

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

As per NEP-2020

Syllabus

(2023-24)

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

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

M.A. (Women's Studies)

Semester I and

II2023

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

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

Semester I						
SN	Courses	Type of Courses	Cred its	Mar ks	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	-
161711	Gender in Cultural Representation and Media (Theory) #	Open (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	Feminist Research Methodology (Theory)	Major (Core)	4	100	50	50
211714	Feminism and Science (Theory)	Major (Core)	2	50	50	-

261711	Women's Movement in the Indian and Global Context-II (Theory)	Open (Elective)	4	100	50	50
241741	Internship	OJT	4	100	50	50
			22	550	300	250
Exit PG Diploma Women's Studies			44	1100		

Elective for M.A. Women's Studies students

#CBCS for students from other Department

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
311714	Readings in Indian Feminism (Theory)	Major (Core)	2	50	50	-
321711	Gender and Public Policy -I (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	Reading Feminist Writings (Theory)	Major (Core)	4	100	50	50
421711	Gender and Public Policy-II (Theory)*	Major (Elective)	4	100	50	50
451731	Dissertation	RP	6	150	50	100
			22	550	250	300
M.A. (Women's Studies) Degree			88	1100		

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

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
Module1(Credit1)-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.
Module2(Credit1) 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
Module3(Credit1) 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.
Module4(Credit1)-Foundational Principles of Women's Studies	
Learning Outcomes	After learning the module, the learner will be able to -Discuss the foundational principles of Women's Studies. <ul style="list-style-type: none"> • Elaborateupontheprocessofdecolonizingknowledgefromfeministperspective.
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

1. Aneja, A. (Ed.). (2019). *Women's and gender studies in India: Crossings*. Oxon: Routledge.
2. Redfern, C., & Aune, K. (2010). *Reclaiming the F word: The new feminist movement*. London: Zed Books.
3. Evans, M., & Williams, C. H. (Eds.). (2015). *Gender: Key concepts*. Oxon: Routledge.
4. Jain, D., & Rajput, P. (2003). *Narratives from the women's studies: Family recreating knowledge*. New Delhi: Sage Publications.
5. John, M. E. (2008). *Women's studies in India: A reader*. New Delhi: Penguin Group.
6. Kathuria, P., & Bhaiya, A. (Eds.). (2018). *Indian feminisms: Individual and collective journeys*. New Delhi: Zubaan.
7. Roy, K. (2011). *Insights and interventions: Essays in honour of Uma Chakravarti*. Delhi: Primus Books.
8. Lips, H. M. (2015). *Gender: The basics*. Oxon: Routledge.
9. Orr, C. M., Braithwaite, A., & Lichtenstein, D. (2012). *Rethinking women's and gender studies*. New York: Routledge.
10. Pilcher, J., & Whelehan, I. (2016). *Key concepts in gender studies*. New Delhi: Sage Publications.
11. Poonacha, V. (2015). *Understanding women's studies*. Mumbai: RCWS.
12. Sharma, K., & Sujaya, C. P. (Eds.). (2012). *Towards equality: Report of the committee on the status of women in India*. Delhi: CWDS and Pearson.
13. Sharma, K. (2012). *Changing the terms of the discourse: Gender equality and the Indian state*. Delhi: CWDS & Pearson.
14. Smith, B. G. (2015). *Women's studies: The basics*. Oxon: Routledge.
15. Vij, M., Bhatia, M., & Pandey, S. (2014). *Women's studies in India: A journey of 25 years*. Jaipur: Rawat Publications.

Course Title Code	Women in Contemporary India (Major Core-Theory)111712
Course Credits	4
Course Outcomes	After learning the modules, the learner will be able to: - <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.
Module1(Credit1) Indicators of Women's Status	
Learning Outcomes	After learning the module, the learner will be able to- <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, morality, morbidity, life expectancy, declining sex ratio, sex-selective abortions, structural violence against women, women in the workforce, women in organized and unorganized sectors, and participation of women in the Indian labor market. Reading of: <ol 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 the Central Statistical Organisation, Ministry of Statistics and Programme Implementation, Government of India, New Delhi.
Module2(Credit1)-Gender, Poverty and Food Security	
Learning Outcomes	After learning the module, the learner will be able to - <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. Gender dimensions of food deprivation.
Module3(Credit1) Gender, Health and Education	
Learning Outcome	After learning the module, the learner will be able to- <ul style="list-style-type: none"> Critically assess the shift in state policies to ensure equal access to health and education for women

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.
Module4(Credit1)-Women’s Political Participationand theirAccess to Family and Community Resources	
Learning Outcomes	<p>After learning the module, the learner will be able to –</p> <ul style="list-style-type: none"> • Discuss the dynamics of women’s political participation. • Analyze historically various government schemes related to women’s well-being.
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 environmental 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:

- Annandale, E. (2009). Women’s health and social change. London: Routledge.
- Apoorvanand, & Goyal, O. (Eds.). (2018). Education at the crossroads. New Delhi: Niyogi Books.
- Bhandari, L., Kale, S., & Mehra, C. S. (2019). Higher education in India: A data compendium. New Delhi: Social Science Press.
- Cousins, S. (2020). A woman’s worth: Health, stigma and discrimination in India. New Delhi: Sage Publications.
- Dahlerup, D. (Ed.). (2007). Women, quotas and politics. Oxon: Routledge.
- Darooka, P. (Ed.). (2016). Road to rights: Women, social security and protection in India. New Delhi: Sage Publications.
- Dasgupta, S., & Verick, S. S. (Eds.). (2016). Transformation of women at work in Asia: An unfinished development agenda. New Delhi: Sage Publications.
- Davar, B. (2001). Mental health from a gender perspective. New Delhi: Sage Publications.
- Dunaway, W. A. (Ed.). (2014). Gendered commodity chains: Seeing women’s work and households in global production. Stanford: Stanford University Press.
- Fish, J. N. (2018). Domestic workers of the world unite: A global movement for dignity and human rights. New Delhi: Sage Publications.
- Gupta, V., Agnihotri, R. K., & Panda, M. (Eds.). (2021). Education and inequality: Historical and contemporary trajectories. Hyderabad: Orient Blackswan Pvt. Ltd.
- India Infrastructure Report 2013/14. (2014). The road to universal health coverage. Hyderabad: Orient Blackswan.
- Devika, J., & Thampi, B. V. (2012). New lamps for old? Gender paradoxes of political decentralization in Kerala. New Delhi: Zubaan.
- Jha, P., Kumar, A., & Mishra, Y. (Eds.). (2020). Labouring women: Issues and challenges in contemporary India. Hyderabad: Orient Blackswan.
- John, M., & Wichterich, C. (2023). Who cares? Care extraction and the struggle of Indian health workers. New Delhi: Zubaan Publications.
- John, M. E., & Gopal, M. (Eds.). (2021). Women in the worlds of labour. Hyderabad: Orient Blackswan.
- John, M. (Ed.). (2023). Debating education in India: Issues and concerns. New Delhi: Tulika Books.
- Manubhai, J. P. (2020). A foot in the door: Dalit women in Panchayati Raj in Gujarat and Tamil Nadu. New Delhi: Zubaan Publications.

- Meena, H. (2011). Women empowerment and self-help group: Gender disparity and democratic safety. Jaipur: Adi Publications.
- Mokashi, R. P. (Ed.). (2023). Third eye and other works: Mahatma Phule's writings on education.
- Neetha, N. (Ed.). (2019). Working at others' homes: The specifics and challenges of paid domestic work. New Delhi: Tulika Books.
- Nair, J. (Ed.). (2022). Un/common schooling: Educational experience in twentieth-century India. Hyderabad: Orient Blackswan Pvt. Ltd.
- Philipose, P., & Bishnoi, A. (Eds.). (2013). Women's employment work in progress. New Delhi: Friedrich-Ebert-Stiftung.
- Raghunandan, T. R. (Ed.). (2012). Decentralisation and local governments: The Indian experience. New Delhi: Orient Blackswan.
- Rai, S. M. (2019). Performing representation: Women members in the Indian parliament. New Delhi: Oxford University Press.
- Ramachandran, V., & Jandhyala, K. (Eds.). (2019). Gender and education. Hyderabad: Orient Blackswan.
- Ramaswamy, V. (Ed.). (2016). Women and work in precolonial India: A reader. New Delhi: Sage Publications.
- Rao, M. (Ed.). (2004). The unheard scream: Reproductive health and women's lives in India. New Delhi: Zubaan.
- Saree Rekha, M. S. (2017). State without honour: Women workers in India's aganwadis. New Delhi: Oxford University Press.
- Sarojini, N., & Marwah, V. (Eds.). (2015). Reconfiguring reproduction: Feminist health perspectives on assisted reproductive technologies. New Delhi: Zubaan.
- Sinha, D. (2016). Women, health and public services in India: Why are states different? London: Routledge.
- Swaminathan, P. (Ed.). (2012). Women and work. New Delhi: Orient Blackswan.
- Unni, J., Yadav, V., Naik, R., & Dutta, S. (2021). Women entrepreneurship in the Indian middle class: Interdisciplinary perspectives. Hyderabad: Orient Blackswan Pvt. Ltd.
- Varghese, N. V., & Khare, M. (Eds.). (2023). India higher education report 2020: Employment and employability of higher education graduates in India. London: Taylor & Francis.

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.
Module1(Credit1)- 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. • Analyze 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.
Module2(Credit1)-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. • Analyze the relevance and limitations of liberal feminist thought.
Content Outline	<ul style="list-style-type: none"> • Introduction to Enlightenment philosophy • Locating eighteenth and nineteenth centuries feminist thought • 20th century feminist thought • The use and limitations of liberal feminist strategies
Module3(Credit1)-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
Module4(Credit1)-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.

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
-----------------	--

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Write an assignment tracing the rise of different feminist schools 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 women.

Bibliography:

- Althusser, L. (1984). *Essays on ideology*. London: Verso.
- Barrett, M. (1988). *Women's oppression today: Problems in Marxist-feminist analysis* (rev. ed.). London: Verso.
- Brownmiller, S. (1976). *Against our will: Men, women and rape*. Harmondsworth: Penguin Books.
- Daly, M. (1979). *Gyn/Ecology: The metaethics of radical feminism*. London: The Women's Press.
- de Beauvoir, S. (1972). *The second sex* (First published 1949, Trans. and Ed. H. M. Parshley). Harmondsworth: Penguin Books.
- Eisenstein, Z. R. (1979). *Capitalist patriarchy and the case for socialist feminism*. Monthly Review Press.
- Ellmann, M. (1969). *Thinking about women*. London: Virago.
- Engels, F. (1985). *The origin of the family, private property and the state* (1884). Harmondsworth: Penguin Books.
- Figs, E. (1970). *Patriarchal attitudes: Women in society*. London: Faber & Faber.
- Firestone, S. (1979). *The dialectic of sex: The case for feminist revolution*. London: The Women's Press.
- Friedan, B. (1965). *The feminine mystique*. Harmondsworth: Penguin Books.
- Gilligan, C. (1993). *Carol Gilligan's in a different voice*. Chez Baldwin Writer's House Digital Collection.
- Greer, G. (1971). *The female eunuch*. London: Paladin Books.
- Hartmann, H. I. (2015). The unhappy marriage of Marxism and feminism: Towards a more progressive union. In *Radical political economy*. London: Routledge.
- Jagger, A. M. (1983). *Feminist politics and human nature*. Hemel Hempstead: Harvester Press.
- Kuhn, A., & Wolpe, A. (Eds.). (1978). *Feminism and materialism: Women and modes of production*. London: Routledge & Kegan Paul.
- Mill, J. S. (1989). *JS Mill: On liberty and other writings*. Cambridge University Press.
- Mitchell, J. (1975). *Women's estate*. Harmondsworth: Penguin Books.
- Ortner, S. B. (1972). Is female to male as nature is to culture? *Feminist Studies*, 1(2), 5-31.
- Rawls, J. (1971). *A theory of justice*. Cambridge: Harvard University Press.
- Rich, A. (2002). Compulsory heterosexuality and lesbian existence. In *Culture, society and sexuality* (pp. 199-225). London: Routledge.
- Tong, R. (1989). *Feminist thought: A comprehensive introduction*. London: Routledge.
- Wollstonecraft, M. (1975). *Vindication of the rights of women* (1792). Harmondsworth: Penguin Books.
- Young, I. (1980). Socialist feminism and the limits of dual systems theory. *Socialist Review Oakland, Cal*, 10(2-3), 169-188.

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.
Module1(Credit1)-Becoming Citizens	
Learning Outcomes	<p>After learning the module, the learner will be able to-</p> <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
Module2(Credit1)	Women's Movement in early 20th century India
Learning Outcome	<p>After learning the module, the learner will be able to-</p> <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. <ul style="list-style-type: none"> a) Women debating rights: <ul 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 the Gandhian movement.
- Focus group discussion on women's campaign for political rights.
- Critically evaluate the role of women in labour movements.

