

 Estd. 1962 "A++" Accredited by NAAC (2021) With CGPA 3.52	SHIVAJI UNIVERSITY, KOLHAPUR 416 004, MAHARASHTRA PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487 Web : www.unishivaji.ac.in Email: bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४, २६०९४८७ वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in	 
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Ref.: SU/BOS/ IDS / 397

Date: 23 - 09- 2026

The Principal,
 All concerned Affiliated Colleges/Institutions
 Shivaji University, Kolhapur

Subject : Regarding revised syllabi of **M. A. Women's Studies Part -II** degree programme 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 revised syllabi (nature of question paper, equivalence etc.) of **M. A. Women's Studies Part -II** degree programme under the Faculty of Inter-Disciplinary Studies as per NEP-2020(2.0)

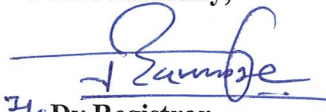
This syllabus (nature of question paper, equivalence etc.) shall be implemented from the academic year **2026-2027** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned programme will be set for the examinations to be held in October /November 2026 & March/April 2027. 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,


 Dy Registrar

Encl. : as above

Copy to: For information and necessary action

1	The I/C Dean, Faculty of I D S	7	P.G.Admission Section
2	Director, Board of Examination and Evaluation	8	Affiliation T. 1 & T. 2 Section
3	The Chairman, Respective Board of Studies	9	Appointment A & B Section
4	All On Exam Section	10	P.G.Seminar Section
5	Eligibility Section	11	I. T. Cell
6	Computer Centre	12	Internal Quality Assurance Cell (IQAC)

SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

A⁺⁺ Accredited by NAAC (2021) With CGPA 3.52

New Syllabus for
Master of Arts M. A. Women's Studies
UNDER
Faculty of Interdisciplinary Studies

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH
NATIONAL EDUCATION POLICY – 2020 [2.0]
HAVING CHOICE BASED CREDIT SYSTEM
WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2026 -27 ONWARDS)

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

Cours e No.	Course Title	Marks					Credits
		Sem. Exam.		Internal		Total	
		Maximu m Marks	Minimu m Marks	Maximum Marks	Minimum Marks		
MM-1	Introduction to Gender Studies	60	24	40	16	100	4
MM-2	Introduction to Western Feminist Thought	60	24	40	16	100	4
MM-3	Gender and Media	60	24	40	16	100	4
MM-4	Gender Equality in Everyday Life	30	24	20	8	50	2
ME-1	Women and Politics in India	60	24	40	16	100	4
ME-2	Gender Disparities in India						
RM	Research Methodology (RM)	60	24	40	16	100	4
	Total	450		100		550	22

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

Cour se No.	Course Title	Marks					Credits
		Sem. Exam.		Internal		Total	
		Maxim um Marks	Minim um Mark s	Maxim um Marks			
MM-5	Overview of Women’s Movements	60	24	40	16	100	4
MM-6	Prevention of Sexual Harassment at Workplace	60	24	40	16	100	4
MM-7	Feminist Research	60	24	40	16	100	4
MM-8	Women’s Rights as Human Rights	30	24	20	8	50	2
ME-3	Women and Work	60	24	40	16	100	4
ME-4	Feminist Perspective of Women’s Health						
OTJ / FP	OTJ: On the Job Training Internship / Apprenticeship OR FP: Field Project	60	24	40	16	100	4
	Total	450		100		550	22

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

Course No.	Course Title	Sem. Exam. Maximum Marks	Minimum Marks	Internal Maximum Marks	Minimum Marks	Total Marks	Credits
MM-9	Feminist Theories in India	60	24	40	16	100	4
MM-10	Gender, Development and Social Change	60	24	40	16	60	4
MM-11	Women and Law in India	60	24	40	16	60	4
MM-12	Gender Budgeting and Public Policy	30	12	20	08	50	2
ME-5	Women and Environment	60	24	40	16	60	4
ME-6	Gender Issues in Education						
RP-1	Dissertation Proposal / Synopsis Presentation -	60	24	VIVA 20	08	100	4
Total		450	100		550	22	

Note:

