

SHIVAJI UNIVERSITY, KOLHAPUR



A
Re-accredited By NAAC

Master of Arts in Women's Studies Faculty of Interdisciplinary Studies

Course Structure and Syllabus
M.A. Part-I & II (Sem. I to IV)
under Academic Flexibility

M.A. Part-I (Sem. I and II)
implemented in June 2014
M.A. Part-II (Sem. III and IV)
To be implemented in June 2015

Subject to amendments from time to time

A] **Ordinance and Regulations:** As applicable to M. A. (Women's Studies) Degree

B] **Shivaji University, Kolhapur**
Syllabus for
Master of Arts in Women's Studies
Semester with Credits and CIE System of Examination
[Faculty of Interdisciplinary Studies]

1 **TITLE :** Master of Arts in Women's Studies

2 **YEAR OF IMPLEMENTATION:**

Syllabus for M.A. Part-I was implemented in June 2014.

Syllabus for M.A. Part-II will be implemented in June 2015.

3. PREAMBLE:

Gender inequalities and increasing incidents of gender-based violence underscore the need for gender sensitization of all individuals in Indian society. Although pretty common in developed countries, Masters Programmes in Women's Studies/ Gender Studies are very rare in Indian Universities to this date. There is an increasing need for gender sensitive professionals at the national as well as international level. This is an attempt to partially fill that gap.

4. GENERAL OBJECTIVES OF THE COURSE:

- Produce professionals committed to gender equality through Women's Studies curriculum and gender sensitization activities.
- Build the capability of students for integrating gender perspective in research, teaching, policy analysis and for creating gender sensitive spaces in their professional and personal lives.

5. **DURATION:** The course shall be a full time course with the duration of Two years / Four Semesters.

6. **PATTERN:** The pattern of examination will be Semester with Credit and Continuous Internal Evaluation [CIE] with 80 marks for the final written examination and 20 marks for internal evaluation. Each Semester carries 16 Credit points and the weightage of M. A. Programme is 64 Credit Points

7. **FEE STRUCTURE:** As applicable to the regular course fully supported by grant. Currently course fee is the same as applicable to M.A. under the Faculty of Social Sciences.

8. IMPLEMENTATION OF FEE STRUCTURE:

The University decision/s with respect to revision of fee structure will be implemented from time to time.

9. ELIGIBILITY FOR ADMISSION:

Graduation in any subject **AND** performance in the Entrance Examination.

10. DETAILS OF ENTRANCE EXAMINATION:

- As most of the reading material is available primarily in English, the Entrance Examination will assess candidates' English language competence.
- **Fee** Rs. 200
- **Written Test**- Marks-50, Duration- 90 Minutes, Nature - Descriptive; **AND**
- **Interview**: 50 Marks
- **Syllabus**: General awareness of and sensitivity towards women's issues and English language proficiency.
- Further information may be sought from the Centre for Women's Studies

11. MEDIUM OF INSTRUCTION:

The medium of instruction shall be English. Most of the reading material is available only in English. However, the students will have option to write answers in Marathi.

12. METHOD OF INSTRUCTION

In addition to lectures; brainstorming sessions, role-play, games, films, workshops, seminars, symposia and other events organized by the Centre for Women's Studies will constitute integral aspect of this course

13. ATTENDANCE AND TIMELY COMPLETION OF ASSIGNMENTS

Attendance norms will be strictly observed. Timely completion of educational tasks assigned to the students is required.

14. STRUCTURE OF M. A. (Women's Studies) under Academic Flexibility			
<u>Instructions</u>			
<ul style="list-style-type: none"> ○ Students are advised to contact the Centre for Women's Studies to confirm the availability of the Electives / CBCS Courses before applying for admission to the same. ○ Courses under the CBCS are indicated by an Asterisk *. ○ Except for the UGC Recommended Two-Credit Course in Gender Sensitisation, all courses listed below carry Four Credit Points. 			
Part-I Semester I (Four Courses)		Semester – II (Four Courses)	
Sr. No. and code	Core Courses: (Compulsory)	Sr. No. and code	Core Courses: (Compulsory)
1	WS-1 Gender Studies, Feminist Epistemology and Feminist Pedagogy	1 WS-3	Overview of Women's Movements
2 WS-2	*Introduction to Western Feminist Thought	2 WS-4	*Prevention of Sexual Harassment at Workplace
Sr. No.	Electives	Sr. No.	Electives
3	An Elective Course in Women's Studies from the list below	3	An Elective Course in Women's Studies from the list below
4	<ul style="list-style-type: none"> ○ An Elective Course in Women's Studies from the list below OR ○ A CBCS Course from another Department 	4	<ul style="list-style-type: none"> ○ An Elective Course in Women's Studies from the list below OR ○ A CBCS Course from another Department
Part-II Semester – III (Four Courses)		Semester – IV (Four Courses)	
Sr. No. and code	Core Courses: (Compulsory)	Sr. No. and code	Core Courses: (Compulsory)
1 WS-5	*Gender and Environment	1 WS-7	Feminist Theories
2 WS-6	*Gender and International Development	2 WS-8	Feminist Research
Sr. No.	Electives	Sr. No.	Electives
3	An Elective Course in Women's Studies from the list below	3	An Elective Course in Women's Studies from the list below
4	<ul style="list-style-type: none"> ○ An Elective Course in Women's Studies from the list below OR ○ A CBCS Course from another Department 	4	<ul style="list-style-type: none"> ○ An Elective Course in Women's Studies from the list below OR ○ A CBCS Course from another Department
Titles and Codes of Elective Courses in Women's Studies			
WS-9	Women, Education and Gender Sensitive Teaching Practices	WS-10	Women and Politics in India
WS-11	Gender and Media	WS-12	Feminist Perspective of Women's Health
WS-13	*Gender and Science	WS-14	Women's Rights and their Enforcement
WS-15	Gender Disparities in India	WS-16	Women and Politics Worldwide
WS-17	Women and Work	WS-18	Gendered Nature of Exclusion and Inequality
WS-19	*UGC Recommended Course in Gender Sensitisation (Credits- 2)		

Semester-I

Core Course: (Compulsory)

WS-1 Gender Studies, Feminist Epistemology and Feminist Pedagogy

- I. Understanding Gender Studies (15 Hours)**
- a. Meaning, nature and scope of Gender Studies
 - b. Evolution of Gender Studies in Indian Universities
 - c. Role of Gender Studies in 21st Century
- II. Basic Concepts in Feminism (15 Hours)**
- a. Feminism or Feminisms
 - b. Biological Sex and Socially Constructed Gender;
 - c. Masculinity, Femininity and Androgyny
 - d. Patriarchy as a system: Ideology and Practice
- III. Basic Concepts in Women's Studies: (15 Hours)**
- a. Gender Difference and Gender Discrimination
 - b. Gender Stereotypes and Gender Relations
 - c. Gender Blindness and Gender Sensitivity
 - d. Gender Budgeting, Gender Mainstreaming and Gender Audit
- IV. Feminist Epistemology and Feminist Pedagogy (15 Hours)**
- a. Feminist challenge to the established knowledge
 - b. Need for Feminist Epistemology and Feminist Pedagogies
 - c. Gender bias in text books, curricula, teachers and educational institutions
 - d. Gender sensitive teaching practices and educational institutions

Learning Resources : (The course teacher may modify the list)

1. Aggarwal, Bina Patriarchy and the Modernizing State : An Introduction, in Aggarwal Bina (ed.) Structures of Patriarchy, Kali for Women, New Delhi, 1988.
2. Banks, Olive, Faces of Feminism : A Study of Feminism as a Social Movement, St. Martin's Press, New York, 1981.
3. Bhasin and Khan, Some Questions on Feminism, Kali for Womeen, New Delhi, 1986.
4. Caplan, Pat (ed.) The Cultural Construction of Sexuality, Routledge, New York, 1987.
5. Desai, Neera and Krishnaraj, Maithreyi (ed.), Women and Society in India, Ajanta Publication, New Delhi, 1987.
6. Eisentein, Zillah, Capitalist Patriarchy and the Case for Socialist Feminism, Monthly Review Press, New York, 1979.

