

Ref.No. SUK/BOS/ 710

Date: 04 /10/2023

To,

The Principals,

All Concerned Affiliated Colleges / Institutions.

Shivaji University, Kolhapur.

**Subject : Regarding syllabi of B.A. ( Film making ) Part – I to III & M.A. Women's Studies  
Part - I under the Faculty of Inter- Disciplinary Studies.**

Sir/Madam,

With reference to the subject, mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the syllabi of B.A. ( Film making ) Part – I to III & M.A. Women's Studies Part - I under the Faculty of Inter-Disciplinary Studies. as per National Education Policy 2020.(NEP)

This syllabi shall be implemented from the academic year 2023-2024 onwards. A soft copy containing the syllabi is attached herewith and it is also available on university website [www.unishivaji.ac.in](http://www.unishivaji.ac.in). (Online Syllabus)

The question papers on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October /November 2023 & March/April 2024. These chances are available for repeater students, if any.

You are, therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully,

  
Dr. S.M.Kubal  
(Dy Registrar)

Copy to:

|   |   |    |                                     |
|---|---|----|-------------------------------------|
| 1 | Director, Board of Evaluation and Examination | 7  | Centre for Distance Education       |
| 2 | The Dean, Faculty of IDS                      | 8  | Computer Centre / I.T.cell          |
| 3 | The Chairman, Respective Board of Studies     | 9  | Affiliation Section (U.G.) / (P.G.) |
| 4 | B.A.,B.Com.,B.Sc. Exam                        | 10 | P.G.Admission / P.G.Seminar Section |
| 5 | Eligibility Section                           | 11 | Appointment Section -A/B            |
| 6 | O.E. I, II, III, IV Section                   | 12 | Dy.registrar (On/ Pre.Exam)         |

# SHIVAJI UNIVERSITY, KOLHAPUR



A+ +

Accredited By NAAC  
with CGPA of 3.52

CHOICE BASED CREDIT SYSTEM  
WITH  
MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS  
IN THE POST-GRADUATE DEGREE PROGRAMME

Revised syllabus  
**Master of Arts in Women's Studies**  
under the  
**Faculty of Interdisciplinary Studies**

Course Structure and Syllabus  
M.A. Part-I (Semesters I and II)

**Structure and Syllabus in accordance with National Education Policy 2020  
to be implemented from  
Academic Year 2023 – 2024 onwards**

**Subject to the modifications made from time to time**

**Shivaji University, Kolhapur**  
Syllabus for  
**M.A. in Women's Studies**  
To be implemented from June 2023  
As per the Guidelines of NEP 2020

1. **TITLE** : Master of Arts in Women's Studies  
(Under the Faculty of Interdisciplinary Studies)

2. **YEAR OF IMPLEMENTATION**: Academic Year 2023-2024

3. **GENERAL OBJECTIVES OF THE COURSE:**

Gender inequalities and ever increasing incidents of gender-based violence underscore the need for gender sensitisation of all individuals in Indian society. Although Women's Studies/ Gender Studies is a well-established discipline internationally, Post-Graduate Degrees Programmes in Women's Studies/ Gender Studies are very rare in Indian Universities. There is an increasing need for gender sensitive professionals at the national as well as international level. This course aims at partially fulfilling that need.

4. **PROGRAMME OUTCOMES (POs)**

Successful candidates will have

- i. a mature understanding of gender inequalities and their adverse impact
- ii. the capacity to work for gender equality in their own personal sphere
- iii. the capacity of integrating gender perspective in their work

5. **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

Successful candidates will have the capacity

- i. to perform far better in job interviews due to the gender perspective
- ii. to work as gender experts for the Government/ NGOs/ Research institutes and so on
- iii. to work on Internal / Local complaints Committees on sexual harassment at workplace
- iv. to integrate gender perspective in research, teaching, advocacy and policy analysis
- v. to contribute to creating gender sensitive spaces in their professional life
- vi. to contribute to transforming their personal sphere into a gender-just space

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

7. **PATTERN**: The pattern of examination will be Semester with Credit System.

8. **ELIGIBILITY FOR ADMISSION**:

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

9. **MEDIUM OF INSTRUCTION**:

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

10. **TECHNIQUES 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 instruction.