- **Students must choose one ME course (ME-5 or ME-6).**
- **Submission and presentation of the Dissertation Synopsis is mandatory**

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

Course No.	Course Title	Sem. Exam. Maximum Marks	Minimum Marks	Internal	Minimum Marks	Total Marks	Credit
MM-13	Gender, Culture and Society	60	24	40	16	100	4
MM-14	Women and Entrepreneurship / Leadership	60	24	40	16	60	4
MM-15	Feminist Perspectives on Globalization	60	24	40	16	60	4
ME-7	Gender and Law Enforcement / Governance	60	24	40	16	100	4
ME-8	Women, Media and Digital Spaces						
RP-2	Dissertation (Field Work, Report & Viva Voce)	90	36	VIVA 60	24	150	6
Total		450		100		550	22

Note:

- **Students must choose one ME course (ME-7 or ME-8).**
- **Submission and presentation of the Dissertation Synopsis is mandatory**

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

Course MM-9: Feminist Theories in India

Course Outcomes

1. CO1: Students will analyze foundational and contemporary global feminist theories.
2. CO2: Students will understand how caste, religion, and postcolonial structures shape Indian feminist thought.
3. CO3: Students will evaluate mainstream feminist frameworks within Indian socio-cultural realities.
4. CO4: Students will apply intersectional feminist perspectives to Indian social, economic, and cultural institutions.

Module 1: Foundations of Feminist Theory

Major theoretical strands of feminist thought: Liberal, Marxist/Socialist, Radical, Psychoanalytic, Post-structural / Postmodern Feminism, Postcolonial Feminism

Module 2: Feminist Theory in the Indian Context

History of women's movements in India; colonial reform and anti-colonial nationalism- post-independence women's mobilizations; Indian feminist critiques of caste, community, region, culture, and religion-Dalit & Anti-Caste Feminism, Eco-Feminism, Socialist and Materialist Feminism, Intersectionality & Marginalized Identity Feminisms

Module 3: Contemporary Feminist Theoretical Debates

Postcolonial and Third World Feminism; comparative debates between global and Local feminist frameworks. - Post-Structuralist Feminism, Critical / Trans-Exclusionary Radical Feminism, Cyberfeminism

Module 4: Feminist Theory and Indian Social Reality

Applications to Indian socio-cultural contexts: family and kinship, property and inheritance, labor and economy, culture and media; critical evaluation of the adequacy and limits of mainstream feminist theories in Indian contexts.

Reading List

1. Geetha, V. (2002). *Gender*. Stree.
2. Geetha, V. (2007). *Patriarchy*. Stree.
3. Kumar, R. (1993). *The History of Doing*. Kali for Women/Zubaan.
4. Menon, N. (1999). *Gender and Politics in India*. Oxford University Press.
5. Menon, N. (2012). *Seeing Like a Feminist*. Zubaan.
6. Mohanty, C. T. (2003). *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press.
7. Narayan, U. (1997). *Dislocating Cultures: Identities, Traditions, and Third World*

Feminism. Routledge.

8. Sangari, K., & Vaid, S. (Eds.). (2003). *Recasting Women: Essays in Colonial History*. Kali for Women/Zubaan.
9. Sarkar, S. (2019). *Women & Gender: Society and Community*. Kalpaz Publications.
10. Singh, L., & Sinha, S. S. (Eds.). (2024). *Gender in Modern India*. Oxford University Press.
11. Tong, R. (2014). *Feminist Thought: A More Comprehensive Introduction* (4th ed.). Westview Press
12. Walby, S. (1990). *Theorizing Patriarchy*. Polity Press.

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

Course MM-10: Gender and Development

Course Outcomes

1. CO1: Students will learn key concepts of SDGs
2. CO2: Students will examine gendered social change in India
3. CO3: Students will evaluate economic structures, focusing on informal labour
4. CO4: Students will apply gender budgeting for inclusive governance

Module 1: Gender and Development – Concepts and Frameworks

Concept of development; WID and GAD approaches; gender lenses in social change; global development agendas (SDGs).

Module 2: Gendered Dimensions of Social Change in India

Education, health, labor, and migration; caste and gender intersection; women and environment; empowerment models and policy interventions

Module 3: Gender, Economy and Labor

Gender division of labor; informal sector; unpaid and care work; global value chains; women and neoliberal labor regimes.