7. Held, Virginia 1985. Feminism and Epistemology: Recent Work on the Connection between Gender and Knowledge *Philosophy and Public Affairs*, Vol. 14, No. 3 (Summer, 1985), pp. 296-307
8. Krishnaraj, Maithreyi (ed.) *Feminist Concepts : Part 1, 2 and 3*, Contribution to Women's Studies Series-7, Research Centre for Women's Studies, SNDT Women's University, Bombay, 1990.
9. Lerner, Gerda, *The Creation of Patriarchy*, Oxford University Press, New Delhi, 1986.
10. Manicom, Ann 1992. *Feminist Pedagogy: Transformations, Standpoints, and Politics* Canadian Journal of Education Vol. 17, No. 3, Summer 1992 pp. 365-389
11. Rose, Hillary 1983. Hand, Brain, and Heart: A Feminist Epistemology for the Natural Sciences *Signs*, Vol. 9, No. 1, Women and Religion (Autumn, 1983), pp. 73-90
12. Shrewsbury, Carolyn 1987. What Is Feminist Pedagogy? *Women's Studies Quarterly*, Vol. 15, No. 3/4, Feminist Pedagogy (Fall - Winter, 1987),pp. 6-14
13. Bhasin, Kamla, 'Gender Basics, What is Patriarchy?' Delhi, Women Unlimited, 1993.
14. Bhasin, Kamla, and Khan S Nighat, 'Gender Basics, Feminism and its Relevance in South Asia', Delhi: Women Unlimited, 1999.
15. Bhasin, Kamla, 'Gender Basics, Exploring Masculinity', Delhi: Women Unlimited, 2004.
16. Bhasin, Kamla, 'Gender Basics, Understanding Gender', Delhi: Women Unlimited, 2000.
17. Connell, Robert W. *Masculinities*, Cambridge: Polity Press, 2005.
18. John, Mary E. (ed.) *Women's Studies in India: A Reader* New Delhi: Penguin, 2008.
19. School of Women's Studies Jadhavpur University (SWSJU). *Re-Negotiating Gender Relations in Marriage: Family, Class, and Community in Kolkata*: Jadhavpur University, 2010
20. Seidler, Victor. *Unreasonable Men. Masculinity and Social Theory*, London: Routledge 1994.

Semester-I

Core Course: (Compulsory)

WS-2 Introduction to Western Feminist Thought

- I. Liberal Feminism** (15 Hours)
- a. Understanding Liberalism
 - b. Liberal Feminism in 18th Century- Mary Wollstonecraft
 - c. Liberal Feminism in 19th Century- J. S. Mill, Harriet Taylor Mill
 - d. Liberal Feminism in 20th Century- Betty Friedan
- II. Marxist Feminism** (15 Hours)
- a. Understanding Marxism
 - b. Capitalism, Marriage and Family
 - c. Production and Reproduction, Wages for Housework
 - d. Alienation
- III. Radical feminism** (15 Hours)
- a. Patriarchy as a totalizing system of women's oppression
 - b. Masculinity, Femininity, Sexuality
 - c. Debates among Radical Feminists
 - d. Diversity of Radical Feminist Thought
- IV. Socialist Feminism** (15 Hours)
- a. Influence of Radical Feminism and Marxist Feminism
 - b. Role of Patriarchy and Capitalism in Women's Oppression
 - c. Motherhood and Mothering
 - d. Private Sphere and Public Sphere

Learning Resources: (The course teacher may modify the list)

Aggarwal, Bina (1998) Structures of Patriarchy, Kali for Women, New Delhi, 1988.

Banks, Olive, Faces of Feminism : A Study of Feminism as a Social Movement, St. Martin's Press, New York, 1981.

Bhasin and Khan, Some Questions on Feminism, Kali for Womeen, New Delhi, 1986.

Caplan, Pat (ed.) The Cultural Construction of Sexuality, Routledge, New York, 1987.

Desai, Neera and Krishnaraj, Maithreyi (ed.), Women and Society in India, Ajanta Publication, New Delhi, 1987.

Eisentein, Zillah, Capitalist Patriarchy and the Case for Socialist Feminism, Monthly Review Press, New York, 1979.

Engels, Friedrich. *The Origin of the Family, Private Property and the State* (New York: Pathfinder Press, 1972)

Humm, Maggie ed. (1992) *Feminism: A Reader*, Harvester Wheatsheaf NY / London.

Mies, Maria (1980) *Indian Women and Patriarchy*, Concept Publishing Company, New Delhi,

Tong, Rosemarie (1989) *Feminist Thought: A Comprehensive Introduction*, Westview Press, San Francisco.

Ruth, Sheila, (1990) *Issues in Feminism : An Introduction to Women's Studies*, Mayfield Publishing Company, California

Ryan, Barbara (1992) *Feminism and the Women's Movement*. Routledge, London.

Shulamith, Firestone, *The Dialectic of Sex*, N.Y., Bantam Books, 1971.

Wollstonecraft, Mary 1792. *The Vindication of the Rights of Woman* <http://www.bartleby.com/144/>

Pateman, Carol. *The Disorder of Women: Democracy, Feminism and Political Discourse*, Cambridge: Polity Press, 1989.

Semester-II

Core Course: (Compulsory)

WS-3 Overview of Women's Movements

1. **Overview of Women's Movement in India:** (15 Hours)
 - a. Women's Emancipation Movement in the 19th Century
 - b. Women and the Freedom Struggle
 - c. Feminist Movement after International Women's Year

2. **Western Feminist Movement:** (15 Hours)
 - a. The First Wave
 - b. The Second Wave
 - c. The Third Wave.

