



Estd. 1962
"A++" Accredited by
NAAC(2021)
With CGPA 3.52

SHIVAJI UNIVERSITY, KOLHAPUR - 416 004,
MAHARASHTRA

PHONE : EPABX – 2609000, www.unishivaji.ac.in, bos@unishivaji.ac.in

शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र

दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग दुरध्वनी ०२३१-२६०९०९३/९४



SU/BOS/IDS / ~~11~~ 130

Date: 02/01/2023

To,

The Principals,

All Concerned Affiliated Colleges / Institutions.

Shivaji University, Kolhapur.

Subject : Regarding syllabi of M.A.Women's Studies Part – I Sem I & II 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 **M.A.Women's Studies Part – I Sem I & II** under the Faculty of Inter-Disciplinary Studies. as per National Education Policy 2020.(NEP)

This syllabi shall be implemented from the academic year 2022-2023 onwards. A soft copy containing the syllabi is attached herewith and it is also available on university website 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 2022 & March/April 2023. 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

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)
to be implemented in June 2022

Structure and Syllabus in accordance with National Education Policy 2020
to be implemented from
Academic Year 2022 – 2023 onwards

Subject to the modifications to be made from time to time

Shivaji University, Kolhapur
Syllabus for
M.A. in Women's Studies
To be implemented from June 2022
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**: New syllabus will be implemented from June 2022 onwards.
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

Shivaji University, Kolhapur
Women's Studies
From June, 2022 Onwards
Programme Structure for Master of Arts

SEM	DSC	DSE / OEC / GEC / IDC	AECC / Languages	Skill Enhancement Courses (SEC) Multidisciplinary	Total
I	2 x 4 = 8 Compulsory	2 x 4 = 8 (2courses be selected from DSC – 1 to 11 pool)	Internship/ Apprenticeship (4)	SEC –I (2)	22
II	2 x 4 = 8 Compulsory	2 x 4 = 8 (2courses be selected from DSC – 12 to 22 pool) (Research Project) (4)		SEC –II(2)	22
III	2 x 4 = 8	2 x 4 = 8		SEC –III (2)	18
IV	2 x 4 = 8	2 x 4 = 8		SEC –IV (2)	18
Total Credits : 80					

DSC = Discipline Specific Core Course

DSC = Discipline Specific Elective (Elective courses offered under the main discipline/ subject of study are referred to as *Discipline Specific Elective* course)

AECC = Ability Enhancement Compulsory Courses

SEC = Skill Enhancement Compulsory Courses SEC courses are value based and / or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.; These courses may be chosen from a pool of courses designed to provide value-based and / or skill-based knowledge.

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	
DSC 1	Introduction to Gender Studies	80	32	20	8	100	4
DSC 2	Introduction to Western Feminist Thought	80	32	20	8	100	4
DSE 1	Women, Education and Gender Sensitive Teaching Practices	80	32	20	8	100	4
DSE 2	Women and Politics in India	80	32	20	8	100	4
DSE 3	Gender and Media	80	32	20	8	100	4
DSE 4	Gender Disparities in India	80	32	20	8	100	4
DSE 5	Women and Work	80	32	20	8	100	4
Internship / Apprenticeship		80	32	20	8	100	4
SEC I	Soft Skills and Idea of India	50	20	-	-	50	2
Total		450		100		550	22

Notes:

1. Individual passing for theory and practical.
2. Students are advised to contact the Centre for Women's Studies before opting for the DSEs.

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

Course No.	Course Title	Marks					Total	Credit
		Sem. Exam. Maximum Marks	Minimum Marks	Internal Maximum Marks	Minimum Marks			
DSC 3	Overview of Women's Movements	80	32	20	8		100	4
DSC 4	Prevention of Sexual Harassment at Workplace	80	32	20	8		100	4
DSE 1	Women, Education and Gender Sensitive Teaching Practices	80	32	20	8		100	4
DSE 2	Women and Politics in India	80	32	20	8		100	4
DSE 3	Gender and Media	80	32	20	8		100	4
DSE 4	Gender Disparities in India	80	32	20	8		100	4
DSE 5	Women and Work	80	32	20	8		100	4
Internship / Apprenticeship		80	32	20	8		100	4
SEC I	Soft Skills and Idea of India	50	20	-	-		50	2
Total		450		100			550	22

Notes:

1. Individual passing for theory and practical.
2. Students are advised to contact the Centre for Women's Studies before opting for the DSEs.

NATURE OF QUESTION PAPER AND SCHEME OF MARKS: Maximum 80 Marks

Q.1 Five Objective Questions of two marks each: 10 Marks

MCQs/ Answer in one sentence/ Match the following/ Fill in the blanks:

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

I. Each paper will carry 80 marks for theory examination and 20 marks for internal assessment.

II. Internal Assessment of 20 Marks: Home Assignment/ Oral Examination/ Book Review/Survey/ Seminar/Model Presentation/ Study Visit/ Projects/ Group Projects may be assigned either separately or in combination.

M.A. Part I
Semester I
Discipline Specific Core Course

DSC – 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 21st 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
- 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. Understanding Feminist Epistemology and 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
Discipline Specific Core Course
DSC – 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 21st century

I. Liberal Feminism

- 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

- 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 II
Discipline Specific Core Course
DSC-3 Overview of Women's Movements

Course Outcomes (COs): Students will understand

- i. the contribution of women's movement to the empowerment women as well as men
- ii. 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 19th 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 21st Century Challenges for the Women's Movement

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

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

M.A. Part I
Semester II
Discipline Specific Core Course
DSC-4 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

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 I
Discipline Specific Elective Course
DSE-1 Women, Education and Gender Sensitive Teaching Practices

Course Outcomes (COs): Students will

- i. understand the need for bridging gender gaps in education
- ii. be able to integrate gender perspective in teaching, learning and research

I. Women's Education

- 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

II. Initiatives for educational empowerment of women

- a. Gender Disparity in Education and underlying factors
- b. Education for Empowerment,
- c. Education policies
- d. Role of family members in education

III. Feminist perspective on Education

- a. Feminist epistemology
- b. Liberating potential in education
- c. Feminist pedagogy

IV. Twenty-first Century Agenda for Education

- a. SDGs and achievements about women's education
- b. Gender sensitive curricula and teaching practices
- c. Gender balance in educational decision-making

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

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

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

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

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

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

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

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

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

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

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

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

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

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

M.A. Part I
Semester I
Discipline Specific Elective Course
DSE-2: Women and Politics in India

Course Outcomes (COs): Students will

- i. understand the need for bridging gender gaps in education
- ii. be able to integrate gender perspective in teaching, learning and research

I. Women's participation in the Independence Movement

- 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

- 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

- 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
Semester I
Discipline Specific Elective Course
DSE-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
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
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/television/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

M.A. Part I
Semester I
Discipline Specific Elective Course
DSE-4 Gender Disparities in India

Course Outcomes (COs): Students will

- i. understand the nature and extent of gender inequalities in various spheres and their impact on the enrichment of human life
- ii. be able to spot inequalities in their own sphere

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
Discipline Specific Elective Course
DSE-5 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