Module 4: Public Policy, Social Change and Gender Budgeting

Governance for gender equality; gender budgeting frameworks; social movements and community development; alternative development models.

Reading List

1. Brody, C., et al. (2008). *Making Change Happen: Gender, Development and Empowerment*. Oxfam.
2. Folbre, N. (2014). The invisible heart: Care and the global economy. In N. Visvanathan et al. (Eds.), *The Women, Gender and Development Reader* (2nd ed.). Zed Books.
3. Ghosh, J. (2014). Financial crises and the impact on women. In N. Visvanathan et al. (Eds.), *The Women, Gender and Development Reader* (2nd ed.). Zed Books.
4. Rai, S. M. (2014). *Gender and Development: Theoretical Perspectives*. Bloomsbury.
5. Visvanathan, N., et al. (Eds.). (2014). *The Women, Gender and Development Reader* (2nd ed.). Zed Books

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

Course MM-11: Women and Law in India

Course Outcomes

1. CO1: Students will analyze Constitutional provisions for women
2. CO2: Students will examine personal laws and debates
3. CO3: Students will evaluate legal reforms concerning sexual violence, workplace harassment, and justice access.
4. CO4: Students will assess international frameworks like CEDAW

Module 1: Legal Frameworks and Women's Rights in India

Indian Constitution and equality provisions; domestic violence and sexual offence laws; reproductive rights; inheritance and property rights.

Module 2: Personal Laws, Family Law and Gender Justice

Hindu, Muslim, Christian, and Parsi personal laws; marriage, divorce, and maintenance; debates on the Uniform Civil Code (UCC).

Module 3: Violence, Access to Justice and Legal Reform

Rape law reform; trafficking; sexual harassment at the workplace; legal advocacy; access to justice for marginalized groups.

Module 4: International Conventions and Gender

CEDAW; UN frameworks on gender and human rights; queer rights and evolving Indian legal interpretations.

Reading List

1. Agnes, F. (2011). *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press.
2. Baxi, P. (2020). *Public Secrets of Law: Rape Trials in India*. Oxford University Press.
3. Butalia, U. (2000). *The Other Side of Silence: Voices from the Partition of India*. Penguin.
4. Charlesworth, H., & Chinkin, C. (2000). *The Boundaries of International Law: A Feminist Analysis*. Manchester University Press.
5. Srinivasan, R. (2012). *Courting Desire: Litigating for Love in North India*. Duke University Press

Master of Arts (M.A. Women's Studies) – Semester III
Course MM-12: Gender Budgeting and Public Policy

Course Outcomes

1. CO1: Students will understand fundamental concepts of gender budgeting
2. CO2: Students will learn the concepts of gender audits
3. CO3: Students will examine macro-fiscal trends and structural budget constraints.
4. CO4: Students will apply feminist critiques to public finance

Module 1: Concept and Role of Gender Budgeting

Defining gender budgeting; distinction between women's budgets and gender-responsive budgets; gender mainstreaming across five stages: agenda setting, policy formulation, budget allocation, implementation, and evaluation.

Module 2: Tools and Methodology of Gender Budgeting

Budget statement analysis, gender audits, and expenditure tracking; analyzing revenue policies (impacts of direct vs. indirect taxation on women); evolution of the Union Gender Budget Statement; policy evaluation; participatory budgeting as a tool for democratic deepening.

Module 3: Case Studies from India and Global Contexts

Institutional mechanisms; The Union Gender Budget Statement (GBS); macro-fiscal trends and spending patterns; analyzing structural limitations; state-level innovations and global best practices

Module 4: Policy Evaluation and Feminist Critiques of Governance and Planning

The illusion of gender-neutral public finance; invisibility of the care economy; the "gender of governance" and bureaucratic neutrality; participatory budgeting and feminist approaches to public policy evaluation.