3. **Women's Movement in Maharashtra:** (15 Hours)
 - a. Autonomous Women's Groups
 - b. Women's Organizations committed to party ideologies
 - c. Women's wings of political parties.
 - d. Role of Men in Women's Movement

4. **Changing Face of Women's Movement:** (15 Hours)
 - a. Women's Self-Help Groups
 - b. NGOization of women's movement
 - c. Elected Women Representatives in Local Government
 - d. The 21st Century Challenges for the Women's Movement

Learning Resources: (The course teacher may modify the list)

1. Banks, Olive, *Faces of Feminism : A Study of Feminism as a Social Movement*, St. Martin's Press, New York, 1981.
2. Dietrich, Gabriele (1988) *Women's movement in India: conceptual and religious reflections*. Bangalore : Breakthrough Publications
3. Dietrich, Gabriele (1992) *Reflections on the women's movement in India : religion, ecology, development*. New Delhi : Horizon India Books
4. Chaudhuri, Maitrayee (1993) *Indian Women's Movement : reform and revival*. New Delhi : Radiant Publishers
5. Sarkar, Lotika (1995) *Women's movement and the legal process*. New Delhi : Centre for Women's Development Studies, 1995
6. Nanivadekar Medha (2006) *Maharashtrateel Stree Chalvalicha Magova*, Joint Publication of Pratima Prakashan, Pune and Centre for Women's Studies, Kolhapur
7. Third Wave Feminism http://feminism.suite101.com/article.cfm/third_wave_feminism
8. Freeman, Jo (1970) "Tyranny of Structurelessness"
<http://www.bopsecrets.org/CF/structurelessness.htm>
9. Murthy, Laxmi, 'From Mathura to Bhanwari', *Economic and Political Weekly*, 2013, Vol. XLVIII, No. 23. Narain, Ashima,

Semester-II
Core Course: (Compulsory)
WS-4 Prevention of Sexual Harassment at Workplace

I. Understanding Sexual Harassment (15 Hours)

- a. What is and is not sexual harassment
- b. Understanding sexual harassment as gender-based violence
- c. Nature, victims, causes and impact of gender-based violence

II. Landmarks in the Prevention of Sexual Harassment at the Workplace (15 Hours)

- a. Supreme Court Guidelines for preventing sexual harassment at the workplace. 1997 (Vishaka guidelines)
- b. Supreme Court judgement in Apparel Export Promotion Council vs. A.K. Chopra 1999
- c. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

III. Towards effective working of Internal Complaints Committees (15 Hours)

- a. Procedure of the working of Internal Complaints Committees
- b. Appreciation of Evidence and applicable Standard of Proof; Principle of Natural Justice
- c. Rights of the parties and authority of the members of the complaints committees.
- d. Gender sensitivity of members as a precondition for effective working of Complaints Committees

IV Prevention is better than punishment (15 Hours)

- a. Responsibility of employers and employees in prevention of sexual harassment at workplace
- b. Role of men in prevention of sexual harassment at workplace
- c. Gender sensitive language, work culture and workplace

Learning Resources: (The course teacher may modify the list)

Jaysing, Indira (2004) Ed. Law Relating to Sexual Harassment at the Workplace, Universal Law Publishing Company, Delhi.

SAKSHAM: Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses, UGC, New Delhi. December 2013

Brod, Harry and Kaufman, Michael. 1994. Theorizing Masculinities, Sage Publications. Thousand Oaks.

Supreme Court Guidelines for preventing sexual harassment at the workplace. 1997 (Vishaka guidelines)
Supreme Court judgement in Apparel Export Promotion Council vs. A.K. Chopra 1999

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

Srivastava, Sanjay, 'Masculinity and its Role in Gender-based Violence in Public Spaces'. *Centre for Equity and Inclusion*, 2012

Vishwanath, Kalpana and Surabhi Tandon Mehrotra. "Shall We Go Out"? Women's Safety in Public Places in Delhi", *Economic and Political Weekly*, 2007, Vol. 42, no. 17, pp. 1542-48

Elective Course in Women's Studies
WS-5. Gender and Environment

- I. Gender difference in the impact of environmental degradation **(15 Hours)**
- a. Water
 - b. Forests
 - c. Food security
- II. Gender and Environment in Global Context **(15 Hours)**
- a. Consumerism
 - b. Conflict
 - c. Global warming
 - d. Genetic modification
- III. Theoretical Perspectives **(15 Hours)**
- a. Ecofeminism
 - b. Deep ecology
 - c. Conflict and convergence between Ecofeminism and Deep Ecology
- IV. Sustainable Development **(15 Hours)**
- a. UN initiatives on sustainable development
 - b. Sustainable earth
 - c. Peace
 - d. Indian view of sustainable life

Recommended Readings: (Course teacher may suggest additional readings)

Brian Tokar (ed) 2001 *Redesigning Life? The Worldwide Challenge to Genetic Engineering*. New York: Zed Books.

Carson, Rachel (1962) *Silent Spring* Houghton Mifflin, Boston

Fausto-Sterling, Anne (2000) *Sexing the Body* (New York: Basic Books, 2000)

Griffin, Susan (2000) *Woman and Nature: the roaring inside her*; San Francisco : Sierra Club Books

Mies, Maria and Vandana Shiva (1993) *Ecofeminism*, Zed Books

Adams, Carol, ed. (1993) *Ecofeminism and the Sacred*, NY: Continuum

Gaard, Greta. 1998. *Ecological Politics: Ecofeminists and the Greens*, Philadelphia: Temple University Press.

Hofrichter, Richard ed. (1993) *Toxic struggles: the theory and practice of environmental justice*. Philadelphia: New Society Publishers.

Wang, Alvin Y. (1999) "Gender and Nature: A Psychological Analysis of Ecofeminist Theory" *Journal of Applied Social Psychology*, 1999, vol. 29, issue 11, pp 2410-2424

Val Plumwood, Val (1993) *Feminism and the Mastery of Nature*; London, New York Routledge

The UN and Sustainable Development <http://www.un.org/sustainabledevelopment/>

Elective Course in Women's Studies
WS-6 Gender and International Development

Unit 1 Evolution of the Gender and Development discourse (15 Hours)

- a. Women in Development
- b. Women and Development
- c. Gender and Development

Unit 2 Tools for Integrating Gender Perspective (15 Hours)

- a. Gender Analysis and Gender Planning
- b. Gender budgeting
- c. Gender Mainstreaming
- d. Gender Audit

Unit 3 Actors in International Development (15 Hours)

- a. United Nations and UN Agencies
- b. International Development Agencies of developed countries
- c. The World Bank

Unit 4 Indian Scenario (15 Hours)

- a. Development assistance to and from India
- b. Implications of foreign development assistance
- c. Initiatives in India
- d. Progress mustered in India

Select Readings List: (Course teacher may suggest additional readings)

1. Moser, Caroline Visvanathan, N., Duggan, L., & Wieggersma, N. (Eds) (1997):
The Women, Gender and Development Reader. Zed Books.
2. Seth, Mira (2001): Women and Development: The Indian Experience. Sage Publications,
New Delhi.
3. Parpart, JL Rai, S Staudt KA (Eds) (2002): Rethinking Empowerment: Gender
and Development in a Global/local World. Routledge, New York.
4. Online Resources from the websites of
 - Ministry of Women and child Development, Govt. of India <http://wcd.nic.in>
 - Websites of the UN, UNWOMEN, UNDP, USAID, DFID, CIDA, Sida, and the World bank
 - <http://www.adb.org/Gender/checklists.asp>
 - <http://www.adb.org/Documents/Books/Working-Women-NGO/default.asp>
 - <http://www.adb.org/Documents/books/pursuing-gender-equality/default.asp>
 - <http://web.worldbank.org/WB SITE/EXTERNALTOPICS/EXTGENDER>
 - <http://www.idrc.ca/openebooks/272-4/>
 - www.worldbank.org/gender/

