blackwell Publishers, Oxford, 1999</li> <li>4. Joseph, Ammu, Women in Journalism: Making News, Konark Publishers Pvt. Ltd, Delhi, 2000</li> <li>5. Kosambi, Meera (ed), Women's Oppression in the Public Gaze: Analysis of Newspaper coverage, State Action and Activist Response, Research Centre for Women's University, Mumbai, 1994</li> <li>6. Krishnan, Prabha and Anita Dighe, Affirmation and Denial: Construction of Feminity on Indian Television, Sage Pub, New Delhi, 1990</li> <li>7. Pande, Mirnal, The Subject is Women, Sanchar Publishing House, New Delhi,1990</li> <li>8. Poonacha, Veena, Coverage of Women in the Print Media: Content Analysis of the Sunday Observer, Research Centre for Women Studies, SNDT Women's University, Bombay, 1998.</li> </ol>

**B.A. (THREE YEARS DEGREE PROGRAM)****SEMESTER- VI****SUBJECT- GENDER STUDIES**

<b>Code of the Course</b>	CWS7103P
<b>Title of the Course</b>	Practical
<b>Qualification Level of the Course</b>	NHEQF Level 5.5
<b>Credit of the course</b>	2 credits
<b>Type of the course</b>	Discipline Specific Elective course (DSE) in Gender Studies
<b>Delivery type of the Course</b>	Practical, 60. The student will perform gender sensitization exercise and submit the assignments
<b>Prerequisites</b>	High Level
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	Students will get first-hand experience while working in the field
<b>Learning outcomes</b>	Exposure and experience of situation at grass root level

**Syllabus****Project Report-**

The candidates are required to identify the problems relating to current issues on discrimination against girl child, violence women and poverty, women in agriculture, women's studies in higher education, women's role in decision making, women participation in politics, women reservation in politics and other bodies and any other related area. The students are required to conduct an in-depth study on the problem selected for the Project Work. The students are required to analyses the data gathered and report is to be prepared. This would be the individual work under by the supervision of a guide and the internal assessment would be assigned by the concerned guide for 20 marks. The Project report submitted will be assessed for 80 marks as part of the Examination. The final typed report duly signed by the guide should be submitted before the commence of the theory Examination to the concerned department. (Two Copies)



**B.A. (THREE YEARS DEGREE PROGRAM)****SEMESTER- VI****SUBJECT- GENDER STUDIES**

<b>Code of the Course</b>	SEA7393T
<b>Title of the Course</b>	Women and Legal Rights
<b>Qualification Level of the Course</b>	NHEQF Level 5.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Skill Enhancement Course in Gender Studies (SEC – 3)
<b>Delivery type of the Course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours of tutorial
<b>Prerequisites</b>	High Level
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<ul style="list-style-type: none"><li>● To sensitize the students on women &amp; law from a feminist perspective.</li><li>● To create an awareness about women's rights.</li></ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>● Able to analyze critically legal provisions for Gender and women's access to justice.</li><li>● Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.</li></ul>
<b>Syllabus</b>	
<b>Unit I</b>	<b>Feminist Jurisprudence:</b> Concept- Definition of constitutional provision – Directive Principles of state policy. Fundamental Duties towards women. <p style="text-align: right;">10 hours</p>
<b>Unit II</b>	<b>Family laws:</b> Hindu, Muslim, Christian laws: marriage, divorce, maintenance, property and adoption. Family Courts Act. <p style="text-align: right;">15 hours</p>
<b>Unit III</b>	<b>Criminal Law and enforcement machineries:</b> Dowry prohibition Act. Prevention of Trafficking Act, Sexual Harassment at work Place. Protection of Women against Domestic Violence, CrPC: Rape, Kidnapping, Abduction, Eve Teasing and juvenile justice, Rights at the time of FIR, Rights in Police stations, Rights in Custody, Rights at the time of arrest. Role of Counseling centers, Legal AID cells, Helpline in Rajasthan, RTI (Right to Information) <p style="text-align: right;">15 hours</p>
<b>Unit IV</b>	<b>Women Labor laws:</b> Equal Remuneration Act. Minimum Wage Act. Maternity Benefit Act. ESI <p style="text-align: right;">10 hours</p>

<b>Unit V</b>	<b>Recent legal development:</b> Women and Public opinion, Uniform civil code, Women and human rights  10 hours
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Justice for women – Personal laws, women’s rights &amp; law reform- Indira Jising – The other Indian press.</li> <li>2. Law &amp; Gender inequality – The politics of women’s rights in India – Flavia Agnes – Oxford University press.</li> <li>3. Contemporary feminist theories – Steve Jackson &amp; Jackie Jones – Edinburgh</li> <li>4. Women &amp; law in colonial India – Janalin Nair – Kali for Women.</li> <li>5. Women, law &amp; public opinion – Krishna Gupta – Rawat publication</li> <li>6. Women &amp; law – G.B.Reddy India – Law Agency</li> <li>7. Feminist Jurisprudence – contemporary consensus – Flavia Agnes – Majlis publication.</li> </ol>