Reading List

1. Budlender, D. (Ed.). (2002). *Gender Budgets Make More Cents*. Commonwealth Secretariat.
2. Chakraborty, L. (2019). *Gender Budgeting in Asia: India and Beyond*. Springer.
3. Government of India. (n.d.). *Gender Budget Statements* (Annual Union Budget Documents). Ministry of Finance.
4. Rao, A., & Kelleher, D. (Eds.). (2005). *Institutions, Relations and Outcomes*. Zed Books.
5. Sharp, R. (2003). *Budgeting for Equity*. UNIFEM.
6. UN Women. (n.d.). *Gender Budgeting Guidelines*. UN Women

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

Course ME-5: Women and Environment (Elective)

Course Outcomes

1. CO1: Students will understand gendered resource access and climate impacts
2. CO2: Students will examine grassroots women's environmental movements,
3. CO3: Students will assess gender-responsive climate adaptation strategies
4. CO4: Students will apply policy tools to promote inclusive sustainable development

Module I: Ecofeminism, Nature and Gender

Introduction to ecofeminism: cultural vs. radical perspectives, feminist political ecology, and gendered resource access; gendered impacts of environmental degradation, climate change, deforestation, and water scarcity; integrating ecofeminism frameworks into public policy, environmental governance, and sustainable development planning.

Module II: Women's Leadership in Environmental Movements

Grassroots environmental movements and gendered natural resource governance; key case studies: Bishnoi Movement (Amrita Devi), Chipko Movement (Gaura Devi, Sudesha Devi, Bachni Devi), Silent Valley Movement (Sugathakumari), Narmada Bachao Andolan (Medha Patkar), Appiko Movement, and Navdanya (Vandana Shiva); feminist political ecology, environmental justice, traditional ecological knowledge (TEK), and critiques of patriarchal maldevelopment.

Module III: Climate Change, Survival Strategies and Resilience

Differential gendered impacts of climate change, natural disasters, and resource degradation (water, fuelwood, and food insecurity); coping mechanisms and indigenous survival strategies among rural and coastal communities; women as active agents of adaptation and mitigation (rainwater harvesting, seed conservation, and clean energy transitions); building gender-responsive climate resilience through policy frameworks (NAPCC, SAPCC, UNFCCC Lima Work Programme), climate financing, and community-led disaster risk reduction (DRR).

Module IV: Sustainable Development, Ecological Citizenship and Women's Leadership

Conceptual foundations of ecological citizenship and gendered environmental stewardship; women's participation in local decision-making, natural resource management, and green economies; feminist critiques of mainstream sustainability paradigms, promoting inclusive, gender-responsive environmental policies

Reading List

1. Agarwal, B. (1992). The gender and environment debate: Lessons from India.

Feminist Studies

2. Gaard, G. (Ed.). (2011). *Ecofeminism: Women, Animals, Nature*. Temple University P
3. Jackson, C. (1993). *Women and the Environment: The Social Dimensions*. UNEP Publishing.
4. Karpf, A. (2021). *How Women Can Save The Planet*. Hurst Publishers.
5. Merchant, C. (1980). *The Death of Nature: Women, Ecology, and the Scientific Revolution*. HarperCollins.
6. Mies, M., & Shiva, V. (1993). *Ecofeminism*. Zed Books.
7. Prasad, S. (Ed.). (2024). *Gender, Environment and Sustainable Development: Challenges and Responses from India*. Routledge.
8. Salleh, A. (1997). *Ecofeminism as Politics: Nature, Marx and the Postmodern*. Zed Books.
9. Shiva, V. (1988). *Staying Alive: Women, Ecology and Development*. Kali for Women.

Master of Arts (M.A. Women's Studies) – Semester III
Course ME-6: Gender Issues in Education

Course Outcomes

1. CO1: Students will analyze gender socialization
2. CO2: Students will evaluate gender bias in learning materials
3. CO3: Students will examine higher education disparities
4. CO4: Students will learn NEP 2020 inclusion reforms

Module I: Gender and Socialization in Schooling

Biological sex vs. socially constructed gender, gender roles, patriarchy, and early childhood stereotyping; primary and secondary socialization; the hidden curriculum.