Elective Course in Women's Studies

WS-7 Feminist Theories

I. Psychoanalytic Feminism (15 Hours)

- a. Feminist response to psychoanalysis
- b. Freud and Lacan
- c. Psychoanalytic Feminism

II. Postmodern Feminism and Queer Theory (15 Hours)

- a. Post-structuralism and deconstruction
- b. Postmodern feminism
- c. Third-wave feminism
- d. Queer Theory

III. Ecofeminism (15 Hours)

- a. Ecofeminist Thought
- b. Issue of Essentialism
- c. Relevance of Ecofeminism

IV. Subsequent Assertions (15 Hours)

- a. Black Feminism
- b. Postcolonial / Third World Feminism
- c. Multicultural Feminism
- d. Dalit Feminism

Learning Resources: (The course teacher may modify the list)

Butler, Judith, 2001. Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality
GLQ: A Journal of Lesbian and Gay Studies, Volume 7, Number 4, 2001, pp. 621-636

Collins, Patricia Hill (2000) Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment, New York: Routledge

Ebert, Teresa L. (1991) The "Difference" of Postmodern Feminism; *College English* Vol. 53, No. 8 (Dec., 1991), pp. 886-904

Fausto-Sterling, Anne (1993) The Five Sexes: Why Male and Female Are Not Enough By *The Sciences* March-April 1993, p. 20-24

Humm, Maggie ed. (1992) *Feminism: A Reader*, Harvester Wheatsheaf NY / London.
Mies, Maria, *Indian Women and Patriarchy*, Concept Publishing Company, New Delhi, 1980.

Patil, Smita M. (2013) Revitalising Dalit Feminism: Towards Reflexive, Anti-Caste Agency of Mang and Mahar Women in Maharashtra; *Economic and Political Weekly* May 4, 2013 Vol. 48 No. 18

Rege, Sharmila (2000) 'Real Feminism' and Dalit Women: Scripts of Denial and Accusation; *Economic and Political Weekly* Vol. 35, No. 6 (Feb. 5-11, 2000), pp. 492-495

Tong, Rosemarie (1989) *Feminist Thought: A Comprehensive Introduction*, Westview Press, San Francisco.

Elective Course in Women's Studies

WS-8 Feminist Research

- I. Understanding Feminism and Gender Studies **(15 Hours)**
 - a. Understanding gender inequalities and gender equality
 - b. Introduction to Gender Studies
 - c. Basic concepts in feminism

- II. Feminist challenge to traditional research **(15 Hours)**
 - a. Feminist criticism of scientific research
 - b. Feminist criticism of social science research
 - c. Feminist epistemology

- III. Understanding Feminist Research **(15 Hours)**
 - a. What is and is not feminist research
 - b. Salient features of feminist research
 - c. Difference between feminist research and conventional research

- IV. Feminist Interpretation of Qualitative and Quantitative Data **(15 Hours)**
 - a. Rationale for the emphasis on qualitative methods
 - b. Methods and tools for capturing qualitative data
 - c. Interpreting quantitative data from feminist perspective

Learning Resources: (The course teacher may modify the list)

Mies, Maria *Towards a Methodology of Women's Studies*. Institute of Social Studies, The Hague, The Netherlands.

Harding, Sandra. 1987. *Feminism and Methodology: Social Science Issues*

Bloomington IN: Indiana University Press.

Nielsen, Joyce M. (1990) ed. *Feminist Research Methods: Exemplary Readings in the Social Science* Westview Press Boulder, San Francisco, & London.

Shulamit Reinharz. 1992. *Feminist Methods in Social Research*. New York: Oxford University Press.

Sprague, Joey. 2005. *Feminist Methodologies for Critical Researchers: Bridging Differences*. Walnut Creek: Altamira.

Smithson, G. and Smithson, I. (Eds).1990 *Gender in the Classroom. Power and pedagogy*. Chicago: University of Illinois Press

Westmarland, Nicole (2001) The Quantitative/Qualitative Debate and Feminist Research: A Subjective View of Objectivity *Forum: Qualitative Social Research* Volume 2, No. 1, Art. 13 February 2001 <http://www.qualitative-research.net/index.php/fqs/article/view/974/2125>

Rose, Damaris (2001) Revisiting Feminist Research Methodologies: A Working Paper Submitted to Status of Women Canada, Research Division
<http://www.publications.gc.ca/collections/Collection/SW21-142-2001E.pdf>

Elective Course in Women's Studies
WS-9 Women, Education and Gender Sensitive Teaching Practices

- I. Women's Education (15 Hours)**
- a. Women's Education in Ancient India
 - b. Women's Education in 19th and 20th Century Maharashtra
 - c. Women Path-breakers: Savitribai Phule and Dr. Anandibai Joshi
 - d. Gender Disparity in Educational Status at the National Level and underlying factors
- II. Initiatives for educational empowerment of women (15 Hours)**
- a. Education for Empowerment,
 - b. Vocational, Non-Formal and Adult Education
 - c. Policies, Committees and Commissions on education
 - d. Right of Children to Free and Compulsory Education Act and Rules
- III. Feminist perspective on Education (15 Hours)**
- a. Feminist epistemology
 - b. Liberating potential in education
 - c. Feminist pedagogy
- IV. Twenty-first Century Agenda for Education (15 Hours)**
- a. Millennium Development Goals and achievements about women's education
 - b. Gender sensitive curricula and teaching practices
 - c. Gender balance in educational decision-making

Learning Resources: (The course teacher may modify the list)

Altekar, Anant S. 1934. *Education in Ancient India* 2009 Edition by Isha Books, Delhi.

Altekar, Anant S. 1959. *The position of women in Hindu civilization, from prehistoric times to the present day* Motilal Banarsidass Publ.

Upadhyay. Sugeeta. 2007. Wastage in Indian Higher Education *Economic and Political Weekly* January 13, 2007

Statistical Year Book India 2011, Chapter on Education available at http://mospi.nic.in/mospi_new/upload/statistical_year_book_2011.htm

Paranjape, Madhu. 2007. Uneven Distribution of Education in Maharashtra: Rural-Urban, Gender and Caste Inequalities *Economic and Political Weekly* January 20, 2007

Ramachandran, Vimala 1999. Adult Education: A Tale of Empowerment Denied *Economic and Political Weekly* April 10, 1999

Arokiasami, P., McNay, Kirsty and Cassen, Robert. 2004. Female Education and Fertility Decline: Recent Developments in the Relationship. *Economic and Political Weekly* October 9, 2004

Ghose, Malini 2002. Literacy, Power and Feminism. *Economic and Political Weekly* April 27, 2002

Unni, Jeemol. 2009. Gender Differentials in Education: Exploring the Capabilities Approach. *Economic & Political Weekly* February 28, 2009 vol xliv no 9