Bibliography:

- Datar, C. (Ed.). (1995). *The struggle against violence*. Calcutta: Mandira Sen for Stree.
- Forbes, G. (1997). *Indian women and the freedom movement: A historian's perspective*. Mumbai: RCWS.
- Forbes, G. (1998). *Women in modern India*. New Delhi: Cambridge University Press.
- Forbes, G. (2005). *Women in colonial India: Essays on politics, medicine, and historiography*. New Delhi: Chronicle Books.
- Gandhi, N., & Shah, N. (1992). *The issues at stake: Theory and practice in the contemporary women's movement in India*. New Delhi: Kali for Women.
- Kumar, R. (1997). *The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800-1990*. New Delhi: Kali for Women.
- Krishnamurthy, J. (1989). *Women in colonial India: Essays on survival, work, and the state*. New Delhi: Oxford University Press.
- Lalita, K. (1989). *We are making history: Life histories of women in the Telangana people's struggle*. New Delhi: Kali for Women.
- Loomba, A. (2019). *Revolutionary desires: Women, communism, and feminism in India*. Oxon: Routledge.
- Mahan, R. (1999). *Women in Indian National Congress (1921-1931)*. Jaipur: Rawat Publications.
- Mel, N. D. (2001). *Women and the nation's narrative: Gender and nationalism in twentieth-century Sri Lanka*. New Delhi: Kali for Women.
- Menon, R. (2011). *Making a difference: Memoirs from the women's movement in India*. New Delhi: Women Unlimited.
- Mukherjee, S. (2018). *Indian suffragettes: Female identities and transnational identities*. New Delhi: Oxford University Press.
- Murthy, L., & Dasgupta, R. (2011). *Our pictures, our words: A visual through the women's movement*. New Delhi: Zubaan.
- Omvedt, G. (1979). *We will smash this prison*. New Delhi: Orient Longman Ltd.
- Omvedt, G. (1990). *Violence against women: New movements and new theories in India*. New Delhi: Kali for Women.
- Panjabi, K. (2017). *Unclaimed harvest: An oral history of the Tebhaga women's movement*. New Delhi: Zubaan.
- Pawar, U., & Moon, M. (2006). *We also made history: Women in the Ambedkar movement I* (W. Sonalkar, Trans.). New Delhi: Zubaan Publications.
- Poster Women: *A visual history of the women's movement in India* (2006). New Delhi: Zubaan.
- Ray, B. (Ed.). (1995). *From the seams of history: Essays on Indian women*. New Delhi: Oxford University Press.
- Ray, B. (2002). *Early feminists of colonial India: Sarala Devi Chaudhurani & Rokeya Sakhawat Hossain*.
- Roy, A. (2005). *Gendered citizenship: Historical and conceptual explorations*. Hyderabad: Orient Longman.
- Ryan, B. (1992). *Feminism and the women's movement: Dynamics of change in social movement ideology and activism*. New York: Routledge.
- Sangari, K., & Vaid, S. (Eds.). (1989). *Recasting women: Essays in colonial history*. New Delhi: Kali for Women.

- Sarkar, S., & Sarkar, T. (Eds.). (2007). *Women and social reform in modern India, Volume One*. Ranikhet: Permanent Black.
- Sarkar, S., & Sarkar, T. (Eds.). (2007). *Women and social reform in modern India, Volume Two*. Ranikhet: Permanent Black.
- Sen, I. (Ed.). (1990). *Space within the struggle*. New Delhi: Kali for Women.
- Sen, S. (2021). Gender and the politics of class: Women in trade unions in Bengal. *South Asia: Journal of South Asian Studies*, 44(2), 362-379.
- Smith, B. G. (Ed.). (2000). *Global feminism since 1945*. London: Routledge.

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.
Module1(Credit1)	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
Module2(Credit1)	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.
Module3(Credit2)	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's writings negotiated with the question of citizenship.
- Focus group discussion on the contribution of Frankfurt School.
- Open book test on different feminist literary theories.

Bibliography

- Adorno, Theodor, & Horkheimer, Max. (2016). *Dialectic of Enlightenment*. London: Verso.
- Akhtar, Shaheen, & Bhowmik, Moushumi (Eds.). (2008). *Women in Concert: An Anthology of Bengali Muslim Women's Writings (1904-1938)*. Kolkata: Stree.
- Bose, Brinda. (2017). *Audacity of Pleasure: Sexualities, Literature, and Cinema in India*. Gurgaon: Three Essays Collective.
- Bose, Brinda (Ed.). (2006). *Gender and Censorship*. New Delhi: Women Unlimited.
- Bonner, Frances (Ed.). (1992). *Imaging Women: Cultural Representations and Gender*. London: Polity Press.
- Chanda, Ishipta, & Bagchi, Jayeta. (2014). *Shaping the Discourse: Women's Writings in Bengali Periodicals 1865-1947*. Kolkata: School of Women's Studies, Jadavpur University and Stree.
- Chanda, Ipshita. (2003). *Packaging Freedom: Feminism and Popular Culture*. Kolkata: Stree.
- Chakravarti, Uma. (2016). *Thinking Gender/Doing Gender: Feminist Scholarship and Practice Today*. Hyderabad: Orient Blackswan.
- Dasgupta, Sanjukta. (2012). *Media, Gender, and Popular Culture in India: Tracking Change and Continuity*. New Delhi: Sage Publications.
- Gabriel, Karen. (2010). *Melodrama and the Nation: Sexual Economies of Bombay Cinema 1970-2000*. New Delhi: Women Unlimited.
- Goodman, Lizbeth, & De, Gay Jane (Eds.). (2018). *Routledge Reader in Gender and Performance*. Oxon: Routledge.
- Jain, Jasbir, & Rai, Sudha (Eds.). (2015). *Films and Feminism: Essays in Indian Cinema*. Jaipur: Rawat Publications.
- Lodge, David. (1988). *Modern Criticism and Theory: A Reader*. London: Longman.
- Macdonald, Myra. (1995). *Representing Women: Myths of Femininity in the Popular Media*. London: Edward Arnold.
- Niranjana, Tejaswini, Sudhir, P., & Dhareshwar, Vivek. (1993). *Interrogating Modernity: Culture and Colonialism in India*. Calcutta: Seagull Books.
- Sangari, Kumkum, & Vaid, Sudesh (Eds.). (1994). *Women and Culture*. Bombay: RCWS.
- Singh, Lata. (2017). *Raising the Curtain: Recasting Women Performers in India*. Hyderabad: Orient Blackswan Pvt. Ltd.
- Tharu, Susie, & Lalita, K. (Eds.). (1991). *Women Writing in India: 600 B.C. to the Present: Vol. I 600 B.C. to Early Twentieth Century*. New York: The Feminist Press.
- Tharu, Susie, & Lalita, K. (Eds.). (1993). *Women Writing in India: 600 B.C. to the Present: Vol. II 600 B.C. to Early Twentieth Century*. Bombay: Oxford University Press.

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
Module1(Credit1)	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
Module2(Credit1)–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
Module3(Credit1) 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, correlational study, content analysis, causal-comparative research. • Analytic studies - pre-experimental, experimental research, quasi-experimental. • Qualitative research - ethnography • Evaluative research
Module4(Credit1) Sampling and Tools & Techniques of DataCollection	
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.• B. Tools and Techniques for Data Collection• Primary and secondary methods of data collection• Different types of questionnaires, rating scales, checklists, schedules, attitude scales, inventories, standardized tests, interviews, observation• Procedure for preparation of tools• Procedure for data collection and data analysis
-----------------	---

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 research a proposal on a selected area of study.

Bibliography

- Bernard, H. R. (1998). *Research methods in cultural anthropology*. New Delhi: Sage Publications.
- Berry, W. D., & Lewis-Beck, M. S. (Eds.). (1986). *New tools for social scientists: Advances and applications in research methods*. Beverly Hills: Sage Publications.
- Blalock, H. M. (1984). *Basic dilemmas in the social sciences*. New Delhi: Sage Publications.
- Buran, E., & Parker, I. (Eds.). (1993). *Discourse analytic research: Repertoires and readings of texts in action*. London: Routledge.
- Fitz-Gibbon, C. T., & Morris, L. L. (1987). *How to analyze data*. Newbury Park: Sage Publications.
- Henderson, M. E. (1988). *How to measure attitudes*. New Delhi: Sage Publications.
- Kaplan, D. (2004). *The Sage handbook of quantitative methodology for the social sciences*. London: Sage.
- Leavy, P., & Harris, A. (2019). *Contemporary feminist research: From theory to practice*. New York: The Guilford Press.
- Maanen, J. V. (Ed.). (1983). *Qualitative methodology*. Beverly Hills: Sage Publications.
- Miles, M. B. (1984). *Qualitative data analysis: A sourcebook of new methods*. Beverly Hills: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research* (5th ed.). London: Sage.
- Payne, W. R. (2023). *An introduction to philosophy*. BCampus.
- Shand, J. (1993). *Philosophy and philosophers: An introduction to Western philosophy*. London: University College.
- Whyte, W. F. (1984). *Learning from the field: A guide from experience*. Beverly Hills: Sage Publications.
- Wickramasinghe, M. (2014). *Feminist research methodology: Making meaning of meaning-making*. New Delhi: Zubaan.
- Yin, R. K. (1984). *Case study research. Design and Methods*. Beverly Hills: Sage Publication.

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

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 thought 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 hetero reality • 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. Elaborate upon the plural and multifaceted tenants of third wave.</p>
Content Outline	<p>Black feminism: Debating sisterhood and equality Third Wave and Postmodern feminism Power feminism 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>

Content Outline	<p>Analysis of following articles from feminist perspective:</p> <ul style="list-style-type: none"> • 'Introduction'toWomen'sWritinginIndia: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, ZedBooks [Chapter: Interrogating Americana: An African Feminist Critique; Chapter5: What's Left? After 'Imperial Feminist' Hijacking; andChapter21: Feminism and War: Militarizers, Critiquing Power] • Raewyn Connell (2014),"Rethinking Gender from the South", FeministStudies,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: WesternTheoriesandAfricanSubjects",inAfricanGenderStudies:AReader. Palgrave. <p>Selections from Ogun-dipe-Leslie, Molar. Re-Creating Ourselves: African Women and Critical Transformations. Trenton, N.J.: AfricaWorldPress,1994.</p>
-----------------	---

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 fiction/movie related to women's issues in post-colonial societies.

Bibliography:

- Arruzza, C., Bhattacharya, T., & Fraser, N. (2019). *Feminism for 99%: A manifesto*. London: Verso.
- Bose, B. (Ed.). (2007). *Phobic and the erotic: The politics of sexualities in contemporary India*. Kolkata: Seagull Books.
- Bose, B. (Ed.). (2003). *Translating desire: The politics of gender and culture in India*. New Delhi: Katha.
- Brenner, J. (2000). *Women and the politics of class*. New York, NY: Monthly Review Press.
- Butler, J. (1990). *Gender trouble: Feminisms and the subversion of identity*. London: Routledge.
- Butler, J. (1997). Merely cultural. *Social Text*, 52/53, 265-277.
- Butler, J. (1998, February 1). Merely cultural. *New Left Review*. Retrieved from <https://newleftreview.org/issues/i227/articles/judith-butler-merely-cultural>
- Chowdhury, R., & Baset, Z. A. (2015). Men doing feminism in India: An introduction. *Economic and Political Weekly*, 29-32.
- Chowdhury, R., & Baset, Z. A. (Eds.). (2018). *Men and feminism in India*. Delhi: Routledge.
- Collins, P. H. (1990). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. London: Routledge.
- Evans, M., Hemmings, C., Henry, M., Johnstone, H., Madhok, S., Plomien, A., & Wearing, S. (Eds.). (2014). *The Sage handbook of feminist theory*. London: Sage.
- Fraser, N. (2009). Feminism, capitalism, and the cunning of history. *New Left Review*, 56, March-April.
- Fraser, N. (1998, April 1). Heterosexism, misrecognition, and capitalism: A response to Judith Butler. *New Left Review*. Retrieved from <https://newleftreview.org/issues/i228/articles/nancy-fraser-heterosexism-misrecognition-and-capitalism-a-response-to-judith-butler>
- Genz, S., & Brabon, B. A. (2009). *Postfeminism: Cultural texts and theories*. Edinburgh: Edinburgh University Press.
- Gilligan, C. (1993). *An ethic of care*. New York, NY: Routledge.