Module II: Curriculum Review through a Gender Lens

Gender representation, language bias, and visual stereotypes in STEM and Humanities learning materials; gender-responsive pedagogy; gender bias in assessment; curriculum redesign and integrating diverse role models. Digital Mediation & AI in Education -*EdTech*, *algorithmic bias*, *online learning access gaps*, and *digital safety/harassment in education*

Module III: Higher Education and Gender Discrimination

Socio-economic and cultural barriers to tertiary education, discipline-wise gender disparities (STEM vs. Humanities), and the "leaky pipeline"; campus safety mechanisms, institutional compliance with POSH regulations, and setting up effective Internal Complaints Committees (ICC); academic governance and leadership.

Module IV: NEP 2020 and Gender Inclusion Reforms

Gender-Inclusion Fund (GIF); Special Education Zones (SEZs); teacher professional development; infrastructure and policy mandates including guidelines for safe transport, sanitation, inclusive hostels, and community engagement. Transgender Persons (Protection of Rights) Act 2019 and provisions for LGBTQIA+ inclusion in educational campuses.

Reading List

1. Agnes, F. (2007). *Gender, Education and Equality in India*. Oxford University Press.
2. Bhasin, K. (2000). *Understanding Gender*. Kali for Women.
3. Bhog, D., & Lingam, L. (2002). *Gender and Curriculum*. NGHR.
4. Goel, A. (2004). *Education and Socio-Economic Perspectives of Women Empowerment*. Deep & Deep Publications.
5. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
6. NCERT. (2006). *Gender Issues in Education: National Focus Group Position Paper*.
7. NCTE. (2009). *National Curriculum Framework for Teacher Education (NCFTE)*. National Council for Teacher Education

Master of Arts (M.A. Women's Studies) – Semester III
Course RP 1: Dissertation Proposal / Synopsis Presentation

Course Outcomes

1. CO1: Students will be able to identify and formulate a relevant research problem with appropriate objectives and research questions.
2. CO2: Students will demonstrate competence in reviewing and synthesizing relevant literature and will identify research gaps.
3. CO3: Students will apply appropriate research designs, sampling techniques, and data collection methods for conducting dissertation research.
4. CO4: Students will prepare, present, and defend a systematic and scientifically sound research proposal for dissertation work.

Practical Exercises:

1. Selection of a dissertation topic
2. Identification of a research problem
3. Preparation of research problem statement
4. Search and collection of 15–20 relevant research studies
5. Preparation of literature review matrix
6. Identification of research gap
7. Formulation of objectives and research questions
8. Selection and justification of research design
9. Preparation of sampling plan
10. Development of questionnaire/interview schedule
11. Pilot testing of research tool
12. Preparation of complete research proposal
13. Presentation and defense of the research proposal

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

Course No.	Course Title	Sem. Exam. Maximum Marks	Minimum Marks	Internal	Minimum Marks	Total Marks	Credit
MM-13	Gender, Culture and Society	60	24	40	16	100	4
MM-14	Women and Entrepreneurship / Leadership	60	24	40	16	60	4
MM-15	Feminist Perspectives on Globalization	60	24	40	16	60	4
ME-7	Gender and Law Enforcement / Governance	60	24	40	16	100	4
ME-8	Women, Media and Digital Spaces						
RP2	Dissertation (Field Work, Report & Viva Voce)	90	36	VIVA 60	24	150	6
Total		450		100		550	22

Note:

Students must choose one ME Course (ME-7 or ME-8).

Dissertation evaluation includes: Field Work, Report Writing, & Viva Voce.

General Instructions:

1. Students must individually pass in theory and practical/dissertation components.
2. Each Semester consists of 22 Credits, totaling 88 Credits for the M.A. Programme.
3. Research Methodology (RM) is compulsory in Semester I, and Internship / Field Project is compulsory in Semester II.
4. Dissertation work will be carried out in Semester III and IV

Master of Arts (M.A. Women's Studies) – Semester IV
Course MM-13: Gender, Culture, and Society

Course Outcomes

1. CO1: Students will understand biological sex versus gender, body politics
2. CO2: Students will examine gender representation in literature, media, and digital media
3. CO3: Students will examine systemic barriers to social mobility of Indian women
4. CO4: Students will understand constitutional rights, policy mandates for safe public spaces, and legal inclusion provisions for LGBTQIA+ communities.

