



SNDT Women's University, Mumbai

Master of Arts (Women's Studies)

M.A. (Women's Studies)

as per NEP-2020

Syllabus

(2023-24)

Prof Mira K Desai
Chairperson, BOS in
Women's Studies

Prof. Jayashree Shinde
Dean,
Interdisciplinary Studies (Add. Charge)

M.A. (Women's Studies)

Semester I and II

2023

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| Programme | M.A. |
| Specialization | Women's Studies |
| Preamble | <p>This is an inter-disciplinary teaching-learning course which aims to equip learner with an understanding of how intersecting structures of gender, class, caste, ethnicity, region and race shape individual's lived experiences and thus provide students with conceptual frames to understand gendered social realities and issues.</p> <p>After completing the course, the learner will develop critical skills to comprehend and analyze intersections between ideas and material realities for gainful employment in broad spectrum of fields like educational institutions, development sector, media, research organizations, corporate sector or pursue higher education and research in allied disciplines.</p> |
| Programme Outcomes (POs) | <p>After completing this programme, the learner will be able to:</p> <ul style="list-style-type: none">• Explain the radical potential of feminist political theories to challenge politics of knowledge production.• Develop a spirit of political and academic engagement with gender justice.• Explain the constitutional rights of women and plan advocacy campaigns.• Develop critical insights about various intersectionalities.• Develop employability skills which will prepare them for employment in governmental, non-governmental, journalism, international organizations, academic, research institutions and think-tanks.• Develop civic sensibilities and evolve as responsible citizens |
| Programme Specific Outcomes (PSOs) | <p>After completing this programme, the learner will be able to:</p> <ul style="list-style-type: none">• Explain the rationale of women's studies within the University system.• Analyze the gendered nature of knowledge production.• Develop critical understanding about the invisibility of women in institutions and policy decisions.• Infer the complex history of women's struggle and protest in the Indian and global context.• Identify the cultural and ideological frames that inform women's writings.• Develop skills to conduct research in social sciences and humanities.• Illustrate the complexities of feminist thoughts.• Elaborate the manner in which gender as a category of analysis requires an intersectional framework.• Identify how disciplines and methods of science are shaped by gender.• Analyze the principles of feminist research methodologies |

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| Eligibility Criteria for the Programme | Any student who has successfully completed graduation in any discipline from UGC/AICTE recognized institution is eligible to apply for this programme. |
| Intake | 25 |

RM: Research Methodology

OJT: On-Job Training

RP: Research Project

| SN | Courses | Type of Course | Credits | Marks | Int | Ext |
|--------------------|--|-------------------|-----------|------------|------------|------------|
| 111711 | Introduction to Women's Studies (Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 111712 | Women in Contemporary India (Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 111713 | Foundation of Feminist Theory-I (Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 111714 | Women's Movement in the Indian and Global Context-I (Theory) | Major (Core) | 2 | 50 | 50 | - |
| 121711 | Gender in Cultural Representation and Media (Theory) * # | Major (Elective) | 4 | 100 | 50 | 50 |
| 131711 | Research Methods (Theory) | Minor Stream (RM) | 4 | 100 | 50 | 50 |
| | | | 22 | 550 | 300 | 250 |
| Semester II | | | | | | |
| 211711 | Foundation of Feminist Theory-II (Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 211712 | Gender and Intersectionality (Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 211713 | Women's Movement in the Indian and Global Context -II (Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 211714 | Feminism and Science (Theory) | Major (Core) | 2 | 50 | 50 | - |
| 221711 | Feminist Research Methodology | Major (Elective) | 4 | 100 | 50 | 50 |
| 241741 | Internship * | OJT | 4 | 100 | 50 | 50 |
| | | | 22 | 550 | 200 | 350 |

Exit option: (44 credit) PG Diploma (Women's Studies)

*Elective for M.A. Women's Studies students #CBCS for students from other Departments

Semester -III

| SN | Courses | Type of Courses | Credits | Marks | Int | Ext |
|--------------------|---|------------------------|----------------|--------------|------------|------------|
| 311711 | Gender and Caste(Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 311712 | Gender, State and Citizenship(Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 311713 | Advanced Feminist Research Methodology(Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 311713 | Indigenous Roots of Feminism (Theory) | Major (Core) | 2 | 50 | 50 | - |
| 321711 | The Impact of Feminist Research on Social Science (Theory)* | Major (Elective) | 4 | 100 | 50 | 50 |
| 351731 | Research Project | RP | 4 | 100 | 50 | 50 |
| | | | 22 | 550 | 250 | 300 |
| Semester IV | | | | | | |
| 411711 | Women, Culture and Development (Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 411712 | Gender in the Legal Terrain (Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 411713 | Reshaping Knowledge systems through Feminism (Theory) | Major (Core) | 4 | 100 | 50 | 50 |
| 421711 | Reading Feminist Writings (Theory)* | Major (Elective) | 4 | 100 | 50 | 50 |
| 451731 | Dissertation | RP | 6 | 150 | 50 | 100 |
| | | | 22 | 550 | 250 | 300 |