- Gopal, M. (2022). Towards greater civility: Public morality and transversal queer/feminist politics in India. In S. Waghmore & H. Gorrige (Eds.), *Civility in crisis: Democracy, equality, and the majoritarian challenge in India* (pp. 115–128). New York, NY: Routledge.
- hooks, b. (1984). *Feminist theory: From margins to center*. Boston, MA: South End Press.
- John, M. (2023). *Who cares: Care extraction and the struggles of Indian health workers*. New Delhi: Zubaan.
- Kulkarni, M. (2018). *Global masculinities: Interrogations and reconstructions*. London: Routledge.
- Levy, A. (2005). *Feminist chauvinist pig: Women and the launch of raunch culture*. New York, NY: Free Press.
- Menon, N. (Ed.). (2007). *Sexualities*. London: Zed Books.
- Narrian, A., & Bhan, G. (2006). *Because I have a voice: Queer politics in India*. Mumbai: Yoda Press.
- Nedelsky, J., & Malleson, T. (2023). *Part-time for all: A care manifesto*. Oxford: Oxford University Press.
- Nicholson, J. (Ed.). (1990). *Feminism/postmodernism*. London: Routledge.
- Rottenberg, C. (2018). *The rise of neoliberal feminism*. Oxford: Oxford University Press.
- Shiva, V., & Mies, M. (1993). *Ecofeminism*. London: Zed Books.
- Snyder, C. R. (2008). What is third-wave feminism? A new directions essay. *Signs*, 34(1), 175–196.
- Tithi, B. (Ed.). (2017). *Social reproduction theory: Mapping class, recentering oppression*. London: Pluto Press.
- Tong, R. (1989). *Feminist thought: A comprehensive introduction*. London: Routledge.
- Whelehan, I. (1995). *Modern feminist thought: From the second wave to 'post-feminism'*. Edinburgh: Edinburgh University Press.
- Wolf, N. (1983). *The new female power and how to use it*. New York, NY: Random House.
- Men doing feminism in India. (2019, November 19). *Economic and Political Weekly*. Retrieved from <https://www.epw.in/journal/2015/20/men-doing-feminism/men-doing-feminism-india.html>

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.
Module1(Credit2) 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 Anti-discrimination Doctrine, Feminist Theory and Antiracist Politics’. (1989) • Jennifer Nash (2008) Rethinking Intersectionality’. FeministReviewNo.89. • Is ‘Intersectionality’ a Useful Analytical Framework for Feminists in India? • https://www.epw.in/engage/discussion/intersectionalityuseful-analytical-framework • Mary E John(2023)Revisiting a politics of location with and without intersectionality’ from The Routledge Companion to Intersectionalities (2023)
Module2(Credit1) 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 John, 2014 • Dalit Women Talk Differently: A Critique of Difference and Towards a Dalit Feminist Standpoint Position, 1998, Sharmila Rege.

Module3(Credit1) Gender and Race	
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 Intersecting Oppressions from Black Feminist Thought(1990) • Selections from Jennifer C. Nash's Black Feminism Reimagined after Intersectionality(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.
- ClassseminaronautobiographyorshortstorieswrittenbyaBlackorDalitwriter.

Bibliography:

Arya, S., & Rathore, A. S. (2020). Introduction: Theorizing Dalit feminism. In S. Arya & A. S. Rathore (Eds.), *Dalit feminist theory* (pp. 1–22). New York, NY: Routledge.

Davis, A. (2011). *Women, race & class*. Delhi: Navayana.

Guru, G. (2003). Dalit women talk differently. In A. Rao (Ed.), *Gender & caste* (pp. 80–85). New Delhi: Women Unlimited.

Hobson, J. (2022). *The Routledge companion to Black women's cultural histories*. New York, NY: Routledge.

McCall, L. (2005). The complexity of intersectionality. *Signs*, 30(3), 1771–1800.

Nash, J., & Pinto, S. (Eds.). (2023). *The Routledge companion to intersectionalities*. New York, NY: Routledge.

Patil, S. M. (2013). Revitalising Dalit feminism: Towards reflexive, anti-caste agency of Mang and Mahar women in Maharashtra. *Economic and Political Weekly*, 37–43.

Rawat, S. R., & Satyanarayana, K. (Eds.). (2016). *Dalit studies*. Ranikhet: Permanent Black.

Rege, S. (2000). "Real feminism" and Dalit women: Scripts of denial and accusation. *Economic and Political Weekly*, 492–495.

Rege, S. (2006). *Writing caste/writing gender*. New Delhi: Zubaan.

Rege, S. (2018). The "madness of Manu": Unpacking the riddle of graded violence against women. In *Gender, caste and the imagination of equality*.

Tamale, S. (n.d.). *Decolonization and Afro-feminism*. Ottawa: Daraja Press. Retrieved from <https://www.epw.in/engage/article/why-do-we-need-intersectional-feminism-illustrated>

Vasudevan, N. (2015). Navigating a field of opposition: A rereading of debates on "caste and gender." *Economic and Political Weekly*, 48–55.

Intersectional feminism: Need of the hour. (2020, November 3). *Economic and Political Weekly*. Retrieved from <https://www.epw.in/journal/2020/44/letters/intersectional-feminism-need-hour.html>

Intersectionality and justice. (2020, September 21). *Economic and Political Weekly*. Retrieved from <https://www.epw.in/journal/2020/38/editors-desk/intersectionality-and-justice.html>

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 on the complex history of women's struggles and Protest in the Indian and global context • Analyze the transnational nature of feminist struggles.
Module1(Credit1) 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
Module2(Credit1) 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
Module3(Credit2) 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).

	<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 Anti-capitalist 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
--	---

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.

Bibliography:

- Agnihotri, I., & Mazumdar, V. (2005). Changing terms of political discourse. In M. Khullar (Ed.), *Writing the women's movement: A reader* (pp. 47-79). New Delhi: Zubaan.
- Addlakha, R. (Ed.). (2013). *Disability studies in India: Global discourses, local realities*. London: Routledge.
- Arya, S. (2020). *Gaining ground: The changing contours of feminist organizing in post-1990s India*. New Delhi: Women Unlimited.
- Bakshi, R., & Harcourt, W. (Eds.). (2015). *The Oxford handbook of transnational feminist movements*. Oxford: Oxford University Press.
- Banerjee, N., Sen, S., & Dhawan, N. (Eds.). (2012). *Mapping the field: Gender relations in contemporary India*. Kolkata: STREE.
- Chaudhuri, M. (Ed.). (2005). Introduction. In *Feminism in India* (pp. xi-xliii). New Delhi: Women Unlimited.
- Davis, A. (2011). *Women, race & class*. Delhi: Navayana.
- Desai, N. (2006). *Feminism as experience*. Mumbai: SPARROW.
- Ghai, A. (2015). *Rethinking disability in India*. London: Routledge.
- John, M. (Ed.). (2008). *Women's studies: A reader*. Gurugram: Penguin Books.
- John, M., & Gopal, M. (Eds.). (2021). *Women in the worlds of labour: Interdisciplinary and intersectional perspectives*. Mumbai: Orient Blackswan Pvt. Ltd.
- Kannabiran, K., & Menon, R. (Eds.). (2007). *From Mathura to Manorama: Resisting violence against women in India*. New Delhi: Women Unlimited.
- Kannabiran, K., & Kannabiran, V. (2002). *De-eroticizing assault: Essays on modesty, honour, and power*. Kolkata: STREE.
- Kaul, N., & Zia, A. (Eds.). (2020). *Can you hear Kashmiri women speak? Narratives of resistance and resilience*. New Delhi: Women Unlimited.
- Kotiswaran, P. (Ed.). (2011). *Sex work*. New Delhi: Women Unlimited.
- Kothari, R. (1998). Rise of the Dalits and the renewed debate on caste. In P. Chatterjee (Ed.), *State and politics in India* (pp. 439-458). New Delhi: Oxford University Press.
- Kumar, R. (1993). *The history of doing*. Delhi: Kali for Women.
- Loomba, A., & Lukose, R. A. (Eds.). (2012). *South Asian feminisms*. New Delhi: Zubaan.
- Menon, N. (Ed.). (2001). *Gender and politics in India*. New Delhi: Oxford University Press.
- Menon, R. (Ed.). (2011). Introducing: Making a difference. In *Making a difference* (pp. xi-xxvi). New Delhi: Women Unlimited.
- Narrian, A., & Bahn, G. (2006). *Because I have a voice: Queer politics in India*. Mumbai:

Yoda Press.

Paik, S. (2018). The rise of the new Dalit women in Indian historiography. *History Compass*, 1–14.

Panjabi, K., & Chakravarti, P. (Eds.). (2012). *Women contesting culture: Changing frames of gender politics in India*. Kolkata: STREE.

Rao, A. (2003). *Gender and caste*. New Delhi: Women Unlimited.

Rao, A. (Ed.). (2018). Introduction: The difference of caste and the itineraries of equality. In *Gender, caste, and the imagination of equality* (pp. 1–36). New Delhi: Women Unlimited.

Ray, R. (2000). *Fields of protest*. New Delhi: Kali for Women.

Ray, R. (2012). *Handbook of gender*. New Delhi: Oxford University Press.

Rege, S. (2006). *Writing caste/writing gender*. New Delhi: Zubaan.

Rege, S. (2018). The "madness of Manu": Unpacking the riddle of graded violence against women. In *Gender, caste, and the imagination of equality*.

Rawat, S. R., & Satyanarayana, K. (Eds.). (2016). *Dalit studies*. Ranikhet: Permanent Black.

Sen, I. (Ed.). (1990). *A space within the struggle: Women's participation in people's movement*. New Delhi: Kali for Women.

Vasudevan, N. (2015). Navigating a field of opposition: A rereading of debates on "caste and gender." *Economic and Political Weekly*, 48–55.

211714 Major (Core)

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.
Module1(Credit1)	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.
-------------------------	---

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 Feminists and Science: Critiques and Changing Perspectives in India. Eds. Sumi Krishna and Gita Chadha. • Poonacha Veena and Meena Gopal (2004). Women and Science : An Examination of Women's Access to and Retention in Scientific Careers, RCWS, SNTD Women's University. • Abha Sur (2008). "Persistent Patriarchy: Theories of Race and Gender in Science". Economic and Political Weekly. Vol.43 No.43. • Maithreyi Krishna Raj (1991). Women and Science: Selected Essays. • Selections from Neelam Kumar(2009). Women and Science in India: A Reader.
------------------------	---

Module2(Credit1) 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 Feminists and Science: Critiques and Changing Perspectives in India. Eds. Sumi Krishna and Gita Chadha. • Veena Poonacha (2005). "Uncovering the Gender Politics of Science Policies and Education "Economic and Political Weekly. Vol.40, No.3. • Vandana Shiva. (1989) Staying Alive: Women, Ecology and Development https://www.epw.in/journal/2017/17/review-womensstudies/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, N., Sen, S., & Dhawan, N. (Eds.). (2012). *Mapping the field: Gender relations in contemporary India*. Kolkata: STREE.
- Davar, B. (Ed.). (2001). *Mental health from a gender perspective*. New Delhi: Sage.
- Government of India (GoI). (2003). *Science and technology policy 2003*. New Delhi: Department of Science and Technology, Government of India.
- Harding, S. (1986). *The science question in feminism*. Ithaca: Cornell University Press.
- Hossain, R. S. (1905). *Sultana's dream and Padmang: Two feminist utopias* (Trans. & Introduction by B. Bagchi). Delhi: Penguin Books, 2005.
- Krishna, S. (2009). *Genderscapes: Revisioning natural resource management*. New Delhi: Zubaan.
- Nandy, A. (Ed.). *Science, hegemony & violence: A requiem for modernity*. United Nations University.
- Shiva, V. (Ed.). (2015). *Seed sovereignty, food security: Women in the vanguard*. New Delhi: Women Unlimited.
- Sur, A. (2011). *Dispersed radiance: Caste, gender, and modern science*. Delhi: Navayana.

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.
Module1(Credit2) Principles of Feminist Methodology	
Learning Outcomes	After learning the module, the learner will be able to- <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 Feminist Methodology: Challenges and Choices(2002)by Caroline Ramazanoglu and Janet Holland:</p> <ul style="list-style-type: none">• Chapter1Introduction• Chapter2Reason, science and progress: feminism’s Enlightenment inheritance.• Chapter3Can feminist tell the truth? Challenges of scientific method• Chapter4Fromtruth/reality to knowledge/power: taking a feminist standpoint.• Chapter5 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”. Economic and Political Weekly, Vol 56, Issue No. 52, 25December.</p>
------------------------	--

Module2(Credit1) Feminist Challenge to Mainstream Research	
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,Issue3,2016. • Janaki Nair. "The Troubled Relationship of Feminism and History" <i>Economic and Political Weekly</i>, Vol. 43, Issue No 43,25October,2008. <p>Dorothy Smith. "Women's Perspective as a Radical Critique of Sociology" in Sandra Harding ed. <i>Feminism and Methodology</i>.(1987).</p>
Module3(Credit1) 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. <i>Situated Knowledges: The Science Question In Feminism and the Privilege of Partial Perspective</i> "in <i>FeministStudies</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>, NewYork: Routledge

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Written assignment on the principles of feminist research methodologies.
- Intensive seminar on feminist intervention 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). New York, 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*. Bloomington, IN: Indiana University Press.
- Harding, S. (Ed.). (2003). *The feminist standpoint theory reader: Intellectual and political controversies*. London: Routledge.

- Henrietta, M. (1988). *Feminism and anthropology: Story of a relationship*. In *Feminism and anthropology*. Minneapolis, MN: University of Minnesota Press.
- hooks, b. (2000). *Feminist theory: From margin to center*. London: Pluto Press.
- Kannabiran, K., & Swaminathan, P. (Eds.). (2019). *Re-presenting feminist methodologies: Interdisciplinary explorations*. New Delhi: Routledge.
- Mies, M. (1983). Towards a methodology for feminist research. In *Theories of women's studies* (pp. 139–159).
- Moore, H. (1988). *Feminism and anthropology: Story of a relationship*. Minneapolis, MN: University of Minnesota Press.
- 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.