Manicom, Ann 1992. Feminist Pedagogy: Transformations, Standpoints, and Politics
Canadian Journal of Education Vol. 17, No. 3, Summer 1992 pp. 365-389

Shrewsbury, Carolyn 1987. What Is Feminist Pedagogy? *Women's Studies Quarterly*, Vol. 15, No. 3/4,
Feminist Pedagogy (Fall - Winter, 1987),pp. 6-14

Held, Virginia 1985. Feminism and Epistemology: Recent Work on the Connection between Gender and Knowledge *Philosophy and Public Affairs*, Vol. 14, No. 3 (Summer, 1985), pp. 296-307

Rose, Hillary 1983. Hand, Brain, and Heart: A Feminist Epistemology for the Natural Sciences *Signs*, Vol. 9,
No. 1, Women and Religion (Autumn, 1983), pp. 73-90

Elective Course in Women's Studies

WS-10 Women and Politics in India

- I. Women's participation in the Independence Movement (15 Hours)**
- Nature of Women's Participation in the freedom struggle
 - Role of Mahatma Gandhi
 - Elite women and masses
- II. Women in Rural and Urban Local Government (15 Hours)**
- Provisions in the 73rd and 74th Amendments for reservation for women
 - Enhancement of women's reservation to 50 percent
 - Role of Elected Women Representatives in local governments
 - Assessment of the policy of women's reservation in local government
- III. Women's representation in India (15 Hours)**
- Women in State Legislatures and the Parliament
 - Political parties and women
- IV. Women's Reservation Bill Debate: (15 Hours)**
- Women's Reservation Bill since 1996
 - Reasons for the deadlock over the Bill
 - Various alternatives to Women's Reservation Bill
 - Resolving the deadlock over women's reservation

Learning Resources: (The course teacher may modify the list)

Mazumdar Veena ed.(1976) Symbols of Power Allied Publishers, Delhi.

Agnew, Vijay Elite Women in Indian Politics

Gavankar, Rohini 1985 Marathi Stree Shaktiche Rajkarni Roop. Aditya Prakashan Pune.

Krishnaraj, Maithreyi (1988) Women and Development: The Indian Experience Shubhada Saraswat Prakashan, Pune.

Women's Struggle for Political Space. From Enfranchisement to Participation . SUDHIR VARMA . Foreword by T. N. SESHAN. Rawat Publication Jaipur and New Delhi.

Nelson, Barbara and Najma Chowdhury (ed) (1997). Women and Politics Worldwide , Oxford University Press, Delhi.

Reports of the Election Commission and Websites of political parties

Website of the Parliament of India <http://parliamentofindia.nic.in/>

Elective Course in Women's Studies

WS-11 Gender and Media

- 1. Introduction to Basic Concepts (15 Hours)**
 - a. Understanding the process of Gender Construction
 - b. Portrayal of women and men and reinforcement of gender stereotypes
 - c. Role of media in identity formation
 - d. Equality, Equity and Justice Portrayal of gender issues in media

- 2. ICTs, Internet, Mass Media and Implications of for Gender Justice (15 Hours)**
 - a. Feminist viewing of popular cinema
 - b. The issue of censorship, autonomy and accountability of media
 - c. Legal measures for redressal of grievances against media

- 3. Women in Media (15 Hours)**
 - a. Women as media subjects and also as change agents
 - b. Gender difference in control of media
 - c. Feminist debate on pornography

- 4. Power and Limitations of Media (15 Hours)**
 - a. Gender sensitivity in depiction or coverage in media
 - b. Role of media in transforming gender relations
 - c. Commercial Media vs. Alternative Media; Folk Art, Street Play and Theatre

Learning Resources: (The course teacher may modify the list)

1. Joseph, Ammu and Sharma, Kalpana (2006) *Whose News?: The Media and Women's Issues*, Sage
2. Global Report on the Status of Women in the News Media 2010
<http://iwmf.org/pdfs/IWMF-Global-Report.pdf>
3. Getting the Right Balance: Gender Equality in Journalism International Federation of Journalists, 2009
http://portal.unesco.org/ci/en/files/28397/12435929903gender_booklet_en.pdf/gender_booklet_en.pdf
4. Glass Ceilings: Women and Men in Southern African Media. (2009). Johannesburg, South Africa: Gender Links. <http://www.genderlinks.org.za/page/media-glass-ceilingresearch>
5. Who Makes the News Report of the Global Media Monitoring Project
http://www.whomakesthenews.org/images/stories/restricted/global/global_en.pdf
6. Jennifer L. Pozner, Reclaiming the media for a progressive feminist future *Media Development*, Issue 3/2005
<http://www.waccglobal.org/en/20053-women-reclaim-media/537-Reclaiming-the-media-for-a-progressive-feminist-future.html>

7. Conventional Coverage / Unconventional Politicians: Gender and Media Coverage of Canadian Leaders' Debates, 1993, 1997, 2000 Author(s): Elisabeth Gidengil and Joanna Everitt *Canadian Journal of Political Science* Vol. 36, No. 3 (Jul. - Aug., 2003), pp. 559-577
8. Elisabeth Gidengil And Joanna Everitt 2003. **Talking Tough: Gender and Reported Speech in Campaign News Coverage** *Political Communication*, 20:209–232, 2003
9. The Geena Davis Institute on Gender in Media <http://www.thegeenadavisinstitute.org/>
10. Margaret Gallagher Beijing's legacy for gender and media <http://www.waccglobal.org/en/20053-women-reclaim-media/535-Beijings-legacy-for-gender-and-media.html>
11. Stephanie Hemelryk Donald and Fiona Martin, Young people and social media: A comparison of profile icons of teenagers from different countries http://www.br-online.de/jugend/izi/english/publication/televizion/23_2010_E/young%20people%20and%20social%20media.pdf
12. Stacy L. Smith and Marc Choueiti **Gender on Screen and Behind the Camera in Family Films: An Executive Summary** http://www.thegeenadavisinstitute.org/downloads/KeyFindings_GenderDisparityFamilyFilms.pdf
13. Stacy L. Smith GDIGM Major Findings Overview based on Gender Stereotypes: An Analysis of Popular Films and TV http://www.thegeenadavisinstitute.org/downloads/GDIGM_Main_Findings.pdf
14. Stacy L. Smith **Gender Oppression in Cinematic Content? A Look at Females On-Screen & Behind-the-Camera in Top-Grossing 2007 Films** http://www.thegeenadavisinstitute.org/downloads/2007Films_GenderReport.pdf
15. Stacy L. Smith, **Asymmetrical Academy Awards? A Look at Gender Imbalance in Best Picture Nominated Films from 1977 to 2006** <http://www.thegeenadavisinstitute.org/downloads/Asymmetrical%20Academy%20Awards.pdf>
16. Nancy Signorelli, **Reflections of Girls in the Media: A study of Television Shows and Commercials, Movies, Music Videos, and Teen Magazine, Articles and Ads** <http://www.kff.org/entmedia/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=14517>
17. *Diana Nastasia/Charu Uppal* TV princesses in the eyes of Western and non-Western girls **Learning about being a girl from the exotic Disney princesses** http://www.br-online.de/jugend/izi/english/publication/televizion/23_2010_E/nastasia_uppal.pdf
18. *Jeanne Prinsloo* South African girls' imagined TV heroines http://www.br-online.de/jugend/izi/english/publication/televizion/23_2010_E/south_african_girls.pdf
19. Gender and Media Advocacy Toolkit http://www.whomakesthenews.org/images/stories/website/Advocacy_toolkit/missionpossibleeng.pdf
20. Gupta, Nilanjana. 'Just Switch Off! Television: Creating the "modern" Woman', *Social Scientist*, 2000, Vol. 28, Nos. 3-4, pp. 61-70