*Elective for M.A. Women's Studies students

**MA (Women's Studies)
Syllabus 2023-24
Semester I
(22 credits)**

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| Course Title Code | Introduction to Women's Studies (Major Core- Theory) 111711 |
| Course Credits | 4 |
| Course Outcomes | After going through the course the learner will be able to- <ul style="list-style-type: none"> • Explain the basic concepts of feminist thoughts. • State the rationale of women's studies within the University system. • Analyze the gendered nature of knowledge production. • Discuss the transformative potential of Women's Studies |
| Module 1 (Credit 1) - History of women's studies in India. | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Illustrate the history of entry of Women's Studies in the University System • Analyze the process of engendering of education |
| Content Outline | <ul style="list-style-type: none"> • The entry of Women's Studies in the University system • The role of UGC in the development of Women's Studies • The relationship between Women's Studies and women's movement. • The impact of Women's Studies on engendering education. |
| Module 2 (Credit 1) Defining Women's Studies | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Analyze the complexities of Women's Studies as a discipline. |
| Content Outline | <ul style="list-style-type: none"> • Women's Studies challenging disciplinary boundaries • Aims, Objectives and rationale of Women's Studies • The transformative potential of Women's Studies |
| Module 3 (Credit 1) Introduction to Basic Concepts | |
| Learning Outcome | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Explain the basic concepts in Women's Studies. |
| Content Outline | <ul style="list-style-type: none"> • Concepts like gender, patriarchy, gendered, sex-gender system, body, sexualities, violence, masculinities, queer theory, division of labour, social reproduction, etc. |
| Module 4 (Credit 1)- Foundational Principles of Women's Studies | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Discuss the foundational principles of Women's Studies. • Elaborate upon the process of decolonizing knowledge from feminist perspective. |
| Content Outline | <ul style="list-style-type: none"> • The role of feminism in democratization of knowledge systems • How does feminism challenge all forms of oppression? |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment tracing the development of Women's Studies Centres with reference to UGC Guidelines for Development of Women's Studies Centres in Higher Educational Institutions.
- Focus group discussion on the impact of contemporary women's movement and its impact on women's studies centres.
- Group project on the role of Indian Association for Women's Studies in the development of women's studies.
- Apply the concepts to understand contemporary women's issues in India.

Bibliography

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- Vij, Madhu, Manjeet Bhatia, Shelly Pandey, (2014) *Women's Studies in India: A Journey of 25 Years*, Jaipur: Rawat Publications.

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| Course Title Code | Women in Contemporary India (Major Core- Theory) 111712 |
| Course Credits | 4 |
| Course Outcomes | <p>After learning the modules, the learner will be able to:-</p> <ul style="list-style-type: none"> • Analyse the State policies to achieve gender equality and women's autonomy. • Appraise the shifting projections of the policies to achieve equal rights for women. • Interpolate the huge body of empirical data to understand the historical shift in the status of women. • Develop critical understanding about invisibility of women in institutions and policy decisions. |
| Module 1 (Credit 1) Indicators of Women's Status | |
| Learning Outcomes | <p>After learning the module the learner will be able to -</p> <ul style="list-style-type: none"> • Interpret the concepts related to status indicators. • Assess the policy documents related to status of women |
| Content Outline | <ul style="list-style-type: none"> • Concepts of status indicators enumerated in national and international documents • Sex ratio-mortality-morbidity-life expectancy, declining sex ratio, sex selective abortions, structural violence against women, women in workforce, women in organized and unorganized sectors and participation of women in Indian labour market. • Reading of: <ul style="list-style-type: none"> • Towards Equality Report (1974) • Selections from Justice Verma Committee Report on Amendments to Criminal Law (2013). • Selections from The Time Use Survey Report published by Central Statistical Organisation, Ministry of Statistics and Programme Implementation, GoI, New Delhi. |
| Module 2 (Credit 1)- Gender, Poverty and Food Security | |
| Learning Outcomes | <p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Define the varied facets of the relation between gender and poverty. • Explain how policies have evolved to address the question of gender equality. |
| Content Outline | <ul style="list-style-type: none"> • Defining standards and measurements of food security. • Critical evaluation of changing State policies towards food security <p>Gender dimensions of food deprivation.</p> |
| Module 3 (Credit 1) Gender, Health and Education | |
| Learning Outcome | <p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Critically assess the shift in state policies to ensure equal access to health and education for women |