241741-Internship

Course Title	Internship
Course Credits	4
Course Outcomes	<ul style="list-style-type: none"> • Provide preliminary first-hand organizational work experience. • Familiarize the learner with the rigor of professional life. • Provide opportunities to build professional networks and discover one 's career path. • Demonstrate a smooth transition from classroom to workplace. • Develops 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 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 thinktanks, research activities, campaigns or even teaching.

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

Course Title Code	Gender and Caste (Major Core- Theory) 311711
------------------------------	---

Course Credits	4
Course Outcomes	<p>After going through the course the learner will be able to-</p> <ul style="list-style-type: none"> • Analyse the lacuna in Indian feminist discourse and theorizing from Dalit feminist point of view. • Discuss the impact of Dalit feminist perspective on feminist ideals of freedom and gender just society. • Analyse the concept of intersectionality from the lens of gender and caste. • Explain the emergence of Dalit as a political subject. • Elaborate upon the relationship between research about Dalit women and its impact on feminist research methods
Module 1 (Credit 1) – Dalit feminist’s critique of Caste and Gender.	
Learning Outcomes	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Explain the theoretical positions about caste and gender. • Analyse the relationship between Dalit women movement and Indian women movement.
Content Outline	<ul style="list-style-type: none"> • Selections from Gendering Caste: Through a Feminist Lens • The emergence of Dalit as a political subject • Contribution of Dalit women to the Ambedkarite movement • Rege’s conception of Dalit feminist Standpoint. • Gopal Guru’s viewpoint on Dalit women • The Rise of New Dalit Women and Intellectual Emancipation
Module 2 (Credit 1) – Caste, Gender and Violence	
Learning Outcomes	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Analyse the dynamics of structural violence in the context of gender and caste • Discuss the ways in which labour and sexuality emerge as sites of exploitation.
Content Outline	<ul style="list-style-type: none"> • Dalit women and justice • Understanding the relationship between caste, power, sexuality and violence in the context of Dalit woman • A case study of Khairlanji, Hathras or any other contemporary case
Module 3 (Credit 2) – Reading Dalit Women’s Autobiographies	

Learning Outcomes	After learning the module, the learner will be able to - <ul style="list-style-type: none"> • Analyse how Dalit women’s articulations call for different aesthetic registers. • Analyse Dalit women’s texts as part of Dalit counter public sphere. • Discuss the relevance of intersectionality and Standpoint theories to understand Dalit women’s narratives.
Content Outline	<ul style="list-style-type: none"> • Rege’s Debating the Consumption of Dalit Autobiographies • Reading of Sumitra Bhavé’s Pan on Fire: Eight Dalit Women Tell Their Stories. • Critical reading of GoguShymala’s Father Maybe an Elephant and Mother only a small Basket, but ...

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Critically analyse the contribution of Dalit Feminist Standpoint theory to feminist research methodology.
- Write an assignment on gender, caste and citizenship.
- Group project related to critical analysis of a contemporary Dalit women’s autobiography

References

- Anandhi, S., & Kapadia, Karin (Eds.). (2017). *Dalit Women: Vanguard of an Alternative Politics in India*. Oxon: Routledge.
- Chakravarti, Uma. (2003). *Gendering Caste: Through a Feminist Lens*. Calcutta: Stree.
- Gopal, Meena. (2010). *Caste, Sexuality and Labour: The Troubled Connection*. Mumbai: RCWS. (RCWS Working Paper No. 5, 33p)
- Gupta, Charu. (2016). *The Gender of Caste: Representing Dalits in Print*. Ranikhet: Permanent Black.
- Irudayam, Aloysius S. J., Mangubhai, Jayshree P., & Lee, Joel G. (2011). *Dalit Women Speak Out: Caste, Class and Gender Violence in India*. New Delhi: Zubaan.
- John, Mary, & Gopal, Meena (Eds.). (2021). *Women in the Worlds of Labour*. Hyderabad: Orient Blackswan Private Limited.
- Kamble, Sheetal. (2022). *Dalit Women*. New Delhi: Alternotes Press.
- Kannabiran, Kalpana. (2023). "Caste and Gender" in Deshpande, Ashwini (Ed.). (2023). *Handbook in Economics of Discrimination and Affirmative Action*. Singapore: Springer.
- Kannabiran, Kalpana, & Kannabiran, Vasanth. (2002). *De-eroticizing Assault: Essays on Modesty, Honour and Power*. Calcutta: Stree.
- Pandhian, M.S.S. (2008). "Writing Ordinary Lives". *Economic and Political Weekly*, Vol. 43, Issue No. 38, 20 Sep.
- Paik, Shailaja. (2021). "Dalit Feminist Thought". *Economic and Political Weekly*, Vol. 56, No. 25, 19 June.
- Paik, Shailaja. (2022). "DrAmbedkar and the 'Prostitute': Caste, Sexuality and Humanity in Modern India". <https://doi.org/10.1111/1468-0424.12557>
- Paik, Shailaja. (2022). *The Vulgarities of Caste: Dalits, Sexuality, and Humanity in Modern India*. New Delhi: Navyana.
- Patil, Smita. (2021). "Law of One's Own? On Dalit Women's Arduous Struggles for Social Justice". *Economic and Political Weekly*, Vol. 56, Issue No. 13, 27 March.
- Rao, Anupama. (2010). *The Caste Question: Dalits and the Politics of Modern India*. Ranikhet: Permanent Black.
- Rao, Anupama (Ed.). (2003). *Gender & Caste: Issues in Contemporary Indian Feminism*. New Delhi: Kali for Women.
- Rege, Sharmila. (2006). *Writing Caste/Writing Gender: Reading Dalit Women's Testimonies*. New Delhi: Zubaan.

Sarah, Beth Hunt. (2014). *Hindi Dalit Literature and the Politics of Representation*. New Delhi: Routledge.

Sinha, Chitra. (2012). *Debating Patriarchy: The Hindu Code Bill Controversy in India (1941-1956)*. New Delhi: Oxford University Press.

Still, Clarinda. (2014). *Dalit Women: Honour and Patriarchy in South India*. New Delhi: Social Science Press.

Course Title Code	Gender, State and Citizenship (Major Core- Theory) 311712
Course Credits	4
Course Outcomes	After learning the modules, the learner will be able to:-
	<ul style="list-style-type: none"> • Explain the historical evolution of citizenship from political emancipation to human emancipation. • Illustrate the tension between community dictates and court verdicts in the context of women and citizenship rights. • Analyse the manner in which specific structural contexts (caste, sexuality and ethnicity) determine citizenship. • Analyse the impact of impunity on citizenship of women.
Module 1 (Credit 1) Introduction to Gender and Citizenship	
Learning Outcome	After learning the module the learner will be able to -
	<ul style="list-style-type: none"> • Explain the historical contestations over women, gender and citizenship.
Content Outline	<ul style="list-style-type: none"> • Mapping the historical debates over woman, gender and citizenship. • Analyse the impact of women's movement on expanding the boundaries of citizenship. • Citizenship and substantive equality • Contemporary reconfiguration of citizenship with reference to Citizenship Amendment Act, 2016 and its impact on women.
Module 2 (Credit 1)- Introduction to Debates about Gender and Citizenship	
Learning Outcomes	After learning the module, the learner will be able to-
	<ul style="list-style-type: none"> • Explain the relationship between community membership and citizenship • Analyse the impact of Queer movement and citizenship. • Illustrate the intersections of caste, community, region and sexuality in citizenship debates.

Content Outline	<ul style="list-style-type: none"> • Women, Community and Citizenship rights • Recognition of 'difference' in citizenship discourse and its relation to democracy • UCC and citizenship • Sexual and Gendered Citizenship. • Citizenship and Regional Development • Marginality and Citizenship • An examination of the hijab controversy
Module 3 (Credit 2) Impunity and Citizenship Rights	
Learning Outcome	After learning the module, the learner will be able to -
	<ul style="list-style-type: none"> • Critically analyse the complexity of exercising citizenship rights by varied gendered marginalities.
Content Outline	<ul style="list-style-type: none"> • Violence against Dalit women • Work regimes and worker's citizenship rights • Bar Dancers and citizenship Rights • Sex Worker's Rights to citizenship • State impunity and citizenship rights • Sexual Violence against Refugee women • Sexual violence in communal environment • Discrimination and Sexual Minorities • Legal Activism-Exploring Amartya Sen's concept of niti and nyaya

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment on the impact of regional development policies on women's citizenship.
- Analyze the influence of women's movement on expanding the boundaries of citizenship.
- Apply the concept of marginality to understand current debates about citizenship rights of refugees.

References

- Agnes, Flavia. (1999). *Law and Gender Inequality: The Politics of Women's Rights in India*. New Delhi: Oxford University Press.
- Agnes, Flavia, Ghosh, Shoba V. (Eds.). (2012). *Negotiating Spaces: Legal Domains, Gender Concerns, and Community Constructs*. New Delhi: Oxford University Press.
- Al Baset, Z. (2018). *Supreme Court Judgement Against Section 377*. *Economic and Political Weekly*, 39, 29 September.
- Bora, P. (2014). *Speech of the Nation and Conversations at the Margins of the Nation-State*. *Interventions: International Journal of Postcolonial Studies*.
- Butalia, Urvashi, Murthy, Laxmi (Eds.). (2018). *Breaching the Citadel: The India Papers 1*. New Delhi: Zubaan.
- Chakravarti, Uma (Ed.). (2016). *Fault Lines of History: The India Papers II*. New Delhi: Zubaan.
- Chari, A. (2009). *Gendered Citizenship and Women's Movement*. *Economic and Political Weekly*, 44(17), 25 April.
- Chatterji, Angana P., Chaudhry, Lubna N. (Eds.). (2012). *Contesting Nation: Gendered Violence in South Asia, Noted on the Postcolonial Present*. New Delhi: Zubaan.
- Chaudhary, N. (2013). *Marginalization and Exclusion: Politics of Non-citizen Rights in Postcolonial South Asia*. *Refugee Watch*.
- Choudhry, Sujit, Khosla, Madhav, Mehta, Pratap B. (Eds.). (2016). *Oxford Handbook of the Indian Constitution*. New Delhi: Oxford University Press.

Coomaraswamy, Radhika, Perera-Rajasingham, N. (Eds.). (2008). *Constellations of Violence: Feminist Interventions in South Asia*. New Delhi: Women Unlimited.

Datta, Bishakha (Ed.). (2010). *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. New Delhi: Zubaan.

Devenish, Annie. (2019). *Debating Women's Citizenship in India 1930-1960*. New Delhi: Bloomsbury Publishing Pvt. Ltd.

Dhingra, A. (2022). *Gender Discourses and the Making of the Indian Constitution*. *Indian Journal of Gender Studies*, 29(1).

Forum against the Oppression of Women. (2010). "Feminist Contributions from the Margins: Shifting Conceptions of Work and Performance of the Bar Dancers of Mumbai". *Economic and Political Weekly*, Vol. 45, No. 44-45, 30 October.

Gopal, M. (2010). *Body, Gender and Sexuality: Politics of Being and Belonging*. *Economic and Political Weekly*, 45(17), 24 April.

Gopal, M. (2010). *Caste, Sexuality and Labour: The Troubled Connection*. Mumbai: RCWS. (RCWS Working Paper No. 5, 33p).

Gupta, Charu. (2016). *The Gender of Caste: Representing Dalits in Print*. Ranikhet: Permanent Black.

Herklotz, Tanja, de Souza, S. P. (Eds.). (2021). *Mutinies for Equality: Contemporary Development in Law and Gender in India*. New York: Cambridge University Press.

Hoenig, Patrick, Singh, Navsharan (Eds.). (2014). *Landscapes of Fear: Understanding Impunity in India*. New Delhi: Zubaan.

Irudayam, Aloysius S. J., Mangubhai, Jayshree P., & Lee, Joel G. (2011). *Dalit Women Speak Out: Caste, Class and Gender Violence in India*. New Delhi: Zubaan.

Ivekovic, Rada, Mostov, Julie (Eds.). (2002). *From Gender to Nation*. New Delhi: Zubaan.

Jayal, Niraja Gopal. (2019). *Citizenship and its Discontents: An Indian History*. Ranikhet: Permanent Black.

Jayal, Niraja G. (2021). *Citizenship Imperilled*. Ranikhet: Permanent Black.

John, Mary, & Gopal, Meena (Eds.). (2021). *Women in the Worlds of Labour*. Hyderabad: Orient Blackswan Private Limited.

Kamble, Sheetal. (2022). *Dalit Women*. New Delhi: Alternotes Press.

Kannabiran, Kalpana. (2021). *Law Justice & Human Rights in India*. Hyderabad: Orient Blackswan Pvt. Ltd.

Kannabiran, Kalpana. (2023). "Caste and Gender" in Deshpande, Ashwini (Ed.). (2023). *Handbook in Economics of Discrimination and Affirmative Action*. Singapore: Springer.

Kannabiran, Kalpana, & Kannabiran, Vasanth. (2002). *De-eroticizing Assault: Essays on Modesty, Honour and Power*. Calcutta: Stree.

Kannabiran, Kalpana (Ed.). (2005). *The Violence of Normal Times: Essays on Women's Lived Realities*. New Delhi: Women Unlimited.

Kannabiran, Kalpana (Ed.). (2016). *Violence Studies*. New Delhi: Oxford University Press.

