Master of Arts [M.A. Women’s Studies]  
Faculty of Interdisciplinary Studies  

Course Structure for  
M.A. Part-I & II (Sem. I to IV)  

and Syllabus for  
M.A. Part-I (Sem. I and II)  

to be implemented from June 2014  
(Subject to the modifications to be made 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 will be implemented from June 2014.

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.

   The duration of course shall be 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.

   i) Entrance Examination Fee: Not Applicable.

   ii) Course Fee: As per the University norms for courses fully covered by grants.
<table>
<thead>
<tr>
<th>Particulars</th>
<th>Rupees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fee</td>
<td>Rs.</td>
</tr>
<tr>
<td>Laboratory Fee</td>
<td>Rs.</td>
</tr>
<tr>
<td>Computer Fee</td>
<td>Rs.</td>
</tr>
<tr>
<td>Annual/Semester fee/Per student</td>
<td>Total Rs.</td>
</tr>
</tbody>
</table>

Other fee will be applicable as per University rules/norms.

8. IMPLEMENTATION OF FEE STRUCTURE:

In case of revision of fee structure, this revision will be implemented as per the University decision in this regard.

9. ELIGIBILITY FOR ADMISSION:

- Any Graduate is Eligible to apply.
- As per the eligibility criteria prescribed by the University for each course and the merit list will be prepared on the basis of graduate level performance along with reservation norms.

10. MEDIUM OF INSTRUCTION:

The medium of instruction shall be English. However, the students will have option to write answers in Marathi.
11. STRUCTURE OF COURSE.

Structure of Course M. A. (Women’s Studies) under Academic Flexibility is given below.

(1) M. A. Part-I (Semester I & II) to be introduced in June 2014
(2) M. A. Part-II (Semester III & IV) to be introduced in June 2015

<table>
<thead>
<tr>
<th>M. A. (Women’s Studies) Part-I (Semester I &amp; II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Currently all courses listed below carry Four Credit points. More electives and Two-Credit Courses will be added in due course of time.</td>
</tr>
<tr>
<td>• Although the Elective Courses are listed as per the Semesters, the Centre proposes to offer greater flexibility in opting for these electives across all four Semesters and the details will be announced in the beginning of the Academic Year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester – II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
<td><strong>Compulsory Courses:</strong></td>
</tr>
<tr>
<td>WS-1</td>
<td>Gender Studies, Feminist Epistemology and Feminist Pedagogy</td>
</tr>
<tr>
<td>WS-2</td>
<td>Introduction to Western Feminist Thought</td>
</tr>
<tr>
<td></td>
<td><strong>Two Elective Courses:</strong></td>
</tr>
<tr>
<td>WS-9</td>
<td>Women, Education and Gender Sensitive Teaching Practices</td>
</tr>
<tr>
<td>WS-10</td>
<td>Women and Politics in India</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M. A. Part - II (Semester III &amp; IV)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I) Compulsory Papers</td>
</tr>
<tr>
<td>WS-5</td>
</tr>
<tr>
<td>WS-6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>WS-13</td>
</tr>
<tr>
<td>WS-14</td>
</tr>
<tr>
<td>WS-17</td>
</tr>
</tbody>
</table>
SYLLABI OF COURSES

FOR

M.A. (Women’s Studies) PART-I

1. Each course consists of four units.
2. Each Unit will be allotted 15 Hours during the Semester.

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester – II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
<td><strong>Compulsory Courses:</strong></td>
</tr>
<tr>
<td>WS-1</td>
<td>Gender Studies, Feminist Epistemology and Feminist Pedagogy</td>
</tr>
<tr>
<td>WS-2</td>
<td>Introduction to Western Feminist Thought</td>
</tr>
<tr>
<td></td>
<td><strong>Two Elective Courses:</strong></td>
</tr>
<tr>
<td>WS-9</td>
<td>Women, Education and Gender Sensitive Teaching Practices</td>
</tr>
<tr>
<td>WS-10</td>
<td>Women and Politics in India</td>
</tr>
</tbody>
</table>
Semester-I

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: 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

Suggested Readings:
(Additional readings will be recommended by the course teacher.)


19.


21. School of Women’s Studies Jadavpur University (SWSJU). *Re-Negotiating Gender Relations in Marriage: Family, Class, and Community in Kolkata* Jadavpur University, 2010


23.
Semester-I

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

Recommended Readings:
(Course teacher may suggest additional readings)


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


Semester-I

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

Readings:
(Additional readings will be recommended by the course teacher.)


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


WS-10 Women and Politics in India

I. Women’s participation in the Independence Movement (15 Hours)
   a. Nature of Women’s Participation in the freedom struggle
   b. Role of Mahatma Gandhi
   c. Elite women and masses

II. Women in Rural and Urban Local Government (15 Hours)
   a. Provisions in the 73rd and 74th Amendments for reservation for women
   b. Enhancement of women’s reservation to 50 percent
   c. Role of Elected Women Representatives in local governments
   d. Assessment of the policy of women’s reservation in local government

III. Women’s representation in India (15 Hours)
   a. Women in State Legislatures and the Parliament
   b. Political parties and women

IV. Women’s Reservation Bill Debate: (15 Hours)
   a. Women’s Reservation Bill since 1996
   b. Reasons for the deadlock over the Bill
   c. Various alternatives to Women’s Reservation Bill
   d. Resolving the deadlock over women’s reservation

Suggested Readings:

Agnew, Vijay Elite Women in Indian Politics


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


Reports of the Election Commission and Websites of political parties
Semester-II

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

Recommended Readings: (Course teacher may suggest additional readings)


[http://www.bopsecrets.org/CF/structurelessness.htm]

Semester-II

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
Readings:

(Additional readings will be recommended by the course teacher.)


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


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

Semester-II

WS-11 Gender and Media

Course content

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

**Recommended Reading:**

(Additional reading will be recommended by the course teacher. Reading material will be made available by the Centre for Women’s Studies.)


   Author(s): Elisabeth Gidengil and Joanna Everitt *Canadian Journal of Political Science* Vol. 36, No. 3 (Jul. - Aug., 2003), pp. 559-577

12. Stephanie Hemelryk Donald and Fiona Martin, Young people and social media
   a. A comparison of profile icons of teenagers from different countries

13. Stacy L. Smith and Marc Choueiti *Gender on Screen and Behind the Camera in Family Films: An Executive Summary*

14. Stacy L. Smith GDIGM Major Findings Overview based on Gender Stereotypes: An Analysis of Popular Films and TV

15. Stacy L. Smith *Gender Oppression in Cinematic Content? A Look at Females On-Screen & Behind-the-Camera in Top-Grossing 2007 Films*
17. Stacy L. Smith, *Asymmetrical Academy Awards? A Look at Gender Imbalance in Best Picture Nominated Films from 1977 to 2006*


21. *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*


23. Gender and Media Advocacy Toolkit

Semester-II

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 over their body (15 Hours)
   a. Traditional means for woman’s control over her body
   b. Motherhood as a patriarchal construct and biological fact
   c. Invasive reproductive technologies

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

Suggested Readings:

(Additional readings will be recommended by the course teacher.)


Tinker, Anne, Patricia Daly, Cynthia Green, Helen Sazenian, Rama Laxminarayanan and Kirrin Gill (1994) ; ' Women's Health and Nutrition : Making a Difference .' World Bank Discussion papers No. 256. The World Bank, Washington D.C.