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| Content Outline | <ul style="list-style-type: none"> • Study of various schemes related to women and health. • State and population /reproductive health policies • Right to Education • Sexism in textbooks |
| Module 4 (Credit 1) - Women's Political Participation and their Access to Family and Community Resources | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Discuss the dynamics of women's political participation. • Analyze historically various government schemes related to women's wellbeing |
| Content Outline | <ul style="list-style-type: none"> • Women's political participation in post-Independence India • The Panchayati Raj Act-Women in Parliament and State Legislatures. • Impact of environment disasters on women's work • Impact of changing economic policies on women's work. |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Critically analyze the Draft National Policy for Women 2016.
- Analyze two state policies related to women's empowerment introduced between 2019-2023
- Group project related to analysis of school textbooks.
- Critical evaluation of the Women's Reservation Bill, 2023.

Bibliography:

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| Course Title Code | Foundation of Feminist Theory – I (Major Core- Theory - Theory) 111713 |
| Course Credits | 4 |
| Course Outcomes | After going through the course, the learner will be able to - <ul style="list-style-type: none"> • Explain different schools of feminist theories. • Define the complexities of feminist philosophies and their relationship to theorizing. • Develop critical skill of analyzing women’s lived experiences and understand the complex relationship between theory and material realities. |
| Module 1 (Credit 1) - Introduction to Feminist Thought | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Define the diversity of feminist thoughts. • Analyse the wide spectrum of feminist theorizing beyond the wave theory. |
| Content Outline | <ul style="list-style-type: none"> • Diversity of feminist thought. • The epistemological challenges to philosophies. • Contradictions and complexities of feminist theorizing. |
| Module 2 (Credit 1)-Liberal Feminism | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Define the contours of liberal feminism • Analyse the relevance and limitations of liberal feminist thought |
| Content Outline | <ul style="list-style-type: none"> • Introduction to Enlightenment philosophy • Locating eighteen and nineteen centuries feminist thought • 20th century feminist thought • The use and limitations of liberal feminist strategies |
| Module 3 (Credit 1)- Radical Feminisms | |
| Learning Outcomes | After learning the module, the learner will be able to: <ul style="list-style-type: none"> • Define the contours and limitations of radical feminism |
| Content Outline | <ul style="list-style-type: none"> • Twentieth century roots of radical feminism • Different perspectives of radical feminism • Debates on sexualities, gendered bodies, reproductive labour |
| Module 4 (Credit 1)–Marxist and Socialist Feminisms | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Define the principles of Marxist and Socialist feminism and their relevance in contemporary times. |

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| Content Outline | <ul style="list-style-type: none"> • Introduction to Marxist concepts and their relevance to feminist theories • Introduction to gender subordination at the intersecting structures of capitalism and patriarchy • Contemporary Marxist and Socialist feminist thought |
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment tracing the rise of different feminist school of thought.
- Analyze the Socialist feminist definition of work and its relevance today.
- Group project related to defining the various contours of radical feminist thought.
- Focus group discussion on the impact of liberal feminist thought on state policies related to wom

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| Course Title Code | Women's Movement in the Indian and Global Context (Major Core - Theory) 121711 |
| Course Credits | 2 |
| Course Outcomes | <ul style="list-style-type: none"> • Discuss the complex history of women's struggles and protest in the Indian and global context. • Elaborate upon the transnational nature of feminist struggles. |
| Module 1 (Credit 1) - Becoming Citizens | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Illustrate the multiple voices of protest during the 19th and 20th centuries • Explain the Suffrage movements and women's movement during the 19th century and anti-colonial struggles |
| Content Outline | <ul style="list-style-type: none"> • Suffrage movements in UK and USA • 19th century reform. • Women in the nation's narrative |
| Module 2 (Credit 1) | Women's Movement in early 20th century India |
| Learning Outcome | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Elaborate upon the women's movement in India during the first half of the 20th century. |
| Content Outline | <ul style="list-style-type: none"> • Participation of women in anti-colonial struggles and social movements. • Women and Gandhian movement. • Women debating rights: <ol style="list-style-type: none"> a) Campaigns for political representation and constitutional equality b) the campaign to reform personal law. |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment on the suffrage movement in the metropolis and its impact on the colonies.
- Critically evaluate the role of women in Gandhian movement.
- Focus group discussion on women's campaign for political rights.
- Critically evaluate the role of women in labour movements.