Kannabiran, Kalpana, Menon, Ritu. (2007). *From Mathura to Manorama: Resisting Violence Against Women in India*. New Delhi: Women Unlimited.

Kazi, Seema. (2009). *Between Democracy & Nation: Gender and Militarisation in Kashmir*. New Delhi: Women Unlimited.

Kishwar, Madhu P. (Ed.). (2008). *Zealous Reformers, Deadly Laws: Battling Stereotypes*. New Delhi: Sage Publication.

Krishnaraj, M. (2009). *Women's Citizenship and the Public-Private Dichotomy*. *Economic and Political Weekly*, Vol. 44, No. 17, 25 April.

Kumar, P., Datta, S., & Mishra, N. (2024). *Queer and Trans Community Building in Post-NALSA and Post-377 India: A Critical Reflection*. *Community Development Journal*, 59(2), 209–229. <https://doi.org/10.1093/cdj/bsae010>.

Menon, N. (1998). *State Gender Community-Citizenship in Contemporary India*. *Economic and Political Weekly*, Vol. 33, No. 5, 31 January.

Menon, Nivedita (Ed.). (1999). *Gender and Politics in India*. New Delhi: Oxford University Press.

Menon, Nivedita. (2004). *Recovering Subversion: Feminist Politics beyond the Law*. Ranikhet: Permanent Black.

Mouffe, C. (1992). *Feminism, Citizenship and Radical Democratic Politics*. In *Feminists Theorize the Political*. New York: Routledge.

Mukhopadhyay, Maitrayee. (2016). *Feminist Subversion and Complicity: Governmentalities and Gender Knowledge in South Asia*. New Delhi: Zubaan.

Narayan, B. (2016). *Violence and Politics: The Two Cases of Dalit Women in Uttar Pradesh*. In *Violence Studies* in Violence Studies. (Ed.) KalpanaKannabiran. New Delhi: Oxford University

Press.

Noel, Ann M., Oppenheimer, David B. (Eds.). (2020). *The Global MeToo Movement*. Washington: Full Court Press.

Paik, Shailaja. (2021). "Dalit Feminist Thought". *Economic and Political Weekly*, Vol. 56, No. 25, 19 June.

Paik, Shailaja. (2022). "DrAmbedkar and the 'Prostitute': Caste, Sexuality and Humanity in Modern India". <https://doi.org/10.1111/1468-0424.12557>.

Paik, Shailaja. (2022). *The Vulgarly of Caste: Dalits, Sexuality, and Humanity in Modern India*. New Delhi: Navyana.

Pandhian, M.S.S. (2008). "Writing Ordinary Lives". *Economic and Political Weekly*, Vol. 43, Issue No. 38, 20 Sep.

Patil, Smita. (2021). "Law of One's Own? On Dalit Women's Arduous Struggles for Social Justice". *Economic and Political Weekly*, Vol. 56, Issue No. 13, 27 March.

Raj, P. (2020). *Understanding Citizenship and Refugees' Status in India*. *Economic and Political Weekly*, Vol. 55, No. 23, 6 June.

Rajan, R. S. (2003). *The Scandal of the State: Women, Law, and Citizenship in Postcolonial India*. New Delhi: Permanent Black.

Rao, Anupama (Ed.). (2003). *Gender & Caste: Issues in Contemporary Indian Feminism*. New Delhi: Kali for Women.

Rao, Anupama (Ed.). (2018). "A Conversation between Living Smile Vidya and Gee ImaanSemmalar. Transphobia is a kind of Brahminism" in *Gender, Caste and the Imagination of Equality*. New Delhi: Women Unlimited.

Rao, Anupama. (2010). *The Caste Question: Dalits and the Politics of Modern India*. Ranikhet: Permanent Black.

Rege, Sharmila. (2006). *Writing Caste/Writing Gender: Reading Dalit Women's Testimonies*. New Delhi: Zubaan.

Research Centre for Women's Studies and Forum Against Oppression of Women. (2006). *After the Ban: Women Working in Dance Bars*. Mumbai: RCWS, SNTD Women's University.

Research Centre for Women's Studies and Forum Against Oppression of Women. (2005). *Working Women in Mumbai Bars: Truths behind the controversy*. Mumbai: SNTD Women's University, Mumbai.

Roy, A. (2001). *Community, Women Citizens and Women's Politics*. *Economic and Political Weekly*, Vol. 36, No. 17, 28 April.

Roy, A. (2014). *Gender and Citizenship in India*. In *Routledge Handbook of Gender in India*. New York: Routledge.

Roy, Anupam. (2005). *Gendered Citizenship: Historical and Conceptual Exploration*. New Delhi: Orient Longman Private Limited.

Sahni, R., & Shankar, V. K. (February 2013). *Sex Work and its Linkages with Informal Labour Markets in India: Findings from the First Pan-India Survey of Female Sex Workers*. Institute of Development Studies.

Sarah, Beth Hunt. (2014). *Hindi Dalit Literature and the Politics of Representation*. New Delhi: Routledge.

Sinha, Chitra. (2012). *Debating Patriarchy: The Hindu Code Bill Controversy in India (1941-1956)*. New Delhi: Oxford University Press.

SoibamHaripriya (Ed.). (2021). *Homewards: Towards A Poetics of Space*. New Delhi: Zubaan.

Still, Clarinda. (2014). *Dalit Women: Honour and Patriarchy in South India*. New Delhi: Social Science Press.

Voet, Rian. (1998). *Feminism and Citizenship*. London: Sage Publications.

Yuval-Davis, N. (1997). *Women, Citizenship and Difference*. *Feminist Review*, 57, Autumn.

Yuval-Davis, N., Werbner, Pnina (Eds.). (2005). *Women, Citizenship and Difference*. New Delhi: Zubaan.

Course Title Code	Advanced Feminist Research Methodology (Major Core-Theory) 311713
Course Credits	4

Course Outcomes	<p>After going through the course, the learner will be able to -</p> <ul style="list-style-type: none"> • Explain the broad range of feminist interventions in social and natural sciences and humanities and its impact on feminist research methodologies. • Discuss the manner in which feminist theories have recognised diversity and its impact on feminist knowledge production • Analyse the shift in feminist research methodology with regard to position of women from object to subject and agent
Module 1 (Credit 2)	
Learning Outcome	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Illustrate the manner in which women’s varied experiences impact feminist research. • Evaluate the impact of postmodernism on feminist research methodologies. • Critically analyse the different paradigms in feminist research.
Content Outline	<ul style="list-style-type: none"> • Understanding ‘experience’ as an episteme in feminist research • Postmodernism and feminist research. • Cyborg feminisms • Feminist research into masculinity • Debates about feminist standpoint theories • Interrogating the Quantitative and Qualitative Divide in feminist research methodology • Interrogating androcentric bias in feminist research Methodology-French Feminist theories.
Module 2 (Credit 2)- Researching the Margins and theoretical Paradigms	
Learning Outcomes	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Discuss how points of view from women of colour and ‘outsiders’ impact feminist research • Examine the impact of non-Western feminist perspectives on feminist research
Content Outline	<ul style="list-style-type: none"> • Margin as a site of knowledge production • Black feminist thought and feminist understandings • Postcolonial feminist thoughts (Mohanty, Spivak and Uma Narayan) • Middle East Feminist Studies- Selections from Feminist and Modernity in the Middle East (Ed) Lila Abu- Lughod • African Feminist Thoughts.

--	--

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Critically analyse the impact of postcolonial feminist thought on feminist research methodology.
- Write an assignment on the role of gendered marginalised voices on research.
- Discuss the critique of liberal feminist project provided by Middle East feminist studies.

References:

- Alcoff, Linda, & Potter, Elizabeth (Eds.). (1993). *Feminist Epistemologies*. New York: Routledge.
- Black, Naomi. (1989). *Social Feminism*. Ithaca: Cornell University Press.
- Brenner, Johanna. (2006). *Women and the Politics of Class*. Delhi: Aakar Books. [Selections from Chapter-1 & Conclusion]
- Crowley, Helen, & Himmelweit, Susan (Eds.). (1992). *Knowing Women*. London: Polity Press.
- Fenster-Maker, Sarah, & West, Candace (Eds.). (2002). *Doing Gender, Doing Difference: Inequality, Power, and Institutional Change*. New York: Routledge.
- Fraser, Nancy. (1990). Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy. *Social Text*, 25/26, 56-80.
- Fraser, Nancy. (2009). Feminism, Capitalism and the Cunning of History. *New Left Review*, 56.
- Fraser, Nancy, & Nicholson, Linda. (1990). Social Criticism without Philosophy: An Encounter Between Feminism and Postmodernism. In *Feminism/Postmodernism*. London: Routledge.
- Garry, Ann, & Pearsall, Marilyn (Eds.). (1996). *Women, Knowledge and Reality*. New York: Routledge.
- Grosz, Elizabeth A. (1988). The in(ter)vention of feminist knowledge. In *Crossing Boundaries: Feminisms and the Critique of Knowledge*. Sydney: Allen & Unwin.
- Harding, Sandra. (1986). *The Science Question in Feminism*. Ithaca: Cornell University Press.
- Harding, Sandra. (1986). *The Science Question in Feminism*. Milton Keynes: Open University Press.
- Harding, Sandra. (1991). *Whose Science? Whose Knowledge? Thinking from Women's Lives*. Milton: Open University Press.
- Hekman, Susan J. (1990). *Gender & Knowledge*. Boston: Northeastern University Press.
- Kennedy, Ellen, & Mendus, Susan (Eds.). (1987). *Women in Western Political Philosophy*. Sussex: Wheatsheaf Books Ltd.
- Kourany, Janet A., Sterba, James P., & Tong, Rose M. (Eds.). (1999). *Feminist Philosophies*. New Jersey: Prentice Hall.
- Kuhn, Annette, & Wolpe, AnnMarie (Eds.). (2018). *Feminism and Materialism: Women and Modes of Production*. Oxfordshire: Routledge.
- McCann, Carole R., & Kim, Seung-kyung (Eds.). (2010). *Feminist Theory Reader: Local and Global Perspectives*. New York: Routledge.
- McLaughlin, Janice. (2016). *Feminist Social & Political Theory*. New York: Palgrave Macmillan.
- Pathak, Zakia. (1992). A Pedagogy for Postcolonial Feminists. In *Feminists Theorize the Political*. New York: Routledge.
- Scott, Joan W. (Ed.). (1996). *Feminism & History*. Oxford: Oxford University Press.
- Spivak, GayatriChakravorty. (1992). French Feminism Revisited: Ethics and Politics. In *Feminists Theorize the Political*. New York: Routledge.
- Stanley, Liz (Ed.). (1990). *Feminist Praxis: Research Theory & Epistemology in Feminist Sociology*. London: Routledge.
- Trigg, Roger. (1989). *Ideas of Human Nature: An Historical Introduction*. Oxford: Basil Blackwell.
- Tuana, Nancy, & Tong, Rosemarie (Eds.). (1995). *Feminism & Philosophy: Essential Readings in Theory, Reinterpretation and Application*. Boulder: Westview Press.
- Oyewumi, Oyeronke. (Ed.). (2005). *African Gender Studies: A Reader*. New York: Palgrave

Macmillan.

Hesse-Biber, Sharlene Nagy (Ed.). (2007). *Handbook of Feminist Research: Theory and Praxis*. California: Sage.

Hesse-Biber, Sharlene Nagy (Ed.). (2014). *Feminist Research Practice: A Primer* (second edition). California: Sage.

Course Title Code	Readings in Indian Feminism (Major Core - Theory) 311714
Course Credits	2
Course Outcomes	<ul style="list-style-type: none"> • Elaborate the manner in which multiple roots of feminism in India is intertwined with pre-modern, colonial, nationalist and post-colonial episteme. • Discuss women's narratives embedded in various social movements and women's movement • Elaborate upon women's voices that are historically, geographically and culturally marginalised.
Module 1 (Credit 1) – Women's writings in Pre-Modern and Colonial Period	
Learning Outcomes	After learning the module, the learner will be able to -
	<ul style="list-style-type: none"> • Examine the manner in which pre-modern and colonial women's writings have contributed to Indian feminism • Identify the themes, beliefs and practices in women's writings where counter hegemonic struggles were played out.
Content Outline	<ul style="list-style-type: none"> • Compositions by women bhakti poets • Anti-caste feminist writings – Mukta Salve, SavitribaiPhule, TarabaiShinde, JyotibaPhule, PanditaRamabai • Autobiographies of women • Reading diverse writings by women
Module 2(Credit 1) Women writing the Post-Colonial State	
Learning Outcome	After learning the module, the learner will be able to-
	<ul style="list-style-type: none"> • Examine the manner in which women's writings from across the spectrum negotiated with the post-colonial state. • Analyse women's writings to tease out layers of complexities.

Content Outline	<ul style="list-style-type: none"> ● Women's writings from North- East India and Kashmir ● Queer narratives ● Feminist Manifestos
------------------------	--

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Written assignment on anti-caste feminist narratives.
- Intensive seminar on women's writings from North-East.
- Critically discuss women's writings as site of counter hegemonic discourse.