## 11. ENTRANCE EXAMINATION:

- As most of the reading material is available primarily in English, the Entrance Examination will assess candidates' English language competence.
- Fee as per Shivaji University's applicable rules.
- Written Test (Descriptive) – 50 Marks, 90 Minutes and Interview: 50 Marks
- **Syllabus:** General awareness of and sensitivity towards women's issues and English language competence.
- Further information may be sought from the Centre for Women's Studies

## 12. Illustrative Credit distribution structure for Two Years/One Year PG (M.A./M.Sc./M.Com.) and Ph.D. Programme

| Year<br>(2 Yr<br>PG)   | Level | Sem. (2<br>Yr)                 | Major                          |           | RM  | OJT/<br>FP | RP                | Cum.<br>Cr. | Degree  |
|--|-------|--------------------------------|--------------------------------|-----------|---|------------|-------------------|-------------|---|
|  |       |                                | Mandatory                      | Electives |   |            |                   |             |   |
| I  | 6.0   | Sem. I                         | 12-14<br>(2*4+2*2 or<br>3*4+2) | 4         | 4   |            |                   | 20-22       | PG<br>Diploma<br>(after 3 Yr<br>Degree)                           |
|  |       | Sem. II                        | 12-14 (2*4+2*2<br>or 3*4+2)    | 4         |   | 4          |                   | 20-22       |   |
|  |       | Cum. Cr. For PG Diploma        |                                | 24-28     | 8   | 4          | 4                 | -           |   |
| Exit option: PG Diploma (40-44 Credits) after Three Year UG Degree   |       |                                |                                |           |   |            |                   |             |   |
| II   | 6.5   | Sem. III                       | 12-14 (2*4+2*2<br>or 3*4+2)    | 4         |   |            | 4                 | 20-22       | PG Degree<br>After 3-Yr<br>UG Or PG<br>Degree<br>after 4-Yr<br>UG |
|  |       | Sem. IV                        | 10-12 (2*4+2 or<br>3*4)        | 4         |   |            | 6                 | 20-22       |   |
|  |       | Cum. Cr. For 1 Yr PG<br>Degree |                                | 22-26     | 8   |            |                   | 10          |   |
| Cum. Cr. For 2 Yr PG<br>Degree   |       |                                | 46-54                          | 16        | 4   | 4          | 10                | 80-88       |   |
| 2 Years-4 Sem. PG Degree (80-88 credits) after Three Year UG Degree or 1 Year-2 Sem PG Degree<br>(40-44 credits) after Four year UG Degree |       |                                |                                |           |   |            |                   |             |   |
|  | 8.0   |                                | Course Work Min. 12 (3*4)      |           | Training in<br>Teaching/Educato<br>n/Pedagogy:4 |            | 16+Ph.D<br>. Work |             | Ph. D. in<br>Subject  |

**Abbreviations:** Yr.: Year; Sem.: Semester; OJT: On Job Training; Internship/Apprenticeship; FP: Field Projects; RM: Research methodology; Research Project: RP; Cumulative Credits: Cum. Cr.

## 13. NATURE OF QUESTION PAPER AND SCHEME OF MARKS: Maximum 80 Marks

I. Each theory paper will carry 80 marks for theory examination.

- |  |          |
|--|----------|
| Q.1 Five Questions of two marks each:<br>(MCQs/ Answer in one sentence/ Match the following/ Fill in the blanks) | 10 Marks |
| Q.2 Answer any ONE (out of TWO)  | 20 Marks |
| Q.3 Answer any ONE (out of TWO)  | 20 Marks |
| Q.4 Write Short Notes (Any THREE out of FIVE)  | 30 Marks |

II. Internal Assessment of 20 Marks: Home Assignment/ Oral Examination/ Book Review/Survey/ Seminar/Model Presentation/ Study Visit/ Projects/ Group Projects. Any one of these or a combination of either of two/three/four can be given to Students.