Bibliography:

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| Course Title Code | Gender in Cultural Representation and Media (Major Elective) 121711 |
| Course Credits | 4 |
| Course Outcomes | <ul style="list-style-type: none"> Recognize the politics of gendered representation in literary texts and popular culture Appreciate the cultural and ideological frames that inform women's writings |
| Module 1 (Credit 1) | Gender and Popular Culture |
| Learning Outcome | After learning the module, the learner will be able to - <ul style="list-style-type: none"> Explain the intersection between gender and popular culture. |
| Content Outline | <ul style="list-style-type: none"> Introduction to 'Culture Industry' Gender, Media and Popular Culture. Politics of Representation |
| Module 2 (Credit 1) | Feminist Literary Theories |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> Elaborate upon the complexities of feminist literary theories. |
| Content Outline | <ul style="list-style-type: none"> Anglo-American literary theories. French literary theories South-South literary theories. |
| Module 3 (Credit 2) | Women's Writings |
| Learning Outcome | After learning the module, the learner will be able to: <ul style="list-style-type: none"> Analyse text from feminist perspective. |
| Content Outline | <ul style="list-style-type: none"> Kalyani Thakur's Andhar Bil. Gita Ramaswamy's Land, Guns, Caste, Women: The Memoir of a Lapsed Revolutionary |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment on how contemporary women writings negotiated with question of citizenship.
- Focus group discussion on the contribution of Frankfurt School.
- Open book test on different feminist literary theories.

Bibliography

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| Course Title Code | Research Methods (Minor Stream) 131711 |
| Course Credits | 4 |
| Course Outcomes | <ul style="list-style-type: none"> • Acquire skills related to academic writing • Discuss stages in research • Define appropriate research methodology for an area of research |
| Module 1 (Credit 1) Perspective on Social Science Research | |
| Learning Outcome | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Critique the Enlightenment and critical traditions that inform research |
| Content Outline | <ul style="list-style-type: none"> • The Scientific Paradigm • Positivist interpretative traditions • Critical Theories |
| Module 2 (Credit 1) –Stages in Research | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Illustrate the different stages of research design. • Deduct the actual research process. |
| Content Outline | <ul style="list-style-type: none"> • Formulation of research problem • Review of related literature and research • Formulate working hypothesis • Research Design • Determining sample design. • Techniques of data collection • Analysis of data • Hypothesis testing • Report Writing • Ethics of Research |
| Module 3 (Credit 1) Types of Research | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Explain the elements of Qualitative and Quantitative Research • Apply the suitable research design for the identified research area |
| Content Outline | <ul style="list-style-type: none"> • Basic and Applied research, Qualitative and Quantitative research. • Historical research • Descriptive research methods- survey, case study, co relational study, content analysis, casual-comparative research. • Analytic studies- pre-experimental, experimental research, quasi experimental. • Qualitative research-ethnography • Evaluative research |
| Module 4 (Credit 1) Sampling and Tools &Techniques of Data Collection | |
| Learning Outcomes | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Apply different techniques of sampling for research. • Explore different tools of data collection • Design different tools for data collection. |
| Content Outline | <ul style="list-style-type: none"> • Sampling • Rationale, characteristics, concept of population and utility, sample. • Types of sampling and generalizability of results. • Probability sampling-simple random sample, systematic random sample, stratified random sampling. • Non-probability sampling-purposive samples, incidental samples, quota samples, snowball samples. |

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| | <ul style="list-style-type: none"> • B. Tools and Techniques for Data Collection. • 1. Primary and secondary methods of data collection. • Different types of questionnaires, rating scales, check lists, schedules, attitude scales, inventories, standardized tests, interviews, observation. • 3. Procedure for preparation of tools. • Procedure for data collection <p>Data analysis</p> |
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment on the difference between quantitative and qualitative research methodologies.
- Presentation on contribution of various critical thinkers.
- Write a research proposal on a selected area of study.