References:

- Barik, Radhakanta. (2023). "Women Activists in the Maoist Movement" in *Gender and the Naxalite Movement* (Ed. PradipBasu). Kolkata: SetuPrakasini.
- Bhor, Parvati. (2022). *A Fighter's Reality: EkaRannraginichiHakikat - The Reality of a Fighter - Comrade ParvatibaiBhor*. Mumbai: People's Publishing House.
- Bagchi, Barnita. (2005). *Sultana's Dream and Padmarag: Two Feminist Utopias*. New Delhi: Penguin.
- Butalia, Urvashi. (2004). *Speaking Peace: Women's Voices from Kashmir*. New Delhi: Kali for Women.
- Charal, Thakur Kalyani, & Dasgupta, Sayantan (Eds.). (2020). *Dalit Lekhika: Women's Writings from Bengal*. Kolkata: Stree.
- Chaudhuri, Maitrayee (Ed.). (2004). *Feminism in India*. New Delhi: Women Unlimited.
- Connell, Raewyn. (2014). "Rethinking Gender from the South". *Feminist Studies*, Vol.40 No. 3, 518-539.
- Dasi, Binodini. (1998). *My Story and My Life as an Actress*. New Delhi: Kali for Women.
- Deshpande, G.P. (2012). *Selected Writings of JotiraoPhule*. New Delhi: Leftword Books.
- Hanlon'O, Rosalind (Trans.). (2000). *A Comparison Between Women and Men: TarabaiShinde and the Critique of Gender Relations in India*. New Delhi: Oxford University Press.
- Hurley, Siobhan Lambert, Majchrowicz, Daniel, & Sharma, Sunil (Eds.). (2024). *Three Centuries of Travel Writing by Muslim Women*. New Delhi: Zubaan.
- John, Mary. (2014). "Feminist Vocabularies in Time and Space: Perspectives from India". *Economic and Political Weekly*, Vol. 49, No. 22, 31 May.
- Khurai, Santa. (2023). *The Yellow Sparrow: Memoir of a Transgender*. Mumbai: Speaking Tiger.
- Loomba, Ania. (2018). *Revolutionary Desires: Women, Communism and Feminism in India*. New Delhi: Routledge.
- Loomba, Ania, & Lukose, Ritty A. (Eds.). (2012). *South Asian Feminisms*. New Delhi: Zubaan.
- Mani, Braj R., & Sardar, Pamela (Eds.). (2008). *Forgotten Liberator: The Life and Struggle of SavitribaiPhule*. New Delhi: Mountain Peak.
- Misra, Tilottoma. (2010). *The Oxford Anthology of Writings from North-East India- Poetry and Essays: Volume II*. New Delhi: Oxford University Press.
- NSWP. (2011). *Durbar MahilaSamanwaya Committee, Report of the 1st National Conference of Sex Workers, 1997*.
- Omvedt, Gail. (1979). *We Will Smash this Prison*. New Delhi: Orient Longman Ltd.
- Ramabai, Pandita. (1981). *High-Caste Hindu Woman*. Bombay: Maharashtra State Board of Literature and Culture.
- Revathi, A. (2016). *A Life in Trans Activism*. New Delhi: Zubaan.
- Singh, Parismita (Ed.). (2017). *Centrepiece: New Writing and Art from NorthEast India*. New Delhi: Zubaan.
- Tharu, Susie, & Lalita, K. (Eds.). (1991). *Women Writing in India: Volume I: 600 B.C. to the Early 20th Century*. Delhi: Oxford University Press.
- Tilak, Lakshmbai, & Gokhale, Shanta (Trans.). (2017). *Smritichitre: The Memoirs of a Spirited*

Wife. New Delhi: Speaking Tiger Publishing Pvt. Ltd.

Valliappan, Reshma. (2015). *Fallen Standing: My Life as a Schizophrenist*. New Delhi: Women Unlimited.

Weiss, Penny A. (2018). *Feminist Manifestoes: A Global Documentary Reader*. New York: New York University Press.

Course Title Code	Gender and Public Policy(Major Elective - Theory) 321711
Course Credits	4
Course Outcomes	<ul style="list-style-type: none"> • Examine the history of planning in India • Examine the influence of women’s movement on state policies • Elaborate upon the role of woman in planned economy • Outline feminist inputs in shaping state policies
Module 1 (Credit 1) Historical Perspective of Planning in India	
Learning Outcomes	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Discuss the history of Indian planning system from the anti-colonial struggles, through post-independence period to contemporary times • Identify the major thrust areas in five year planning in India
Content Outline	<ul style="list-style-type: none"> • Establishment of National Planning Committee (1938) • The Bombay Plan (1944) • Gandhian Plan (1944) • People’s Plan (1945) • Advisory Planning Board (1946) • Planning Commission (1950) • The National Development Council (1952) • Indian Five Year Planning (1951-2017) • Establishment of NITI Aayog (2014)
Module 2 (Credit 1) Understanding Women’s role in Planned Economy	
Learning Outcomes	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Explain how women’s development was incorporated in the planning process • Discuss policies and programmes for women’s empowerment.
Content Outline	<ul style="list-style-type: none"> • The Role of National Planning Committee • The place of gender in Early Five Year Plans • Gender components in successive Plans • Establishment of institutions for women’s development • National Policy for Empowerment of Women, 2001

	<ul style="list-style-type: none"> National Policy for Women 2016 (Draft)
Module 3 (Credit 1) Reading the Towards Equality Report	
Learning Outcomes	After learning the module, the learner will be able to -
	<ul style="list-style-type: none"> Discuss perspective and insights on gender equality reflected in the policy Elaborate upon the invisibility of the majority of Indian women in policy planning and analysis Discuss the impact of women's movement on theories of power, patriarchy, privileges and exclusion
Content Outline	<ul style="list-style-type: none"> The following chapters from the Report will be studied in detail from feminist perspective: - Chapter V Chapter VI Chapter VII Chapter VIII Critically study feminist vision reflected in the Report
Module 4 (Credit 1) Understanding Feminist Intervention in some key State Policies	
Learning Outcome	After learning the module, the learner will be able to -
	<ul style="list-style-type: none"> Elaborate upon gender concerns in some key policies which govern welfare of women Analyse policies from gender perspective
Content Outline	<ul style="list-style-type: none"> To study gender component in policies related to: Health, Family Welfare and Nutrition Education Employment Housing Agriculture

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment historically tracing the role of gender in planned economy.
- Analyze the role of the Towards Equality report in promoting gender equality in state policy.
- Group project related to gender component in health and employment.

References

- Agarwal, B. (2016). *Gender Challenges Volume 1: Agriculture, Technology, and Food Security*. New Delhi: Oxford University Press.
- Gopalan, S., & Mirshiva (Eds.). (2000). *National Profile on Women, Health and Development*. New Delhi: Voluntary Health Association of India & World Health Organisation.
- Krishna Raj, M. (1998). *Women and Development*. Pune: ShubhadaSaraswatPrakashan.
- Krishnaraj, M., & Deshmukh, J. (1993). *Gender and Economics: Theory and Practice*. New Delhi: Ajanta Publications.

Krishnaraj, M., & Kanchi, A. (2008). *Women Farmers of India*. New Delhi: National Book Trust.

Krishna, S. (Ed.). (2004). *Livelihood and Gender: Equity in Community Resource Management*. New Delhi: Sage Publications.

Sharma, K. (Ed.). (2012). *Changing the Terms of the Discourse: Gender, Equality and the Indian State*. New Delhi: Centre for Women's Development Studies.

Sharma, K., & Sujaya, C. P. (Eds.). (2012). *Towards Equality: Report of the Committee on the Status of Women in India*. New Delhi: Centre for Women's Development Studies.

Swaminathan, P. (Ed.). (2012). *Women and Work*. Hyderabad: Orient Blackswan Pvt. Ltd.

Chayanika, Swatija, Kamaxi (1999). *We and Our Fertility: The Politics of Technological Intervention*. Ann Arbor: University of Michigan.

Banerjee, N. (1998). Whatever Happened to the Dreams of Modernity-The Nehruvian Era and Woman's Position. *Economic and Political Weekly*, 33(17), 25 Apr.

Chatterjee, P. (2008). Democracy and Economic Transformation in India. *Economic and Political Weekly*, 43(16), 19 April.

Ghosh, S., & Keshri, V. R. (2020). Women's Education and Fertility in the Hindi Heartland. *Economic and Political Weekly*, 55(12), 21 Mar.

Kanchi, A., Pandey, D., & Krishnaraj, M. (2004). Does EGS Require Restructuring for Poverty Alleviation and Gender Equality? *Economic and Political Weekly*, 39(17), 24 Apr.

Krishnaraj, M. (1990). Women's Work in Indian Census: Beginnings of Change. *Economic and Political Weekly*, 25(48-49), 19 May.

Krishnaraj, M. (2001). How Gender Figures in Economic Theorising and Philosophy Nehruvian Nostalgia. *Economic and Political Weekly*, 36(17), 28 Apr.

Krishnaraj, M. (2002). Growth and Rural Poverty. *Economic and Political Weekly*, 37(38), 21 Sep.

Krishnaraj, M. (2005). Evaluating ICDS. *Economic and Political Weekly*, 40(22-23), 28 May.

Krishnaraj, M. (2005). Food Security: How and For Whom? *Economic and Political Weekly*, 40(25), 18 Jun.

Krishnaraj, M. (2006). Food Security, Agrarian Crisis and Rural Livelihoods. *Economic and Political Weekly*, 41(52), 30 Dec.

Krishnaraj, M. (2006). The Microcosm in Demography. *Economic and Political Weekly*, 41(41), 14 Oct.

Krishnaraj, M., & Banerjee, N. (2004). Sieving Budgets for Gender. *Economic and Political Weekly*, 39(44), 30 Oct.

Patnaik, P. (2007). Model of Growth of Contemporary Indian Economy. *Economic and Political Weekly*, 42(22), 2 June.

PrabhaKotiswaran, S. B. (2021). Regulating Reproductive Technologies. *Economic and Political Weekly*, 56(25), 19 Jun.

Prasad, V., Holla, R., Sinha, D., Dand, S., Gupta, A., Shatrughna, V., ... Jain, S. (2016). Hunger and Structural Inequality. *Economic and Political Weekly*, 51(1), 2 Jan.

Society for Women's Action and Training Initiatives (SWATI). (2020). Making Rural Healthcare System Responsive to Domestic Violence: Notes from Patan in Gujarat. *Economic and Political Weekly (Engage)*, 55(17), 25 Apr.

Karunakaran, Kalpana (2011). Subverting Policy, Surviving Poverty: Women and the SGSY in Rural Tamil Nadu. *Economic and Political Weekly*, 46(33), 22 October.

Chaudhuri, Maitreyee (1999). Gender in the Making of the Indian Nation-State. *Sociological Bulletin*, 48(1), March-September.

Reddy, K. S. (2023). Decoding and Delivering Public Health. *Social Change*, 53(4), 439-447.

Rosen, G. (1962). A Case of Aborted Growth: India, 1860-1900. *Economic and Political Weekly*, 14(32), 11 August.

Shramshakti: Report of the National Commission on Self Employed Women and Women in the Informal Sector. (1988).

Course Title Code	Research Project 351731
Course Credits	4
Course Outcomes	After going through the course the learner will be able to-

	<ul style="list-style-type: none"> • Identify the research problem after reviewing existing literature • Apply feminist research methodologies to conduct research • Apply critical feminist theories to the problem selected for research • Identify the process of knowledge production in the field of Women's Studies
Module 1	Formulation of the problem
Module 2	Review of literature
Module 3	Designing research proposal
Module 4	Analysis employing feminist methodologies and writing the research paper.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Review of literature in chosen area of research
- Design research proposal
- Analysis and writing of the research paper

**MA (Women's Studies)
Syllabus 2023-24**

Semester IV

(22 credits)

Course Title	Women, Culture and Development (Theory)
Code	411711
Course Credits	4
Course Outcomes	<p>After going through the course the learner will be able to-</p> <ul style="list-style-type: none"> • Analyze development beyond economics to include culture, history and social power • Explain evolving debates about poverty and disadvantage to map how interpretations change. • Elaborate upon an understanding of development where gender intersects with patriarchy, caste, class, community and the nation to create a complex web of exclusion
Module 1 (Credit 1) – Gender and Development	
Learning Outcomes	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Explain the various perspectives related to engendering the development process • Analyze the interface between development and various 'women's point of view'
Content Outline	<ul style="list-style-type: none"> • Critique of pre-WID –shift from welfare to equality in development policies • Nancy Fraser's – Gender subtext of Development Policies • Relationship between gender and development • Development from a gender perspective(GAD)
Module 2 (Credit 1) – Culture and Development: Perspectives	
Learning Outcomes	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Explain the cultural turn in development discourse • Discuss development process in collusion with power, hegemony, violence and ecological challenges
Content Outline	<ul style="list-style-type: none"> • Cultural turn in development theories • Understanding development at the intersection of science,

	<p>violence and the nation-state</p> <ul style="list-style-type: none"> • Body politics in development • Gender justice, citizenship and development
Module 3 (Credit 2) – Feminist Post-development theories	
Learning Outcomes	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Discuss the deconstructive practice in development theories • Explain the Southern feminists positions in debating development
Content Outline	<ul style="list-style-type: none"> • Southern feminist perspectives: Vandana Shiva, Meera Nanda, Banu Subramaniam • Feminist critique of Alternative Development • Sustainable development and the question of representation • Feminist post-development thought

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment critically mapping the positions of Global South feminist positions.
- Focus group discussion on understanding the interface amongst gender, citizenship and development with reference to the Narmada BachaoAndoaln.
- Analyze the gender sub-text of development discourse.