## COURSE STRUCTURE WITH CREDIT POINTS AND MARKS

### CBCS Pattern

#### Master of Arts (M. A. Women's Studies) Semester –I

| Course No.                | Course Title                             | Marks                    |               |                        |               |            | Credit    |
|---------------------------|--|--------------------------|---------------|------------------------|---------------|------------|-----------|
|                           |  | Sem. Exam. Maximum Marks | Minimum Marks | Internal Maximum Marks | Minimum Marks | Total      |           |
| MM-1                      | Introduction to Gender Studies           | 80                       | 32            | 20                     | 8             | 100        | 4         |
| MM-2                      | Introduction to Western Feminist Thought | 80                       | 32            | 20                     | 8             | 100        | 4         |
| MM-3                      | Gender and Media                         | 80                       | 32            | 20                     | 8             | 100        | 4         |
| MM-4                      | Gender Equality in Everyday Life         | 50                       | 20            | --                     | --            | 50         | 2         |
| ME-1                      | Women and Politics in India              | 80                       | 32            | 20                     | 8             | 100        | 4         |
| ME-2                      | Gender Disparities in India              | 80                       | 32            | 20                     | 8             | 100        | 4         |
| Research Methodology (RM) |  | 80                       | 32            | 20                     | 8             | 100        | 4         |
|                           | <b>Total</b>                             | <b>450</b>               |               | <b>100</b>             |               | <b>550</b> | <b>22</b> |

#### Master of Arts (M. A. Women's Studies) Semester –II

| Course No.   | Course Title                                 | Marks                    |               |                        |               |            | Credit    |
|--|--|--------------------------|---------------|------------------------|---------------|------------|-----------|
|  |  | Sem. Exam. Maximum Marks | Minimum Marks | Internal Maximum Marks | Minimum Marks | Total      |           |
| MM-5   | Overview of Women's Movements                | 80                       | 32            | 20                     | 8             | 100        | 4         |
| MM-6   | Prevention of Sexual Harassment at Workplace | 80                       | 32            | 20                     | 8             | 100        | 4         |
| MM-7   | Feminist Research                            | 80                       | 32            | 20                     | 8             | 100        | 4         |
| MM-8   | Women's Rights as Human Rights               | 50                       | 20            | --                     | --            | 50         | 2         |
| ME-3   | Women and Work                               | 80                       | 32            | 20                     | 8             | 100        | 4         |
| ME-4   | Feminist Perspective of Women's Health       | 80                       | 32            | 20                     | 8             | 100        | 4         |
| OTJ: On the Job Training Internship / Apprenticeship<br>OR FP: Field Project |  | 80                       | 32            | 20                     | 8             | 100        | 4         |
|  | <b>Total</b>                                 | <b>450</b>               |               | <b>100</b>             |               | <b>550</b> | <b>22</b> |

1. Individual passing for theory and practical.
2. Students must study three Major Mandatory Courses [carrying 100 marks each] and one Major Mandatory Course [carrying 50 marks]
3. Student must study one Major Elective Course. They are advised to contact the Centre for Women's Studies before opting for Major Electives (MEs)
4. Research Methodology (RM) Course is compulsory to all first semester students and OTJ for all second Semester students.

**M.A. Part I**  
**Semester I**  
**Major**  
**Mandatory**  
**MM -1: Introduction to Gender Studies**

**Course Outcomes (COs):** Students will understand

- i. The meaning of Gender Studies
- ii. Challenges and opportunities in Gender Studies
- iii. The difference between Gender Difference and Gender Discrimination
- iv. Gender Roles and Gendered Division of labour in their lives

**I. Understanding Gender Studies**

- a. Meaning, nature and scope of Gender Studies
- b. Gender Studies in Indian Universities
- c. Role of Gender Studies in 21<sup>st</sup> Century
- d. Challenges and opportunities in Gender Studies

**II. Basic Concepts in Gender Studies**

- a. Gender Difference and Gender Discrimination
- b. Gender Stereotypes
- c. Gender Roles and Gendered Division of labour
- d. Gender Relations as power relations
- e. Gender Blindness and Gender Sensitivity

**III. Basic Concepts in Feminism**

- a. Feminism or Feminisms
- b. Biological Sex and Socially Constructed Gender;
- c. Masculinity, Femininity and Androgyny
- d. Patriarchy as a system: Ideology and Practice

**IV. Feminist Epistemology and Feminist Pedagogy**

- a. Gender bias in education and knowledge
- a. Feminist challenge to the established knowledge
- b. Feminist Epistemology
- c. Feminist Pedagogy

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

1. Aggarwal, Bina Patriarchy and the Modernizing State : An Introduction, in Agarwal 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 Women, New Delhi, 1986.
4. Caplan, Pat (ed.) The Cultural Construction of Sexuality, Rutledge, New York, 1987.