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MA (Women's Studies)
Syllabus 2023-24
Semester II
(22 credits)

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| Course Title Code | Foundation of Feminist Theory –II (Major Core) 211711 |
| Course Credits | 4 |
| Course Outcomes | <p>After going through the course, the learner will be able to -</p> <ul style="list-style-type: none"> • Illustrate the complexities of feminist thoughts. • Elaborate the manner in which feminist thoughts evolved in conjunction with shifting contemporary realities. • Define how feminist thoughts have engaged with diversity and difference. |
| Module 1 (Credit 1) Introduction to Feminist debates in the 80's and 90's: Reconfigurations of Feminism | |
| Learning Outcomes | <p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Explain the distinctive strands in feminist political thought post second wave. • Outline the broad contours of second wave feminist discourse. |
| Content Outline | <ul style="list-style-type: none"> • Queer feminism: Debating heteroreality • Psychoanalytic feminism • Care focused feminism • Ecofeminism • Men in feminism |
| Module 2 (Credit 1) Crisis in Feminism | |
| Learning Outcomes | <p>After learning the module, the learner will be able to -</p> <p>Illustrate the manner in which feminists sought to question, reclaim and redefine ideas about womanhood, gender, beauty, sexuality, femininity and masculinity among other things.</p> <p>Elaborate upon the plural and multifaceted tenants of third wave.</p> |
| Content Outline | <p>Black feminism: Debating sisterhood and equality</p> <p>Third Wave and Postmodern feminism</p> <p>Power feminism</p> <p>Feminism and the neoliberal conjuncture</p> |
| Module 3 (Credit 2) Feminist thoughts of the global south | |
| Learning Outcome | <p>After learning the module, the learner will be able to –</p> <p>Explain the challenges of locating women's issues in post-colonial societies.</p> |

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| Content Outline | <p>Analysis of following articles from feminist perspective:</p> <ul style="list-style-type: none"> • 'Introduction' to Women's Writing in India: 600 BC to the Present (1991) • Chandra Mohanty's Under Western Eyes: Feminist Scholarship and Colonial Discourses (1984). • Selected chapters from Lila Abu -Lughod's Do Muslim Women Need Saving (2013). • Mohanty, Chandra Talpade; Riley, Robin L.; and Minnie Bruce Pratt (eds) (2008). Feminism and War: Confronting U.S. Imperialism, Zed Books [Chapter: Interrogating Americana: An African Feminist Critique; Chapter 5: What's Left? After 'Imperial Feminist' Hijacking; and Chapter 21: Feminism and War: Militarizers, Critiquing Power] • Raewyn Connell (2014), "Rethinking Gender from the South", Feminist Studies, 40(3): 518-539. • Rivera Berruz, Stephanie, "Latin American Feminism", The Stanford Encyclopedia of Philosophy (Summer 2023 Edition), Edward N. Zalta & Uri Nodelman (eds) • Oyeronke Oyewumi(2005) "Visualizing the Body: Western Theories and African Subjects", in African Gender Studies: A Reader. Palgrave. <p>Selections from Ogundipe-Leslie, Molar. Re-Creating Ourselves: African Women and Critical Transformations. Trenton, N.J.: Africa World Press, 1994.</p> |
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment about the crisis in feminist theorizing in the 1990s.
- Identify and analyse a contemporary issue related to queer politics/ caste politics at the national or international level.
- Group project related to transnational feminist thought.
- Analyze a fiction/movie related to women's issues in post-colonial societies.

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| Course Title Code | Gender and Intersectionality (Major Core) 211712 |
| Course Credits | 4 |
| Course Outcomes | After learning the modules, the learner will be able to:- <ul style="list-style-type: none"> • Elaborate the manner in which gender as a category of analysis requires an intersectional framework. • Illustrate the complexity and self-reflexivity of feminist theorizing. • Explain lived experiences of women through many frames that define their identities. |
| Module 1 (Credit 2) Introduction to Intersectionality | |
| Learning Outcome | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Explain the concept and theory of intersectional identities. |
| Content Outline | Analysis of following articles from feminist perspective: <ul style="list-style-type: none"> • Kimberle Crenshaw's Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color (1991) • Kimberle Crenshaw's 'Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics'. (1989) • Jennifer Nash (2008) 'Rethinking Intersectionality'. Feminist Review No.89. • Is 'Intersectionality' a Useful Analytical Framework for Feminists in India? • https://www.epw.in/engage/discussion/intersectionality-useful-analytical-framework • Mary E John (2023) Revisiting a politics of location with and without intersectionality' from The Routledge Companion to Intersectionalities (2023) |
| Module 2 (Credit 1) Gender and Caste | |
| Learning Outcome | After learning the module, the learner will be able to: <ul style="list-style-type: none"> • Investigate how multiple systems of oppression operate in tandem and oppress Dalit women. |
| Content Outline | Analysis of following articles from feminist perspective: <ul style="list-style-type: none"> • https://www.epw.in/journal/2013/18/review-womens-studies-review-issues/intersections-gender-and-caste.html • Following essays from Economic and Political Weekly: - • Conceptualising Brahminical Patriarchy in Early India: Gender, Caste, Class and State, Uma Chakravarti, 1993 • Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language, Anand Kumar, 2010 • Feminist Trajectories in Time and Space: Perspectives from India, Mary E John, 2014 • Dalit Women Talk Differently: A Critique of Difference and Towards a Dalit Feminist Standpoint Position, 1998, Sharmila Rege. |