Bibliography

Action. New Delhi: Oxford University Press.

Agarwal, B. (1994). A Field of One's Own: Gender and Land Rights in South Asia. Cambridge: Cambridge University Press.

Agarwal, B. (2016). Gender Challenges Volume 3: Environmental Change and Collective

Appadurai, A. (2003). Modernity at Large: Cultural Dimensions of Globalization. Minneapolis: Public Worlds.

Armstrong, E. (2013). Gender and Neoliberalism: All India Democratic Women's Association and Globalization Politics. New Delhi: Tulika Books.

Bang R. (2015). Putting Women First: Women and Health in a Rural Community. Kolkata: Stree.

Cornwall, A., Harrison, E. & Whitehead, A. (eds.). (2008). Feminisms in Development: Contradictions, Contestations & Challenges. New Delhi: Zubaan.

- Cornwall, Andrea. (2009). "Buzzwords and fuzzwords : deconstructing development discourse", *Development in Practice*, Volume 17, NO. 4-5, August 2007.
- Dovi, Suzzane. (2002). "Preferable Descriptive Representatives: Or Will Just Any Woman, Black, or Latino Do?". *American Political Science Review*, 96:745-754.
- Escobar, Arturo. "Power and Visibility: Development and the Invention and Management of the Third World". *American Anthropological Association*, Vol. 3, No. 4 (Nov., 1988), pp. 428-443.
- Harcourt, W (ed.). (1997). *Feminist Perspectives on Sustainable Development*. London: ZedBooks Ltd.
- Jain, D. (2006). *Women, Development and UN: A Sixty-year Quest for Equality and Justice*. Hyderabad: Orient Longman Private Limited.
- Kabeer, N. (1994). *Reversed Realities: Gender Hierarchies in Development Thought*. New Delhi: Kali for Women.
- Kabeer, Naila. (2015) "Gender, poverty and inequality: a brief history of feminist contribution in the field of international development" , *Gender and Development*, Vol 23, No. 2, pp. 189-205.
- Kalpagam, U. (2021). *Neoliberalism and Women in India: Governmentality Perspectives*. Jaipur: Rawat Publications.
- Kelkar, G. & Krishnaraj M. (ed.). (2013) *Women, Land and Power in Asia*. New Delhi: Routledge.
- Krishna, S. (ed.). (2004). *Livelihood and Gender: Equity in Community Resource Management*. New Delhi: Sage Publications.
- Krishnaraj, M. & Deshmukh, J. (1993). *Gender in Economics: Theory and Practice*. Delhi: Ajanta Publications
- Mies, M., & Shiva, V. (2014). *Ecofeminism* (A. Salleh, Foreword). London: Zed Books Ltd.
- Morally, El Reham. (2019). "Women in Development: A Critique of Neo-Classical Economic Theory as One of the Causes for Gender Inequality", *Open Journal of Political Science*, 2020, 10, 1-14.
- Mukhopadhyay, M. (ed.). (2007). *Gender Justice, Citizenship and Development*. New Delhi: Zubaan.
- Nussbaum, M. and Glover, J. (ed.). (1995). *Women Culture and Development: Study of Human Capabilities*. Oxford: Clarendon Press.
- Rai, Shirin. (2008). *The Gender Politics of Development*. New Delhi: Zubaan.
- Saunders, K. (ed.). (2002). *Feminist Post-Development Thought: Rethinking modernity, post-colonialism and representation*. London: Zed Books.
- Sharma, A. (2010). *Paradoxes of Empowerment: Development, Governance in Neoliberal India*. New Delhi.
- Sontheimer, S. (ed.). (1991). *Women and the Environment: A Reader, Crisis and Development in the Third World*. London: Earthscan Publications Ltd.

Tinker, I. (ed.). (1990). *Persistent Inequalities: Women and World Development*. New York: Oxford University Press.

Visvanathan, N. (ed.). (1997). *Women, Gender and Development Reader*. London: Zed BooksLtd.

Williams, Melissa. (1998). *Voice, Trust, and Memory: marginalized Groups and the Fallings of Liberal Representation*. Princeton, NJ: Princeton University.

Young, Iris Marion. (1986). "Deferring Group Representation", *Nomos: Group Rights*, Will Kymlicka and Ian Shapiro (eds). New York: New York University Press, pp 349-376.

Course Title Code	Gender in the Legal Terrain (Theory) 411712
Course Credits	4
Course Outcomes	<p>After going through the course, the learner will be able to-</p> <ul style="list-style-type: none"> Analyze the complex nature of feminist engagement with law and challenges this engagement has presented in terms of social transformation Explain the impact of hegemonic heteropatriarchal discourses on gender rights Elaborate upon women's negotiations with violence across varied spaces Analyzed the patriarchal biased prevailing in framing of the laws
Module 1 (Credit 2) – Constitution and Gender Rights	
Learning Outcomes	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> Explain the debates and contestations in the field of gender and law in India Discuss the interface between gender justice and shifting gender discourses
Content Outline	<ul style="list-style-type: none"> Introduction to Indian Constitution Gender Equality: formal equality versus substantive equality Gender Rights: Negotiating with difference, diversity and intersectionality of oppression Women's movement and legal reforms Debates about Women, Communities and Law: Personal laws Debates about Uniform Civil Code Morality, Vice, Gender, and law Legal pluralism and group rights Brief introduction to labour laws related to women
Module 2 (Credit 1) – Gender violence and gender justice	
Learning Outcome	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> Explain an expanded notion of gendered violence and how does it impact the understanding of gender justice

Content Outline	<ul style="list-style-type: none"> • Debates about domestic violence • Sexual and gender-based violence • Women and state violence • Marginalized gender identities and violence • Caste based violence • Questioning discrimination against Dalit, Adivasi, persons with disabilities, sexual and religious minorities, illegal immigrants, and undocumented groups • Gender violence in armed conflicts • Violence against women by extra-legal bodies- localized caste/religion/culture (jat panchayat, Khap panchayat)
Module 3 (Credit 1) – Gender Justice beyond the Legal Justice	
Learning Outcomes	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Discuss the critic of heteronormative framework prevailing in legal discourse
Content Outline	<ul style="list-style-type: none"> • Public-private divide and gender justice • Heteronormative approach in framing of the laws • Homonationalism and gender rights

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Assignment analyzing the discrimination against 'illegal migrants' from gender perspective and how does its influence citizenship rights.
- Group project to understand the heteronormative approach in framing of laws.
- Focused group discussion on women's movement has impacted the discourse on gender rights with reference to diversity and difference.

Bibliography

1. Agnes F. (1995). State, Gender and the Rhetoric of Law Reform. Bombay: Research Centre for Women's Studies.
2. Agnes, F. & Ghosh, S. V. (2012). Negotiating Spaces: Legal Domains, Gender Concerns and Community Constructs. New Delhi: Oxford University Press.
3. Agnes, F. (1999). Law and Gender Inequality: The Politics of Women's Rights in India. New Delhi: Oxford University Press.
4. Agnes, F. (2001). Judgement Call: An Insight into Muslim Women's Right to Maintenance. Mumbai: Majlis.
5. Agnes, F. (2011). Family Law: Marriage, Divorce and Matrimonial Litigation, Volume 2. New Delhi: Oxford University Press.
6. Agnes, F. (2011). Family Laws and Constitutional Claims, Volume 1. New Delhi: Oxford
7. Agnes, Flavia (2012). Protection of Women from Domestic Violence Act, 2005: Procedures and Case Law. Mumbai: MAJLIS.

8. Banerjee, S. Ghosh N. Mukhopadhyay, M & Goswami R. (eds.) (2022). *Violent Domestic*. NewDelhi: Zubaan Publishers Pvt. Ltd.
9. Baxi, P. (2014). *Public Secrets of Law: Rape Trials in India*. New Delhi: Oxford UniversityPress.
10. Bhatia, Gautam (2021). *The Transformative Constitution: A Radical Biography in Nine Acts*.Uttar Pradesh: HarperCollins Publishers.
11. Borooah, R. (eds.). (1994). *Capturing Complexity: An Interdisciplinary Look at Women*,
12. Boucher, Joanne. "Male power and contract theory: Hobbes and Locke in Carole Pateman'sThe Sexual Contract", *Canadian Journal of Political Science*; Cambridge Vol. 36, Iss 1 (Mar 2003): 23-38.
13. Chatterji A. P., Buluswar, S. Kaur, M. (eds.) (2016). *Conflicted Democracies and GenderedViolence The Right to Heal: Internal Conflict and Social Upheaval in India*. New Delhi: Zubaan.
14. Choudhry, S. Khosla M. & Mehta P. B. (2016). *The Oxford Handbook of the India Constitution*.New Delhi: Oxford University Press.
15. Dhavan, Rajeev. (2017). *The Constitution of India – Miracle, Surrender, Hope*. Delhi: Universal Law Publishing.
16. Gupta, R. (2014). *Sexual Harassment at Workplace: A Detailed Analysis of the Sexual*
 - a. Gurgaon: LexisNexis.
17. Halder, D. & Jaishankar K. (2017). *Cyber Crimes against Women in India*. New Delhi: SagePublications India Pvt. Ltd.
18. *Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013*.
19. Herklotz, T. & Souza S. (2021). *Mutinies for Equality: Contemporary Developments in Law andGender in India*. New York. Cambridge University Press.
20. *Households and Development*. New Delhi: Sage Publications.
21. <https://www.epw.in/journal/2009/44/review-womens-studies-review-issues-specials/law-gender-and-women.html>
22. <https://www.epw.in/review-womens-studies>
23. Jaising, I. & Anurag, P. M. (ed.). *Conflict in the Shared Household : Domestic Violence and theLaw in India*. New Delhi: Oxford University Press.
24. Jaising, I. (ed.) (2005). *Men's Laws, Women's Lives: a Constitutional Perspective on Religion,Common Law and Culture in South Asia*. New Delhi: Women Unlimited.
25. John, Maya, "Fears and Furies of Sexual Harassment", *Economic and Political Weekly*, Vol. 49 (15), 29-32, 12 April 2014.
26. Kaanabiran, K. (ed.). (2014). *Women ad Law: Critical Feminist Perspectives*. New Delhi: SagePublications India Pvt. Ltd.
27. Kalpagam, U. (1994). *Labour and Gender: Survival in Urban India*. New Delhi: Sage.
28. Kannabiran, K. (2021). *Law Justice and Human Rights in India*. Hyderabad: Orient BlackswanPvt. Ltd.
29. Kaul, N. (2023). *Consent: Fearful Asymmetry*. New Delhi: Zubaan Publishers Pvt. Ltd.
30. Levit, N. (2016). *Feminist Legal Theory: A Primer*. New York: New York University Press.
31. Mackinnon, Catherine, "Feminism, Marxism, Method, and the State: Toward Feminist Jurisprudence", *Signs*, Vol.8, No.4 (Summer, 1983), pp. 635-658.
32. Menon, N. (2004). *Recovering Subversion: Feminist Politics Beyond the Law*. Chicago:
33. Moore, E. P. (1998). *Gender, Law and Resistance*. Tucson: The University of Arizona.
34. Parasher, A. &Dhanda A. (ed.). (2016). *Redefining Family Law in India: Essays in HonourofB. Sivaramayya*. New Delhi: Routledge.

35. Partners for Law in Development (2010). *Negotiating Gender Justice Contesting Discrimination: Mapping Strategies that Intersect Culture, Women and Human Rights*. New Delhi: Partners for Law in Development.
36. Pateman, Carole. (1988). *The Sexual Contract*. Cambridge: Polity in association with Blackwell.
 - a. Permanent Black.
37. Saxena, S. (2022). *Divorce and Democracy: History of Personal Law in Post-Independence India*. New Delhi: Cambridge University Press.
38. Sircar, O. & Jain, D. (ed.). (2017). *New Intimacies Old Desires: Law Culture and Queers Politics in Neoliberal Times*. New Delhi: Zubaan.
39. Sunder R. (2003). *The Scandal of the State: Women, Law and Citizenship in Postcolonial India*. Delhi: Permanent Black.