Elective Course in Women's Studies
WS-12 Feminist Perspective of Women's Health

- 1. Assessment of women's health (15 Hours)**
 - a. Socio-economic and cultural correlates of women's health
 - b. Women's access to nutrition and healthcare
 - c. Family as a determinant of women's health
 - d. Traditions, rituals, taboos, biases surrounding health issues

- 2. Feminist perspective of women's health (15 Hours)**
 - a. Health concerns during the lifecycle
 - b. Declining sex ratios, underlying factors and implications
 - c. Social construction of women's sexuality and needs and its impact on health

- 3. Women's control (15 Hours)**
 - a. Woman's control over her body
 - b. Invasive reproductive technologies
 - c. Motherhood as a patriarchal construct and biological fact
 - d. Maternal activism

- 4. Feminist critique of (15 Hours)**
 - a. Population policies
 - b. Family welfare and health policies
 - c. Health management from gender perspective.

Learning Resources: (The course teacher may modify the list)

Agnihotri-Gupta, Jyotsna (2000) *New Reproductive Technologies, Women's Health and Autonomy: Freedom or Dependency?* New Delhi: Sage

Chatterjee, Meera (1990) : *Indian Women: Their Health and Economic productivity*, World Bank Discussion Papers No. 109. The World Bank, Washington D .C.

Davar, Bhargavi (1998) *Mental Health of Women*, Sage Publication, New Delhi.

Gupte, Manisha and Bokil, Anita (1987) *Women's Work, Fertility and Access to Health Care*. The Foundation for research in Community Health, Mumbai.

Krishnaraj, Maitreyi et.al (1998) *Gender, population and Development* Oxford University Press, New Delhi.

O'Reilly, Andrea (2010) *Outlaw(ing) Motherhood: A Theory and Politic of Maternal Empowerment for the Twenty-first Century*; *Hecate* January 1, 2010 <http://www.readperiodicals.com/201001/2224850751.html>

Pachauri, S (1994.b): "Women's Reproductive Health in India: Research Needs and Priorities", in J. Gittlesohn, M.E. Bentley, P.J. Pelts, M. Nag, S. Panchuri, A.D. Harrison and L.T. Landman (eds) *Listening to Women Talk about their Health Issues and Evidence from India*, The Ford Foundation and Har-Anand publications, New Delhi.

Pachauri, s. and Gittlesohn,J. (1994):" Summary of Research Studies and Implications for Health Policy and Programmes", in J. gittlesohn, M. E. Bentley, P.J. Pelto, M. Nag, S. Pachauri, A. D. Harrison, and L. T. Landman

(eds) Listening to Women Talk about their Health Issues and Evidence from India The Ford Foundation and Har-Anand Publications, New Delhi.

Tinker, Anne, et al. (1994) ' Women's Health and Nutrition : Making a Difference ,' World Bank Discussion papers No. 256. The World Bank, Wshington D C.

Elective Course in Women's Studies

WS-13 Gender and Science

- I. Introduction to Basic Concepts in Women's Studies (15 Hours)
- a. Sex and Gender
 - b. Male Dominance and Patriarchy
 - c. Simple Introduction to Feminist Thought
 - d. Feminist Epistemology
- II. Science, Technology and Women (15 Hours)
- a. Gender Difference in Access to Science Education and Research
 - b. Invisible Women in Science
 - c. Impact of Technology
 - d. Reproductive Technologies
- III. Introduction to Feminist Critique of Science (15 Hours)
- a. Evelyn Fox Keller
 - b. Sandra Harding
 - c. Ruth Hubbard
 - d. Donna Haraway
- IV. Challenge of a Gender-Just Science (15 Hours)
- a. Integrating Gender Perspective in Science Education and Research
 - b. Ecofeminism
 - c. Emerging ethical questions
 - d. Science, Sustainability and Indian Values,

Learning Resources: (The course teacher may modify the list)

1. Keller, Evelyn Fox. 1985. *Reflections on Gender and Science*. New Haven, Yale University Press.
2. Harding, Sandra. 1991. *Whose science? Whose knowledge?: thinking from women's lives*. Cornell University Press.
3. Haraway, Donna. 1988. Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies* Vol. 14, No. 3 (Autumn, 1988), pp. 575-599
4. Jacobus, Mary, Keller, Evelyn Fox and Shuttleworth, Sally Ed. 1990. *Body/ Politics: Women and the discourse of Science*. New York. Routledge.
5. Hubbard, Ruth. 1990. *The Politics of Women's Biology*. Rutgers University Press.
6. Birke, Lynda. 1986 *Women, Feminism and Biology*. New York, Methuen.
7. Wylie, Alison, Potter, Elizabeth and Bauchspies, Wenda K., "Feminist Perspectives on Science", *The Stanford Encyclopedia of Philosophy (Spring 2010 Edition)*, Edward N. Zalta (ed.),
<http://plato.stanford.edu/archives/spr2010/entries/feminist-science/> .

8. Anderson, Elizabeth, "Feminist Epistemology and Philosophy of Science", *The Stanford Encyclopedia of Philosophy* (Fall 2010 Edition), Edward N. Zalta (ed.), <http://plato.stanford.edu/archives/fall2010/entries/feminism-epistemology/>
9. Merchant, Carolyn. 1990. *The Death of Nature: Women, Ecology, and the Scientific Revolution*. San Francisco. Harper and Row
10. Merchant, Caroline. 2010. *Ecological Revolutions: Nature, Gender, and Science in New England*. Chapel Hill: University of North Carolina Press
11. Merchant, Carolyn. 1996. *Earthcare: Women and the Environment*. New York: Routledge,
12. Mies, Maria and Shiva, Vandana 1993. *Ecofeminism*. London. Zed Books.
13. Shiva, Vandana. 1991. *Ecology and the politics of survival: conflicts over natural resources in India* Sage Publications.
14. Shiva, Vandana. 2006. *Earth Democracy: Justice, Sustainability and Peace*. London. Zed Books.
15. Shiva, Vandana. 1996. *Biopolitics: a feminist and ecological reader on biotechnology-Hyderabad*. Orient Longman.
16. Gupta, Jyotsna Agnihotri 2000. *New Reproductive Technologies, Women's Health and Autonomy: Freedom or New Dependency*. New Delhi. Sage.