| Module 3 (Credit 1) Gender and Race | |
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| Learning Outcome | After learning the module, the learner will be able to: <ul style="list-style-type: none"> • Elaborate upon the intersectionality of race and class from the perspective of Black feminism. |
| Content Outline | <ul style="list-style-type: none"> • The Combahee River Collective Statement (1977) • Patricia Hill Collins's <i>Intersecting Oppressions from Black Feminist Thought</i> (1990) • Selections from Jennifer C. Nash's <i>Black Feminism Reimagined after Intersectionality</i> (2019). |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment about the debate amongst feminists in India.
- Focus group discussion on Dalit Feminist Standpoint.
- Class seminar on autobiography or short stories written by a Black or Dalit writer.

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| Course Title Code | Women's Movement in the Indian and Global Context- II (Major Core) 211713 |
| Course Credits | 4 |
| Course Outcomes | After going through the course, the learner will be able to:- <ul style="list-style-type: none"> • Elaborate the complex history of women's struggles and protest in the Indian and global context • Analyze the transnational nature of feminist struggles. |
| Module 1 (Credit 1) Indian Women's Movement post-Independence | |
| Learning Outcome | After learning the module, the learner will be able to:- <ul style="list-style-type: none"> • Interpret the history of women's movement in post-Independence India. |
| Content Outline | <ul style="list-style-type: none"> • Indian Women's Movement from 1975 till 1990 • Women's Movement post 1990s • Muslim Women's Movement • Sex Worker's Movement • Dalit Women's Movement • Queer Movement • Disability Rights Movement |
| Module 2 (Credit 1) Women in Social Movements | |
| Learning Outcome | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Discuss the relationship between women's movement and other social movements post-Independence |
| Content Outline | <ul style="list-style-type: none"> • The Chipko Movement • The Adivasi Struggle in Dhulia • Women in Telangana Movement • Women in Tebhaga Movement. • Women and Labour Movements. • Gail Omvedt (Aug., 1977), "Women and Rural Revolt in India," <i>Social Scientist</i>, Vol. 6, No. 1, pp. 3-18 |
| Module 3 (Credit 2) Transnational feminisms | |
| Learning Outcome | After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Understand transnational feminist forms of alliances to address and deconstruct asymmetries and inequalities. |
| Content Outline | Analysis of following articles from feminist perspective: - <ul style="list-style-type: none"> • Aili Mari Tripp "The Evolution of Transnational Feminisms: Consensus, Conflict and New Dynamics", from <i>Global Feminism: Transnational Women's Activism, Organizing and Human Rights</i>. Edited by Myra Marx Ferree and Aili Mari Tripp. (2006) • 2. Nira Yuval-Davis "Human/Women's Rights and Feminist Transversal Politics", from <i>Global Feminism: Transnational Women's Activism, Organizing and Human Rights</i>. Edited by Myra Marx Ferree and Aili Mari Tripp.(2006). |

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| | <ul style="list-style-type: none"> • Transnational Feminist Theory and Practice: An Introduction. Carolyn Zerbe Enns, Lillian Comas Diaz and Thema Bryant Davis. <i>Women & Therapy</i>, 2021, Vol. 44, NOS. 1-2, 11-26. • "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles. Chandra Talpade Mohanty. <i>Signs: journal of Women in Culture and Society</i>, 2002, Vol. 28, No.2 • The following chapters from <i>The Oxford Handbook of Transnational Feminist Movement</i> (2015): - • Introduction Rawwida Baksh and Wendy Harcourt • Chapter 2 Mapping Transnational Feminist Engagements: Neoliberalism and the Politics of Solidarity. Linda E. Carty and Chandra T. Mohanty • Chapter 6 DAWN, the Third World Feminist Network: Upturning Hierarchies. Peggy Antrobus. • Chapter 14 CEDAW, Gender, and Culture. M.Shanti Dairam |
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment on any one issue that challenged Indian women's movement post 1990s.
- Group discussion on the relationship between women's movement and other social movements.
- Identify and analyze a transnational gender issue related to environmental disaster or migration.