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

**M.A. Part I**  
**Semester I**  
**Major**  
**Mandatory**  
**MM 2: Introduction to Western Feminist Thought**

**Course Outcomes (COs):** Students will understand

- i. the difference and similarities among various schools of western feminist thought and
- ii. applicability and relevance of feminist thought with respect to the gender issues in the 21<sup>st</sup> century

**I. Liberal Feminism**

- a. Understanding Liberalism
- b. Liberal Feminism in 18<sup>th</sup> Century- Mary Wollstonecraft
- c. Liberal Feminism in 19<sup>th</sup> Century- J. S. Mill, Harriet Taylor Mill
- d. Liberal Feminism in 20<sup>th</sup> Century- Betty Friedan

**II. Marxist Feminism**

- a. Understanding Marxism
- b. Capitalism, Marriage and Family
- c. Production and Reproduction, Wages for Housework
- d. Alienation

**III. Radical feminism**

- 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**

- 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/>

**M.A. Part I  
Semester I  
Major  
Mandatory  
MM 3: Gender and Media**

**Course Outcomes (COs):** Students will

- i. understand harmful patriarchal messages transmitted through media
- ii. understand the harmful effect of gender stereotypes imposed by media

**1. Introduction to Basic Concepts**

- 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**

- 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**

- 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**

- a. Gender sensitivity in depiction or coverage in media
- b. Role of media in transforming gender relations

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

1. The Geena Davis Institute on Gender in Media <http://www.thegeenadavisinstitute.org/>
2. Joseph, Ammu and Sharma, Kalpana (2006) *Whose News?: The Media and Women's Issues*, Sage
3. Global Report on the Status of Women in the News Media 2010  
<http://iwmf.org/pdfs/IWMF-Global-Report.pdf>
4. 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](http://portal.unesco.org/ci/en/files/28397/12435929903gender_booklet_en.pdf/gender_booklet_en.pdf)
5. Glass Ceilings: Women and Men in Southern African Media. (2009). Johannesburg, South Africa: Gender Links. <http://www.genderlinks.org.za/page/media-glass-ceilingresearch>
6. Who Makes the News Report of the Global Media Monitoring Project  
[http://www.whomakesthenews.org/images/stories/restricted/global/global\\_en.pdf](http://www.whomakesthenews.org/images/stories/restricted/global/global_en.pdf)
7. 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>

8. 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>
9. 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](http://www.br-online.de/jugend/izi/english/publication/televizion/23_2010_E/young%20people%20and%20social%20media.pdf)
10. 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>
11. Gender and Media Advocacy Toolkit  
[http://www.whomakesthenews.org/images/stories/website/Advocacy\\_toolkit/missionpossibleeng.pdf](http://www.whomakesthenews.org/images/stories/website/Advocacy_toolkit/missionpossibleeng.pdf)

**M.A. Part I**  
**Semester I**  
**Major**  
**Mandatory**  
**MM 4: Gender Equality in Everyday Life**

**Course Outcome (CO):**

1. Students will be able to identify gender inequalities in their day-to-day life.
2. Students will learn simple steps to contribute to gender equality in their everyday life

**1. Understanding Gender Inequalities**

- a. Gender inequality within the family
- b. Patriarchal ideology of gender inequality

**23. Understanding Gender Equality**

- a. Gender equality as liberation of men and women
- b. Access to and control over power and resources

**3. Contributing to Gender Equality at Home and Outside**

- a. Breaking gender stereotypes
- b. Changing gendered division of labour
- c. Use of gender sensitive language
- d. Simple steps for opposing gender based violence, especially, sexual harassment

**Reading:**

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

Bhasin, Kamla (1993) What is Patriarchy? Kali for Women, New Delhi

Bhasin, Kamala (2000), Understanding Gender, Kali for Women, New Delhi

Bhasin, Kamla (2004) Exploring Masculinity, Women Unlimited, New Delhi

**M.A. Part I**  
**Semester I**  
**Major**  
**Mandatory**  
**ME-1: Women and Politics in India**

**Course Outcomes (COs):**

- i. Students will understand the inequalities in political power held by women and men.
- ii. Students will understand the need for bridging gender gaps political power

**I. Women's participation in the Independence Movement**

- I. Nature of Women's Participation in the freedom struggle
- II. Role of Mahatma Gandhi
- III. Elite women and masses

**II. Women in Rural and Urban Local Government**

- a. Provisions in the 73<sup>rd</sup> and 74<sup>th</sup> 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**

- a. Women in State Legislatures and the Parliament
- b. Political parties and women

**IV. Women's Reservation Bill Debate:**

- 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

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

Relevant Constitution Amendment Acts and Bills

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/> **M.A. Part I**

**M.A. Part I**  
**Semester I**  
**Major**  
**Mandatory**  
**ME-2: Gender Disparities in India**

**Course Outcomes (COs):**

- i. Students will be able to spot inequalities in various spheres.
- ii. Students will understand how gender inequalities how they hinder enrichment of human life.