Elective Course in Women's Studies
WS-14. Women's Rights and their Enforcement

- I. Women's Rights as Human Rights **(15 Hours)**
- a. The Universal Declaration of Human Rights
 - b. Women's rights as human rights
 - c. Challenge of enforcing women's rights
- II. Enforcement of Women's Rights **(15 Hours)**
- a. Understanding the right to life
 - b. Understanding the right to equality
 - c. Gender difference in the exercise of the right to life and equality
 - d. Factors undermining women's rights to life and equality
- III. Enforcement of Women's Rights **(15 Hours)**
- a. Understanding civil rights
 - b. Understanding political rights
 - c. Gender difference in the exercise of civil, economic and political rights
 - d. Factors undermining women's civil, economic and political rights
- IV. Gender disparity and discrimination in the exercise of rights **(15 Hours)**
- e. Nature of gender disparity
 - f. Global initiatives for reducing gender disparities
 - g. UN's Convention- CEDAW
 - h. UN Conferences for women

Learning Resources: (The course teacher may modify the list)

The Universal Declaration of Human Rights <http://www.un.org/en/documents/udhr/>

The Convention on the Elimination of All Forms of Discrimination against Women <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

Lives Together, Worlds Apart: Men and Women in a Time of Change, UNFPA Report 'The State of World Population 2000' http://www.unfpa.org/sites/default/files/pub-pdf/swp2000_eng.pdf

UNFPA Report 'The State of World Population 2014' <http://eeca.unfpa.org/sites/default/files/pub-pdf/EN-SWOP14-FINAL-web.pdf>

World Economic Forum's Global Gender Gap Report 2014 <http://reports.weforum.org/global-gender-gap-report-2014/>

UNDP's Human Development Reports <http://hdr.undp.org/en/2014-report>

Inter-Parliamentary Union's reports and database <http://ipu.org/english/home.htm>

Elective Course in Women's Studies

WS-15. Gender Disparities in India

- I. Gender equality envisaged in the Constitution of India (15 Hours)
- a. Right to equality as the fundamental right
 - b. Special constitutional provisions for Women
 - c. Constitutional amendments for women's representation
 - d. The problem of enforcement of women's rights
- II. Gender disparity ingrained in the patriarchal family (15 Hours)
- a. Context of patriarchal, patri-local and patrilineal family
 - b. Power, status, nutrition, care and opportunities in Indian family
 - c. Problem of women's inheritance
 - d. Domestic violence
- III. Economic and political inequalities (15 Hours)
- a. Women and work
 - b. Women's access to economic and political power
 - c. Women's political representation
 - d. Implications of economic and political inequalities
- IV. Select laws/ Acts about women (15 Hours)
- a. The PC-PNDT Act 1994
 - b. Protection of Women from Domestic Violence Act 2005
 - c. Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act 2013

Learning Resources: (The course teacher may modify the list)

Sen, Amartya (2000) *Social Exclusion: Concept, Application, and Scrutiny* Asian Development Bank, Manila Philippines <http://www.adb.org/publications/social-exclusion-concept-application-and-scrutiny>

Aoyagi, Chie and Giovanni Ganelli *Asia's Quest for Inclusive Growth Revisited* International Monetary Fund Working Paper February 2015 <http://www.imf.org/external/pubs/ft/wp/2015/wp1542.pdf>

Kishore, Sunita and Kamla Gupta. 2009. *Gender Equality and Women's Empowerment in India. National Family Health Survey (NFHS-3), India, 2005-06.* Mumbai: International Institute for Population Sciences; Calverton, Maryland, USA: ICF Macro.

Towards Faster and More Inclusive Growth: An Approach to the 11th Five Year Plan (2007-2012) Planning Commission, Government of India, December 2006

Engendering Public Policy Planning Commission, Government of India, May 2010

Faster, Sustainable and More Inclusive Growth An Approach to the Twelfth Five Year Plan (2012-17) Planning Commission, Government of India, October 2011

Closing the Gender Gap: The Gender Parity Taskforces World Economic Forum 2015

World Economic Forum's Global Gender Gap Reports

UNDP's Human Development Reports

Parliament Website <http://www.parliamentofindia.nic.in/>

Elective Course in Women's Studies
WS-16. Women and Politics Worldwide

- I. Overview of women and politics worldwide. **(15 Hours)**
a. Women in political offices worldwide
b. Understanding representation
c. Descriptive, substantive and symbolic representation
- II. Women's representation in various electoral systems **(15 Hours)**
a. System of Proportional Representation
b. First-Past-the-Post system
c. Relative merits of electoral systems for women's representation
- III. Gender quotas in parliaments **(15 Hours)**
a. Legislated quotas
b. Voluntary party quotas
c. Reserved seats
- III. Bridging the global gender gap in politics **(15 Hours)**
a. Overview of increase in women's representation in parliaments
b. Challenges to increasing women's representation
c. 50-50 by 2030

Learning Resources: (The course teacher may modify the list)

Ballington, J. & Karam, A. (Ed.) (2005) *Women in Parliament: Beyond Numbers*. Stockholm: International IDEA.

Childs, S. & Krook, M.L. (2009). Analyzing Women's Substantive Representation: From Critical Mass to Critical Actors. *Government and Opposition*, 2, 125-145

Dahlerup, D. (Ed.) (2006). *Women, Quotas and Politics* London: Routledge

Krook, M.(2009) *Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide* .New York: Oxford University Press.

Liswood, L. (1995). *Women World Leaders*. London: Pandora.

McGlen, N. E., & O'Connor, K. (Ed) (1998). *Women, Politics, and American Society* Upper Saddle River. NJ: Prentice Hall

Nanivadekar, M. (2006). Are Quotas a Good Idea? The Indian Experience with Reserved Seats for Women. *Politics & Gender*, 1, 119-128

Nelson, B.J. & Chowdhury N. (Ed.) (1997). *Women and Politics Worldwide* Delhi: Oxford University Press.

Swaroop H.L., Sinha, N., Ghosh, C. & Rajput, P. (1997) Women's Political Engagement in India: Some Critical Issues. In Nelson, B.J. & Chwodhury, N. (Ed.) *Women and Politics Worldwide* (pp. 363-379). Delhi, Oxford University Press.

Elective Course in Women's Studies

WS-17 Women and Work

I. Concept of work **(15 Hours)**

- a. Understanding the concept of work
- b. Unpaid domestic work and care giving
- c. Gender role expectations and work
- d. Transforming gendered division of domestic labour

II. Nature of women's work **(15 Hours)**

- a. Work in the private sphere and in the public sphere
- b. Women's representation in the workforce
- c. Women's contribution through unpaid work
- d. Work and the access to power and resources

III. Mapping women in various sectors **(15 Hours)**

- a. Organised sector and unorganised sector
- b. Women in the corporate world
- c. Women entrepreneurs
- d. Self-Help Groups, women's cooperatives

IV. Globalisation and women's work **(15 Hours)**

- a. Impact of globalization on women's work
- b. Gender implications of tourism
- c. Sex work or commercial sexual exploitation?

Learning Resources: (The course teacher may modify the list)

Arango, Diana J. et al. (2014) *Interventions to Prevent or Reduce Violence against Women and Girls: A Systematic Review of Reviews*; Women's Voice and Agency Research Series 2014 No.10 the World Bank

Baker, Ted et al (1997) "Invisible entrepreneurs: the neglect of women business owners by mass media and scholarly journals in the USA", *Entrepreneurship & Regional Development: An International Journal*, 9:3, 221-238, DOI: 10.1080/08985629700000013

Chhabra, Rami (2014) "Red light ahead — legalising prostitution imposes cataclysmic social costs", *The Times of India* November 06, 2014.