Module I: Conceptual Foundations of Gender and Culture

Biological sex vs. socially constructed gender, gender roles, patriarchy, and early childhood socialization; primary and secondary agents of culture; body politics, beauty standards, and purity taboos in traditional and modern societies.

Module II: Cultural Representation, Language, and Media

Gender representation, language bias, and visual stereotypes in literature and media; gender-responsive cultural expression; digital media, algorithmic bias, online access gaps, and digital safety/harassment in public discourse.

Module III: Social Structures, Institutions, and Discrimination

Socio-economic and cultural barriers to social mobility; caste and class gender disparities; institutional safety mechanisms, POSH compliance, and Internal Complaints Committees (ICC); governance and leadership.

Module IV: Policy Mandates and Inclusion Reforms

Constitutional rights and development schemes for marginal genders; infrastructure and policy mandates for safe public spaces, sanitation, and community engagement; Transgender Persons Act 2019 and LGBTQIA+ inclusion provisions.

Reading List

1. Agnes, F. (1999). *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press.
2. Bhasin, K. (2000). *Understanding Gender*. Kali for Women.
3. Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
4. Chakravarti, U. (2018). *Gendering Caste: Through a Feminist Lens*. Sage Publications India.
5. Chaudhuri, M. (2004). *Feminism in India*. Kali for Women / Women Unlimited.
6. Government of India. (2019). *The Transgender Persons (Protection of Rights) Act, 2019*. Ministry of Law and Justice.
7. Menon, N. (2012). *Seeing Like a Feminist*. Penguin Random House India.

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

Course Code: MM-14

Course Title: Women and Entrepreneurship / Leadership

Course Outcomes

1. CO1: Students will understand historical women's movements in India.
2. CO2: Students will examine digital tools for women entrepreneurs.
3. CO3: Students will examine POSH workplace safety compliance.
4. CO4: Students will understand government scheme

Module I: Conceptual Frameworks and Historical Context

Gendered pathways to leadership and entrepreneurship; individual, social, and structural barriers; glass ceiling, sticky floor, and glass cliff phenomena; historical evolution of women's leadership in India; social reform movements, cooperative movements, and self-help group (SHG) revolutions.

Module II: Enterprise Development, Finance, and Digital Innovation

Opportunity recognition, venture creation, and business model development; financial literacy, access to capital, microfinance, and angel/venture funding; digital transformation, EdTech, FinTech, and e-commerce for micro-enterprises; algorithmic bias, online market access gaps, and cyber safety for women entrepreneurs.

Module III: Organizational Governance, Leadership, and Workplace Safety

Leadership styles, decision-making, and board-level representation; work-life integration, unpaid care burden, and institutional support; institutional safety mechanisms, POSH compliance, and establishing effective Internal Complaints Committees (ICC); corporate governance, mentorship networks, and policy advocacy.

Module IV: Policy Frameworks, Institutional Support, and Inclusive Schemes

Government schemes and financial incentives (MUDRA, Stand-Up India, WEP); micro, small, and medium enterprise (MSME) policy mandates and incubator/accelerator ecosystems; rural entrepreneurship, self-help groups, and micro-enterprise development; legal rights, property/inheritance ownership, and provisions for marginal, non-binary, and rural women leaders.

Reading List

1. Bhasin, K. (2000). Understanding Gender. Kali for Women.
2. Chaudhuri, M. (2004). Feminism in India. Kali for Women / Women Unlimited.
3. Government of India. (2013). The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. Ministry of Law and Justice.

5. Government of India. (2020). Micro, Small and Medium Enterprises Development Act and Schemes. Ministry of MSME.
6. Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change*
7. Mathew, V. (2010). Women entrepreneurship in the Middle East: Understanding barriers and use of ICT for entrepreneurship development. *International Journal of Entrepreneurship and Small Business*
8. NITI Aayog. (2021). Women Entrepreneurship Platform (WEP) Annual Report.
9. Singhal, S., & Sharma, P. (2018). *Women Entrepreneurship in India: Practice and Policies*. Deep & Deep Publications.
10. Tripathi, S. (2014). *Women Leadership in Corporate India*. Sage Publications India.