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211714 Major (Core)

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| Course Title Code | Feminism and Science (Major Core) 211714 |
| Course Credits | 2 |
| Course Outcomes | After going through the course, the learner will be able to:- <ul style="list-style-type: none"> • Illustrate how gender operates in scientific institutions. • Define how disciplines and methods of science are shaped by gender. |
| Module 1 (Credit 1) | Gender and Science in India |
| Learning Outcome | After learning the module, the learner will be able to :- <ul style="list-style-type: none"> • Define the tenants of debates related to gender and science in India. |

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| Content Outline | <ul style="list-style-type: none"> • Analysis of following articles from feminist perspective: - • S.Krishna (2015) "Introduction: Understanding Gender and Science in India: Institutions and Beyond" in <i>Feminists and Science: Critiques and Changing Perspectives in India</i>. Eds. Sumi Krishna and Gita Chadha. • Poonacha Veena and Meena Gopal (2004). <i>Women and Science: An Examination of Women's Access to and Retention in Scientific Careers</i>, RCWS, SNDT Women's University. • Abha Sur (2008). "Persistent Patriarchy: Theories of Race and Gender in Science". <i>Economic and Political Weekly</i>. Vol.43 No. 43. • Maithreyi Krishnaraj (1991). <i>Women and Science: Selected Essays</i>. • Selections from Neelam Kumar (2009). <i>Women and Science in India: A Reader</i>. |
| Module 2 (Credit 1) Contours of Science Criticism in India | |
| Learning Outcome | After learning the module, the learner will be able to - Define the feminist critiques of epistemologies and practices of science. |
| Content Outline | <ul style="list-style-type: none"> • Analysis of following articles from feminist perspective • Gita Chadha (2015) "Introduction: Tracking a Consciousness: Questions, Dilemmas and Conundrums of Science Criticism in India" in <i>Feminists and Science: Critiques and Changing Perspectives in India</i>. Eds. Sumi Krishna and Gita Chadha. • Veena Poonacha (2005). "Uncovering the Gender Politics of Science Policies and Education" <i>Economic and Political Weekly</i>. Vol. 40, No.3. • Vandana Shiva. (1989) <i>Staying Alive: Women, Ecology and Development</i> https://www.epw.in/journal/2017/17/review-womens-studies/feminist-science-studies.html |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Written assignment on the analysis of report of DST on women in science and technology.
- Intensive seminar on feminist science fiction.
- Presentation on understanding the complex trajectory of women scientists from feminist perspective.

Bibliography:

- Anandhi, S. (n.d.). *The Manifesto and the Modern Self: Reading the Autobiography of Muthulakshmi Reddy* (MIDS Working Paper No. 204). Chennai: Madras Institute of Development Studies
- Banerjee, Nirmala, Samita Sen, and Nandita Dhawan. (Eds). (2012). *Mapping the Field: Gender Relations in Contemporary India*. Kolkata: STRee
- Davar, Bhargavi. (Ed). (2001). *Mental Health from a Gender Perspective*. New Delhi: Sage
- GoI. (2003). *Science and Technology Policy 2003*. New Delhi: Department of Science and Technology, Government of India
- Harding, Sandra. (1986). *The Science Question in Feminism*. Ithaca: Cornell University.

- Hossain, Rokeya Sakhawat (1905). *Sultana's Dream and Padmang: Two Feminist Utopias*, Translated with an Introduction by Barnita Bagchi. Delhi: Penguin Books, 2005
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- Krishna, Sumi. (2009). *Genderscapes: Revisioning Natural Resource Management*. New Delhi: Zubaan
- Nandy, Ashis. (Ed). *Science, Hegemony & Violence: A Requiem for Modernity*. United Nations University
- Shiva, Vandana. (Ed). (2015). *Seed Sovereignty, Food Security: Women in the Vanguard*. New Delhi: Women Unlimited.
- Sur, Abha. (2011). *Dispersed Radiance: Caste, Gender, and Modern Science*. Delhi: Navyana

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|---|---|
| Course Title Code | Feminist Research Methodology (Major Elective) 221711 |
| Course Credits | 4 |
| Course Outcomes | <ul style="list-style-type: none"> Recognize the principles of feminist research methodology. Assess the pragmatic approach of social science research methods to learn about women's lives. Elaborate multiple intersections around gender, gender relations and gender powers. |
| Module 1 (Credit 2) Principles of Feminist Methodology | |
| Learning Outcomes | <p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> Explain the principles of feminist methodology. Identify the feminist critique of the politics of knowledge production |
| Content Outline | <p>The following chapters from <i>Feminist Methodology: Challenges and Choices</i> (2002) by Caroline Ramazanoglu and Janet Holland:</p> <ul style="list-style-type: none"> Chapter 1 Introduction Chapter 2 Reason, science and progress: feminism's Enlightenment inheritance. Chapter 3 Can feminist tell the truth? Challenges of scientific method Chapter 4 From truth/reality to knowledge/power: taking a feminist standpoint. Chapter 5 Escape from epistemology? The impact of postmodern thought on feminist methodology. Chapter 6 Researching 'others': feminist methodology and the politics of difference. <p>2) Maithreyi Krishnaraj(2021) "The Feminist Methodology". <i>Economic and Political Weekly</i>, Vol 56, Issue No. 52, 25 December.</p> |