Course Title Code	Reading Feminist Writings (Theory) 411713
Course Credits	4
Course Outcomes	<p>After learning the modules, the learner will be able to:-</p> <ul style="list-style-type: none"> Analyze some traits of articulation that can be defined as feminist writing Explain the relationship between changing gender relations and practice of reading feminist literary writings Illustrate how to read text critically to understand the manner in which the text represents women, speak about gender relations and whether it affirms or challenges dominant cultural norms
Module 1 (Credit 1) Introduction to Features of Feminist Literary Writings	
Learning Outcome	<p>After learning the module, the learner will be able to –</p> <ul style="list-style-type: none"> Analyze how feminist literary writings are different from mainstream writings Elaborate upon diverse linguistic and intellectual resources employed by women writers Discuss how feminist writing have revised the canon
Content Outline	<ul style="list-style-type: none"> Deconstruct/interrogate phallogocentrism in text Seeking a different language of articulation Reshaping the canon Exploring inventive ways of inscribing women’s experience in the body of the text Revisiting the concepts of authorship, writing and the reader
Module 2 (Credit 1)- Practices of Reading: From Feminist Literary criticism to Feminist Critical Theories	
Learning Outcomes	<p>After learning the module, the learner will be able to-</p> <ul style="list-style-type: none"> Elaborate upon ways in which feminist movements have shaped feminist literary criticism Discuss how feminist writings should be read as cultural text
Content Outline	<ul style="list-style-type: none"> Anglo-American feminist literary critical theories French feminist theories Black feminist theories Post-colonial /Global South feminist theories Reading against the grain

	<ul style="list-style-type: none"> • Reading canonical text from materialistic- feminist perspective
Module 3 (Credit 2) Reading Feminist Literary Writings	
Learning Outcome	After learning the module, the learner will be able to -
	<ul style="list-style-type: none"> • Apply feminist literary and critical theories to read women's writing • Call into questions terms like- genre, feminist aesthetics, women's tradition, women's language, experiences and emancipatory reading
Content Outline	<p>Titles can be identified and read to explore the following reading strategies:</p> <ul style="list-style-type: none"> • Identify and read feminist writing across various spaces that speak about women's lives • Explore strategies of reading agency, silences, cultural resistance, economic and linguistic registers and read the complex web of social relations • Read feminist text to analyze social situatedness of women's writing, identify impasses in feminist literary critical theories and investigate links between women's writing and political subcultures

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment where the materialist-feminist framework has been applied to read a text.
- Group project on the difference between Anglo-American and French feminist approach to read a text.
- Analyze a literary text to understand the text as a site of contestation.
- Focus group discussion on post-colonial feminist positions.

Bibliography:

- Akhtar, Shaheen and Moushumi Bhowmik (eds.) (2008). Women in Concert: An Anthology of Bengali Muslim Women's Writings. Kolkata: Stree.
- Barnhart, D. & Mahan, I. (2019). Women of Resistance: Poems for a New Feminism. Calcutta: Seagull Books
- Belsey, C., Moore, Jane (eds.) (1997). Feminist Readers: Essays in Gender and the Politics of Literary Criticism. London: McMillan Press
- Bhattacharya, M. & Sen, A. (eds.) (2003). Talking of Power: Early Writings of Bengali Women from the Mid-Nineteenth Century to the Beginning of the Twentieth Century. Kolkata: Stree.

- Chabria P. & Shankar, R. (Eds. & Trans.). (2016). *Andal: The Autobiography of a Goddess*. New Delhi: Zubaan.
- Chanda, Ipshita and Jayeeta Bagchi (eds). (2011). *Shaping the Discourse: Women's Writings in Bengal Periodicals 1865-1947*. Kolkata: Bhatkal and Sen.
- Chatterjee, D. & Mukherjee, S. (Eds. & Trans.). (2021). *Under my dark skin flows, a red river: Translations of Dalit writings from Bengal*. Kolkata Samya.
- Dev Sen, N. (2020). *Chandrabati's Ramayan* (Translated from Bengali). New Delhi: Zubaan.
- Eagleton, M. (ed.) (1986). *Feminist Literary Theory: A Reader*. New York. Basil Blackwell Inc.
- Greene, G, & Kahn, C (eds.). (1985). *Making a difference: Feminist Literary Criticism*. London: Methuen.
- Gupta, Sarmistha Dutta. (2010). *Identities and Histories: Women's Writings and Politics in Bengal*. Kolkata: Stree.
- Johnson, P. & Shehadeh R. (eds.). (2012). *Seeking Palestine*. New Delhi: Women Unlimited.
- Kothari, R. (Trans.). (2006). *Speech and silence: Literary journeys by Gujarati women*. Zubaan Publications.
- Menon R. (ed.). (1992). *In Other Words: New Writings by Indian Women*. New Delhi: Kali for Women.
- Mohanty, Satya. P. "The Epistemic Status of Cultural Identity: On "Beloved" and the Postcolonial Condition", *Cultural Critique*, No. 24 (Spring, 1993), pp. 41-60.
- Namjoshi, S. (2012). *Fabulous Feminist: A Suniti Namjoshi Reader*. New Delhi: Zubaan
- Namjoshi, S. (2022). *Dangerous Pursuit*. New Delhi: Zubaan Publication Pvt. Ltd.
- Namjoshi, Suniti (2018). *Foxy Aesop: On the Edge*. New Delhi: Zubaan Publications.
- Natarajan, K. (Ed. & Trans.). (2020). *Transgressing boundaries: The Advaitic songs of Shenkottai Avudai Akkal*. New Delhi: Zubaan.
Publication Pvt. Ltd.
- Publishers Pvt. Ltd.
- Ray, P & Ghosh, N. (eds.) (2016). *Pratyaha Everyday Lifeworlds: Dilemmas, Contestations and Negotiations*. Delhi: Primus Books.
- Shrigarpure, B. & Cantelli, V. (eds.). (2023). *Insurgent Feminisms*. New Delhi: Zubaan
- Wolff, J (1990). *Feminine Sentences: Essays on Women and Culture*. Cambridge: Polity Press.

Course Title Code	Gender and Public Policy -II (Theory)* 421711
Course Credits	4
Course Outcomes	<p>After going through the course the learner will be able to-</p> <ul style="list-style-type: none"> Analyze how bearers of gender influence public policies Discuss public policies from a gender perspective Explain the challenges in framing public policies that will directly address the interests, demands and rights of all genders
Module 1 (Credit 1) – Gender Perspective on Public Policies	
Learning Outcome	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> Analyze how bearers of gender – social movements, social institutions like families and communities, labour markets, care arrangements, health and education impact public policies
Content Outline	<ul style="list-style-type: none"> Gender based segmentation and inequalities in wage/income in the labour market and its impact on public policies Understanding economy as a gendered construction: Labour and Care Impact of heteropatriarchal ideology on framing of policies Impact of women’s movement on public policies Role of CEDAW Critique of the discourse of public policies towards women: from welfare to equity to welfare approach
Module 2 (Credit2) – Public Policies in Social Sector : Education, Health, Livelihood, and Housing	
Learning Outcome	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> Critique public policies related to women’s education, health, livelihood and housing to underscore how planned development has failed to address issues of poverty and women’s empowerment
Content Outline	<ul style="list-style-type: none"> A) Education: Critical reading of the schemes for education of girl-child including non-formal education schemes like Mahila Samakhya National Literary Mission and Operation Blackboard Role of National Policy on Education (1986) promoting

	<ul style="list-style-type: none"> gender equality • Privatization of higher education and its impact on girls and women’s education • Case study of West Bengal’s KanyashreePrakalpaProgramme (2015) • Health: Critical reading of Pradhan Mantra MatruVandanaYojana, PMPoshan, National Food Security Act (2013), SABLA to understand the challenges faced by women to access the resources. • Livelihood and Social Security:Reading Mahatma Gandhi National Rural Employment Guarantee Scheme (2009) to understand the notion of welfare state as legal state • Women and Agriculture: The Female Farmer Entitlement Bill (2002), MahilaKisanSashakti Karan Pariyogana, Concept of ‘family labour’, impact of sexual division of labour, question of women’s land rights and growing landlessness, inequality and diversion of land away from households • Women and Housing: Pradhan Mantri Awas Yojana , women’s right to housing is negotiated through Personal Laws , Right to Housing Campaign. •
<p>Module 3 (Credit 1) – Women and Work</p>	
<p>Learning Outcome</p>	<p>After learning the module, the learner will be able to -</p> <ul style="list-style-type: none"> • Explain the complex field of women’s work to provide a critique of welfare represented in public policies related to economic growth
<p>Content Outline</p>	<ul style="list-style-type: none"> • Understanding how wage earning workers experience oppression as a result of patriarchal structures and capitalist relations of production • Interrogating current tools and techniques of data collections that fail to capture the complex nature of women’s work moving beyond binaries like formal/informal, paid/unpaid or employed/unemployed • Alternate use of data collection like Time Use Surveys • Linkages between paid and unpaid work and its relationship to structural and macroeconomic transformations • Women, labour and caste: work as stigma • Challenges to understanding women’s labour: Domestic worker, sex worker, gig worker • Understanding sexual and reproductive labour

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Critically analyze two policies related to women's health to understand the underpinnings of gender ideology.
- Group project on feminist interventions in understanding the concept of work.
- Write an assignment on policies related to gig workers
- Focus group discussion on challenges to frame social policy which will address the rights and demands of all genders across the spectrum.

Bibliography

ABC of Women Workers' Rights and Gender Equality. Geneva: ILO, 2000.

Agarwal B. (2016). Gender Challenges Volume 1: Agriculture, Technology and Food Security. New Delhi: Oxford University Press.

Agarwal, B. (2016). Gender Challenges Volume 2: Property, Family and the State. New Delhi: Oxford University Press.

Annandale, Ellen. (2009). Women's Health and Social Change. London: Routledge.

Bang R., Khorgade, S. & Chinai R. (2015). Putting Women First: Women and Health in Rural Community. Kolkata: Stree.

Bergmann, B. R. (2016). The Economic Emergence of Women. New York: Palgrave Macmillan.

Dewan, R. & Prabhu S. (ed.). (2009). Macroeconomics and Gender. New Delhi: Zubaan.

Dreze J. & Sen Amartya (2020). Uncertain Glory: India and Its Contradictions. UK: Penguin Books

Dreze, J. (ed.). (2016). Social Policy. Hyderabad: Orient Blackswan Pvt. Ltd.

Gangolli, L. Duggle, R. & Shukla, Abhay (eds.). (2005) Review of Healthcare in India. Mumbai: Cehat

Ghosh, J. (2009). Never Done and Poorly Paid: Women's Work in Globalising India. New Delhi: Women Unlimited.

Gupta, M., Chen, L., Krishnan, T. (1995). Women's Health in India: Risk and Vulnerability. Bombay: Oxford University Press.

IAWS (1993). The New Economic Policy and Women: A Collection of Background Papers for the Sixth National Conference of the Indian Association for Women's Studies. Bombay: IAWS.

Jain, D. (2018). Journey of a Southern Feminist. New Delhi: Sage Publications India Pvt. Ltd.

- Jain, D. , Elson, D. (eds.). (2011). *Harvesting Feminist Knowledge for Public Policy: RebuildingProgress*. New Delhi: Sage Publications India Pvt. Ltd.
- Jha, Praveen, Kumar Avinash & Mishra, Yamini (eds.). (2020). *Labouring Women: Issues andChallenges in Contemporary India*. Hyderabad: Orient Blacksean Private Limited.
- John M. & Gopal M. (2021). (eds.). *Women in the Worlds for Labour*. Hyderabad: OrientBlackswanPrivated Limited.
- Kalpagam, U. (1994). *Labour and Gender: Survival in Urban India*. New Delhi: Sage.
- Kelkar G. & Krishnaraj M. (eds.). (2013). *Women, Land and Power in Asia*. New Delhi: Routledge.
- Kennett, P. (2001). *Comparative Social Policy: Theory and Research*. Buckingham: OpenUniversity Press.
- Neetha N. (ed.). (2019). *Working at Other's Homes: The Specifics and Challenges of PaidDomestic Work*. New Delhi: Tulika Books.
- Oza, R. (2006). *The Making of Neoliberal India: Nationalism, Gender and the Paradoxes ofGlobalization*. New Delhi: Women Unlimited.
- Prabhu, K. S. (2001). *Economic Reform and Social Sector Development: A Study of Two IndianStates*. New Delhi: Sage.
- Ramachandran, V. & Jandhyala, K. (2019). *Gender and Education*. Hyderabad: OrientBlackswan Private Limited.
- Richardson, Henry. (2002). "Representative government" in *Democratic Autonomy*. Oxford: Oxford University Press.
- Sen, A. (1992). *Inequality Reexamine*. New York: Russell Sage Publications.
- Shramshakti. (1988). *Report of the National Commission on Self Employment Women andWomen in the Informal Sector*. New Delhi: Shramshakti.
- Simon-Kumar, R. (2006). *Marketing Reproduction: Ideology and Population Policy in India*.New Delhi: Zubaan.
- Swaminathan, P. (Ed.). (2012). *Women and Work*. New Delhi: Orient Blackswan Pvt. Ltd.
- Varghese. N. V. & Panigrahi J. (2023). *India Higher Education Report 2021: Private HigherEducation*. Oxon: Routledge.

Course Title Code	Dissertation 451731
Course Credits	6
Course Outcomes	After going through the course the learner will be able to-
	<ul style="list-style-type: none"> • Develop academic writing skills • Demonstrate their knowledge and expertise in a particular area of research • Develop research skills • Learn to manage time effectively to meet deadlines
<ul style="list-style-type: none"> • Module 1 (Credit 1) -Elaborate upon the research proposal submitted in the previous semester • Module 2 (Credit 1)- Survey of literature in the chosen area of research • Module 3 (Credit 1)- Identify the research methodology and map the chapter scheme • Module 4 (Credit 1) - Editing and proof reading 	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Write an assignment mapping the critical theoretical positions in the selected area of research
- Prepare the research proposal
- Submit the first draft of the dissertation