**I. Gender equality envisaged in the Constitution of India**

- 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 in patriarchal families**

- 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 inequalities**

- 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. Political inequalities**

- a. Women's representation in the Parliament
- b. Women's representation in state legislative assemblies
- c. India's global ranking with respect to women's political representation

**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/>

**M.A. Part I**  
**Semester I**  
**Research Methodology**

**Course Outcomes (Cos)**

- i. Students will develop an understanding of social research.
- ii. They will get acquainted with social research methodologies.
3. They will learn the techniques of data collection

**Unit I: Understanding Research**

- a. Meaning of Research
- b. Research Methodology in Social Sciences
- c. Identifying researchable themes/ problems
- d. Difference between conventional research and Feminist Research

**Unit II: Quantitative Data collection**

- a. Importance and limitations of quantitative data collection
- b. Tools for Quantitative Data Collection
- c. Sampling

**Unit III: Qualitative Research**

- a. Case Studies
- b. Observation
- c. Oral history
- d. Content analysis

**Unit IV: Research Report Writing**

- a) Research Report Writing
- b) Research Paper writing
- c) Annotated Bibliography, Footnotes, References

**References:**

1. Goode W.J. and Hatt P.K.

Methods of Social Research, Mc-Graw Hill, 1992.

Dr. P.L. Bhandarkar and Wilkinson, Techniques of Social Research: Himalaya Publishing House.

2. C.R. Kothari, Research Methodology Methods/Techniques, Vishwa Prakashan, New Delhi.

3. Dr. Raj Kumar, Methodology & Social Science Research. Book Enclave- Jaipur.

4.

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>

**Master of Arts (M. A. Women's Studies) Semester –II**

| Course No.  | Course Title                                 | Marks                    |               |                        |               |            | Credit    |
|---|--|--------------------------|---------------|------------------------|---------------|------------|-----------|
|   |  | Sem. Exam. Maximum Marks | Minimum Marks | Internal Maximum Marks | Minimum Marks | Total      |           |
| MM-5  | Overview of Women's Movements                | 80                       | 32            | 20                     | 8             | 100        | 4         |
| MM-6  | Prevention of Sexual Harassment at Workplace | 80                       | 32            | 20                     | 8             | 100        | 4         |
| MM-7  | Feminist Research                            | 80                       | 32            | 20                     | 8             | 100        | 4         |
| MM-8  | Women's Rights as Human Rights               | 50                       | 20            | --                     | --            | 50         | 2         |
| ME-3  | Women and Work                               | 80                       | 32            | 20                     | 8             | 100        | 4         |
| ME-4  | Feminist Perspective of Women's Health       | 80                       | 32            | 20                     | 8             | 100        | 4         |
| OTJ: On the Job Training Internship / Apprenticeship<br>OR<br>FP: Field Project |  | 80                       | 32            | 20                     | 8             | 100        | 4         |
|   | <b>Total</b>                                 | <b>450</b>               |               | <b>100</b>             |               | <b>550</b> | <b>22</b> |

**M.A. Part I**  
**Semester II**  
**Major**  
**Mandatory**  
**MM 5: Overview of Women's Movements**

**Course Outcomes (COs):**

- i. Students will understand the contribution of women's movement to the empowerment women as well as men
- ii. Students will understand the need for women's movement in the present context

**1. Overview of Women's Movement in India:**

- a. Women's Emancipation Movement in the 19<sup>th</sup> Century
- b. Women and the Freedom Struggle
- c. Feminist Movement after International Women's Year

**2. Western Feminist Movement:**

- a. The First Wave
- b. The Second Wave
- c. The Third Wave.