| Module 2 (Credit 1) Feminist Challenge to Mainstream Research | |
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| Learning Outcomes | After learning the module, the learner will be able to - Explain the impact of gender as a category of research in social sciences |
| Content Outline | <ul style="list-style-type: none"> • Feminist Challenge to Mainstream Research • Sandra Harding. "Introduction: Is there a feminist Method". In Sandra Harding ed. <i>Feminism and Methodology</i>. (1987). • Aparna Rayaprol. "Feminist Research: Redefining Methodology in the Social Sciences. <i>Contributions to Indian Sociology</i>. Vol. 50, Issue 3, 2016. • Janaki Nair. "The Troubled Relationship of Feminism and History" <i>Economic and Political Weekly</i>, Vol. 43, Issue No 43, 25 October, 2008. <p>Dorothy Smith. "Women's Perspective as a Radical Critique of Sociology" in Sandra Harding ed. <i>Feminism and Methodology</i>. (1987).</p> |
| Module 3 (Credit 1) Feminist Epistemology | |
| Learning Outcomes | After learning the module, the learner will be able to: <ul style="list-style-type: none"> • Explain contribution of feminist critique of dominant positions. |
| Content Outline | <ul style="list-style-type: none"> • Sandra Harding "Conclusion: Epistemological Questions" In Sandra Harding ed. <i>Feminism and Methodology</i>. (1987). • Donna Haraway. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective" in <i>Feminist Studies</i>. Vol. 14. No.3 (Autumn, 1988). • Selections from <i>Feminist Epistemologies</i>. Edited and with an Introduction by Linda Alcoff and Elizabeth Potter (1993) • Nancy Hartstock, (2004), "The feminist standpoint: developing the ground for a specifically feminist historical materialism," in Harding, Sandra; Hintikka, Merrill B. (eds.), <i>The Feminist Standpoint Theory Reader: Intellectual and Political Controversies</i>, New York: Routledge |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Written assignment on the principles of feminist research methodologies.
- Intensive seminar on feminist interventions in social science research and its impact on knowledge production.
- Individual project on aspects of feminist epistemologies.

References:

- Edwards, R., & Mauthner, M. (2002). "Ethics and Feminist Research: Theory and Practice." In M. Mauthner et al. (Eds.), *Ethics in Qualitative Social Research*. New Delhi: Sage.
- Geertz, C. (1973). "Deep Play: Notes on a Balinese Cockfight." In *The Interpretation of Cultures* (pp. 412-454). NY: Basic Books.

Garry, A., & Pearsall, M. (Eds.). (1996). *Women, Knowledge, Reality: Explorations in Feminist Philosophy*. London: Routledge.

Harding, S. (1987). "Introduction: Is there a feminist Method." In S. G. Harding (Ed.), *Feminism and Methodology: Social Science Issues*. Indiana University Press.

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Mies, M. (1983). "Towards a methodology for feminist research." In *Theories of Women's Studies*, 139.

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Visweswaran, K. (1996). *Fictions of Feminist Ethnography*. Delhi: Oxford University Press.

Wickramasinghe, M. (2007). *Feminist Research Methodology: Making meaning of meaning-making*. New Delhi: Zubaan.

Top of Form

241741- Internship

| Course Title | Internship |
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| Course Credits | 4 |
| Course Outcomes | <ul style="list-style-type: none"> • Provide preliminary first-hand organizational work experience. • Familiarize the learner with the rigour of professional life. • Provide opportunities to build professional networks and discover one's career path. • Demonstrate a smooth transition from classroom to workplace. • Develop soft skills such as interpersonal skills, professionalism, confidence and self-efficacy. |
| Learning Outcomes | <p>After completing the internship, the learner will be able to -</p> <ul style="list-style-type: none"> • Apply knowledge and theories from classroom to workplace. • Show self-efficacy and entrepreneurial skills. • Build professional networks for professional growth. • Make use of the professional experience to work in varied sectors across government, non-government or corporate organizations. • Design training programme, design curricula, work on gender analysis, become part of policy think tanks, research activities, campaigns or even teaching. |