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

Course Code: MM-15

Course Title: Feminist Perspectives on Globalization

Course Outcomes

1. CO1: Students will analyse new perspectives within global feminism.
2. CO2: Examine the gender dimensions and impacts of international trade policies.
3. CO3: Evaluate global human rights frameworks through an intersectional gender lens.
4. CO4: Critique the strategies, structures, and impacts of transnational feminist network

Module I: Conceptual Frameworks and Global Capital

Feminist critiques of neoliberalism, free-market global capitalism, and international financial institutions; gendered global division of labor; global restructuring, structural adjustment programs (SAPs), and austerity impacts; global care chains and the feminization of international migration.

Module II: Trade, Technology, and Digital Mediation

Gender dimensions of international trade agreements, export processing zones (EPZs), and special economic zones (SEZs); informalization and precarious labor in global supply chains; digital globalization, algorithmic bias, global EdTech/FinTech access gaps, and cross-border cyber violence/harassment.

Module III: Governance, Institutional Compliance, and Workplace Safety

Global human rights frameworks, CEDAW, and transnational labour standards (ILO conventions); institutional compliance, POSH regulations, and setting up Internal Complaints Committees (ICC) in multinational and supply-chain workplaces; transnational feminist governance, leadership, and policy advocacy.

Module IV: Social Movements, Resistance, and Transnational Justice

Transnational feminist networks, anti-globalization movements, and grassroots resistance; ecofeminism, environmental justice, and climate change impacts on Global South women; legal protection frameworks for migrant, indigenous, and non-binary workers; LGBTQIA+ transnational rights and inclusive global policy mandates.

Reading List

1. Agnes, F. (1999). *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press.
2. Bhasin, K. (2000). *Understanding Gender*. Kali for Women.
3. Enloe, C. (2014). *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* (2nd ed.). University of California Press.

4. Kabeer, N. (2004). *Globalizing Women: Transnational Feminist Networks*. Johns Hopkins University Press.
5. Mies, M. (2014). *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*. Zed Books.
6. Mohanty, C. T. (2003). *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press.
8. Shiva, V. (2016). *Staying Alive: Women, Ecology, and Development*. North Atlantic Books.
9. United Nations. (1979). *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)*. UN General Assembly.

Master of Arts (M.A. Women's Studies) – Semester IV
Course Code: ME-7
Course Title: Gender and Law Enforcement / Governance

Course Outcomes

1. CO1: Students will analyse law enforcement and governance frameworks.
2. CO2: Students will evaluate gender-responsive investigative protocols and digital biases.
3. CO3: Students will identify institutional strategies for workplace safety and POSH regulations.
4. CO4: Unit IV: Students will examine inclusive infrastructure and governance practices for women and LGBTQIA+ populations.

Module I: Conceptual Frameworks

Biological sex vs. socially constructed gender in policing and governance; gender roles, institutional patriarchy, and early career socialisation; primary and secondary institutional socialisation in law enforcement; hyper-masculinity, police subculture, and systemic biases.

Module II: Legal Frameworks, Investigative Protocols, and Digital Governance

Gender-responsive investigation and forensic protocols; gender bias in crime documentation, language, and legal proceedings; gender-responsive budgeting and governance reforms; EdTech/GovTech, algorithmic bias in predictive policing, online access gaps, and digital safety/harassment mitigation.

Module III: Workplace Discrimination, Institutional Safety, and Leadership

Socio-economic and cultural barriers to female recruitment and retention in law enforcement; discipline-wise gender disparities, administrative segregation, and the "sticky floor" in governance; campus/station safety, institutional compliance with POSH regulations, and setting up effective Internal Complaints Committees (ICC); police leadership, academic governance, and institutional decision-making.

Unit IV: Policy Mandates, Reform Schemes, and LGBTQIA+ Inclusion

Constitutional guarantees, Gender-Inclusion Funds (GIF), and Special Security Zones for women; infrastructure and policy mandates including guidelines for safe transport, sanitation, inclusive barracks/offices, and community-policing engagement; Transgender Persons (Protection of Rights) Act 2019 and provisions for LGBTQIA+ inclusion in law enforcement agencies, custodial spaces, and governance bodies.