**3. Women's Movement in Maharashtra:**

- 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:**

- a. Women's Self-Help Groups
- b. NGOization of women's movement
- c. Women's Movement and Elected Women Representatives
- d. The 21<sup>st</sup> 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](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.

**M.A. Part I  
Semester II  
Major  
Mandatory  
MM 6: Prevention of Sexual Harassment at Workplace**

**Course Outcomes (COs):** Students will

- i. understand the sexual harassment a workplace as gender-based violence and the violation of women's human rights
- ii. develop the capacity to handle sexual harassment in their own lives
- iii. get the knowledge necessary for working on Internal Complaints Committees on sexual harassment

**I. Understanding Sexual Harassment**

- 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**

- 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
- d. U.G.C. (Prevention, prohibition and redressal of sexual harassment women employees and students in higher educational institutions) Regulations, 2015

**III. Towards effective working of Internal Complaints Committees**

- 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**

- 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

University Grants Commission (Prevention, prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015

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

**M.A. Part I  
Semester II  
Major  
Mandatory  
MM 7: Feminist Research**

**Course Outcomes (Cos)**

- i. Students will understand the importance of feminist research
- ii. They will get acquainted with feminist research methods and methodologies.
3. They will learn the techniques of qualitative data collection

- I. 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
  - d. Role of feminist research in identifying gender bias
- 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. Methods and Methodologies in Feminist Research **(15 Hours)**
  - a. Qualitative and quantitative methodologies
  - b. Methods of qualitative data collection
- IV. Feminist Interpretation of Qualitative and Quantitative Data **(15 Hours)**
  - a. Rationale for the emphasis on qualitative methods
  - b. Interpreting quantitative data from feminist perspective
  - c. Challenges in qualitative research

**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>

**M.A. Part I**  
**Semester II**  
**Major**  
**Mandatory**  
**MM-8: Women's Rights as Human Rights**

**Course Outcomes (Cos)**

- i. Students will develop an understanding of women's human rights
- ii. They will be able to identify the violations of women's rights in the private sphere and the public sphere

**I Concept of human rights**

- i. Nature and Characteristics of Human Rights
- ii. Women's Human Rights and the United Nations

**II: Gender disparity as an obstacle to women's human rights**

- i. Nature of gender disparities
- ii. Reasons behind gender disparities

**III Challenge of enforcing women's human rights**

- i. The context of patrilocal and patrilineal family and property
- ii. Violation of women's rights in the domestic sphere

**Module-IV: Towards genuine enforcement of women's human rights**

- 1. Individual contribution to the prevention of gender-based violence
- 2. Towards gender sensitive households, institutions and societies

**Resources:** (Additional resources will be recommended by the course teacher.)

- 1. The Universal Declaration of Human Rights <http://www.un.org/en/documents/udhr/>
- 2. The Convention on the Elimination of All Forms of Discrimination against Women <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>
- 3. Inter-Parliamentary Union's reports and database <http://ipu.org/english/home.htm>
- 4. Bhasin, Kamla, 'What is Patriarchy?' Delhi, Women Unlimited, 1993.
- 5. Bhasin, Kamla, 'Exploring Masculinity', Delhi: Women Unlimited, 2004.
- 6. Bhasin, Kamla, 'Understanding Gender', Delhi: Women Unlimited, 2000.



## M.A. Part I

### Semester II

#### Major

#### Elective

#### ME-3: Women and Work

**Course Outcomes (COs):** Students will

- i. understand the invisible work by women that sustains the family and the society
- ii. understand how women are still deprived of the fair share in top positions in various fields

#### I. **Concept of work**

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

#### II. **Nature of women's work**

- 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**

- a. Organised sector
- b. Unorganised sector
- c. Women in the corporate world
- d. Women entrepreneurs

#### IV. **Globalisation and women's work**

- 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)**

Relevant reports on the websites of the World Bank, the IMF and the World Economic Forum

Georgieva, [Kristalina, et al. 2022, How to Close Gender Gaps and Grow the Global Economy](#)

<https://www.imf.org/en/Blogs/Articles/2022/09/08/how-to-close-gender-gaps-and-grow-the-global-economy>

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*

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

**M.A. Part I  
Semester II  
Major  
Elective**

**Course Outcomes (Cos)**

- i. Students will develop an understanding of gender inequalities in health status.
- ii. They will understand the factors causing gender inequalities in health status.

**ME-4: 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, Washington D C.