Ñopo, Hugo, Nancy Daza, and Johanna Ramos (2011) *Gender Earnings Gaps in the World: Background Paper to the World Bank's World Development Report 2012 Gender Equality and Development*

Gender at Work: A Companion to the 2013 World Development Report on Jobs

MA WS Syllabus April 2015 version

Kinoshita, Yuko and Fang Guo (2015) What Can Boost Female Labor Force Participation in Asia? IMF Working Paper March 2015

Gonzales, Christian et al. 2015. *Fair Play: More Equal Laws Boost Female Labor Force Participation*, Staff Discussion Note, IMF February 2015

Greene, Patricia G. et al. Women Entrepreneurs: Moving Front and Center: An Overview of Research and Theory

India: Selected Issues; IMF Country Report No. 15/62 March 2015; International Monetary Fund, Washington, D.C.

Elective Course in Women's Studies
WS-18. Gendered Nature of Exclusion and Inequality

- I. Understanding exclusion (15 Hours)**
- a. Who get excluded?
 - b. Nature, scope and impact of exclusion
 - c. Indicators of women's exclusion in patriarchy
 - d. Material and psychological aspects of exclusion
- II. Women's economic, educational and political exclusion (15 Hours)**
- a. Women's access to and control over and ownership of assets and resources
 - b. Gendered division of labour and women's exclusion from gainful tasks
 - c. Exclusion from education for lucrative professions/ occupations
 - d. Incidents of exclusion in spite of presence: usurping power of women in local government, women's namesake ownership of property or partnership in business, misuse of schemes targeted at women
- III. Women's exclusion based on (15 Hours)**
- a. Caste, class, religion, gender and sexuality
 - b. Customs, traditions and superstitions
 - c. Marital status and motherhood
 - d. Exclusion resulting from gender based violence
- IV. Women's exclusion from the top (15 Hours)**
- a. The Parliamentarians and Ministers
 - b. Education, Social Movements, Industry, Corporate Sector
 - c. Art, Sports and Glamour world
 - d. Gender difference in Celebrities

Learning Resources: (The course teacher may modify the list)

Sen, Amartya (2000) *Social Exclusion: Concept, Application, and Scrutiny* Asian Development Bank, Manila Philippines <http://www.adb.org/publications/social-exclusion-concept-application-and-scrutiny>

Popay, Jennie et al. (2008) *Understanding and Tackling Social Exclusion* WHO Social Exclusion Knowledge Network
http://www.who.int/entity/social_determinants/knowledge_networks/final_reports/sekn_final%20report_042008.pdf?ua=1

Aoyagi, Chie and Giovanni Ganelli *Asia's Quest for Inclusive Growth Revisited* International Monetary Fund Working Paper February 2015 <http://www.imf.org/external/pubs/ft/wp/2015/wp1542.pdf>

Jackson, Linda et al. Race, Gender, and Information Technology Use: The New Digital Divide
Cyberpsychology & Behavior Volume 11, Number 4, 2008 pp 437-442

Kishore, Sunita and Kamla Gupta. 2009. Gender Equality and Women's Empowerment in India.
National Family Health Survey (NFHS-3), India, 2005-06. Mumbai: International Institute for
Population Sciences; Calverton, Maryland, USA: ICF Macro.

Towards Faster and More Inclusive Growth: An Approach to the 11th Five Year Plan (2007-2012)
Planning Commission, Government of India, December 2006

Engendering Public Policy Planning Commission, Government of India, May 2010

Faster, Sustainable and More Inclusive Growth An Approach to the Twelfth Five Year Plan
(2012-17) Planning Commission, Government of India, October 2011

Closing the Gender Gap: The Gender Parity Taskforces World Economic Forum 2015
http://www3.weforum.org/docs/WEF_Gender_Taskforce_Report_2015.pdf

World Economic Forum's Global Gender Gap Reports
[http://www.weforum.org/reports?filter\[topic\]=a1Gb00000015Hi2EAE](http://www.weforum.org/reports?filter[topic]=a1Gb00000015Hi2EAE)

UNDP's Human Development Reports <http://hdr.undp.org/en/2014-report>

Parliament of India Website <http://www.parliamentofindia.nic.in/>

Elective Course in Women's Studies
WS-19 UGC Recommended Course in Gender Sensitisation
(Weightage- Two Credits, 30 Hours)

Contact Hours : 30

Credits : 02

Examination Duration : 90 Minutes

Maximum Marks : 50

Internal : 10

External : 40

I. Gender Inequality and its Impact on Men and Women (6 Hours)

- a. Understanding the Notion of Citizenship
- b. Violation of Women's Rights as Citizens and Individuals
- c. Nature of Gender Inequalities
- d. Access to and Control over Resources and Positions of Power

II. Understanding patriarchy (6 Hours)

- a. Biological Sex and Socially Constructed Gender
- b. Femininity and Masculinity,
- c. Gender Stereotypes and their Impact; Breaking the Stereotypes
- d. Gender Equality as Liberation of Men as well as Women

III. Understanding violence (6 Hours)

- a. Understanding sexual harassment as gender-based violence
- b. Nature, victims, causes and impact of gender-based violence
- c. Violence by men against men
- d. Impact of violence

IV. Contributing to the Prevention of Sexual Harassment (12 Hours)

- a. What is and is not Sexual Harassment
- b. Supreme Court Judgements, and the provisions in the Act of 2013 about prevention of sexual harassment
- c. Preconditions for effective working of sexual harassment complaints committees
- d. Role of men in prevention of sexual harassment at workplace
- e. Gender sensitive language, work culture and workplace

Learning Resources: (The course teacher may modify the list)

Bhasin, Kamla, 'Gender Basics, What is Patriarchy?' Delhi, Women Unlimited, 1993.

Bhasin, Kamla, and Khan S Nighat, 'Gender Basics, Feminism and its Relevance in South Asia', Delhi: Women Unlimited, 1999.

Bhasin, Kamla, 'Gender Basics, Exploring Masculinity', Delhi: Women Unlimited, 2004.

Bhasin, Kamla, 'Gender Basics, Understanding Gender', Delhi: Women Unlimited, 2000.

Bhasin, Kamla, 'Bhala yeh jodar kya hein?' (Hindi), Delhi: Jagori, 2000.

Connell, Robert W. *Masculinities*, Cambridge: Polity Press, 2005.

Jaysing, Indira (2004) Ed. Law Relating to Sexual Harassment at the Workplace, Universal Law Publishing Company, Delhi.

SAKSHAM: Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses, UGC, New Delhi. December 2013

Brod, Harry and Kaufman, Michael. 1994. *Theorizing Masculinities*, Sage Publications. Thousand Oaks.

Supreme Court Guidelines for preventing sexual harassment at the workplace. 1997 (Vishaka guidelines)

Supreme Court judgement in Apparel Export Promotion Council vs. A.K. Chopra 1999

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013