Reading List

1. Agnes, F. (1999). *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press.
2. Bhasin, K. (2000). *Understanding Gender*. Kali for Women.
3. Baxi, P. (2014). *Public Secrets of Law: Rape Trials in India*. Oxford University Press.
4. Government of India. (2013). *The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013*. Ministry of Law and Justice.

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

Course Code: ME-8

Course Title: Women, Media and Digital Spaces

Course Outcomes

1. CO1: Students will analyse legacy of media and visual culture
2. CO2: Students will evaluate gender bias in news, media pedagogy
3. CO3: Students will identify structural barriers in media workplaces
4. CO4: Students will apply policy frameworks and legal protections

Module I: Gender, Socialization, and Media Representations

Biological sex vs. socially constructed gender in mass media; gender roles, patriarchy, and media-driven early childhood stereotyping; primary and secondary socialization through legacy media; the hidden curriculum in visual culture, cinema, television, and advertising.

Module II: Content Review, Language Bias, and Digital Mediation

Gender representation, language bias, and visual stereotypes in news, entertainment, and digital spaces; gender-responsive media pedagogy and ethical journalism; gender bias in audience reception and media research; content redesign and integrating diverse role models; digital mediation, EdTech/AdTech, algorithmic bias, online learning access gaps, and digital safety/cyber-harassment targeting women.

Module III: Media Workplaces, Institutional Compliance, and Leadership

Socio-economic and cultural barriers to tertiary media education and employment; discipline-wise gender disparities (technical vs. creative media roles) and the "leaky pipeline"; newsroom safety mechanisms, institutional compliance with POSH regulations, and setting up effective Internal Complaints Committees (ICC); media governance, editorial leadership, and institutional decision-making.

Module IV: Policy Frameworks, Inclusion Mandates, and Digital Rights

Gender-Inclusion Funds (GIF) in digital literacy; Special Inclusion Zones for marginalized voices; professional development for media practitioners; infrastructure and policy mandates including guidelines for safe workplaces, digital safety protocols, inclusive studio spaces, and community media engagement; Transgender Persons (Protection of Rights) Act 2019 and provisions for LGBTQIA+ inclusion in media production and digital platforms

Reading List

1. Chaudhuri, M. (2004). *Feminism in India*. Kali for Women / Women Unlimited.
2. Dasgupta, S., Sinha, D., & Chakravarti, S. (2012). *Media, Gender, and Popular Culture*

in India: Tracking Change and Continuity. SAGE Publications.

3. Gajjala, R. (2019). *Digital Subalterns and Voice: Asian Women and Global Tech*. Rowman & Littlefield.

4. Government of India. (2013). *The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013*. Ministry of Law and Justice.

5. Government of India. (2019). *The Transgender Persons (Protection of Rights) Act, 2019*. Ministry of Law and Justice.

6. Menon, N. (2012). *Seeing Like a Feminist*. Penguin Random House India.

7. Uberoi, P. (2006). *Freedom and Destiny: Gender, Family, and Popular Culture in India*. Oxford University Press.

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

Course Code: RP-2

Dissertation [Field Work, Report & Viva Voce]

Course Outcomes

1. CO1: Students will conduct an independent gender-related research study using appropriate research methodology and ethical principles.
2. CO2: Students will collect, analyze, and interpret gender-related data using appropriate research and fieldwork methods.
3. CO3: Students will prepare a systematic dissertation report presenting research findings, conclusions, and recommendations.
4. CO4: Students will present and defend their research findings effectively through PPT presentation and viva voce.

Practical Exercises:

1. Dissertation requires students to conduct hands-on field work, write a formal research report, and defend their findings in an oral viva voce.
2. For the field work, students gather primary data on gender-related issues through interviews, surveys, or community observations using ethical research methods.
3. The complete report must be submitted in both soft and hard copy before the commencement of the theory exams.
4. The viva voce is an oral defense based on the dissertation, conducted by a three-member committee chaired by the Director of the Women's Studies Centre, alongside an internal examiner and an external examiner, where students deliver a PPT presentation and answer questions to demonstrate their understanding of gender dynamics and justify their research findings.
5. If the Director is unable to attend, a designated faculty member or contributory teacher will preside over the viva committee.
