

Master of Arts in Gender Studies

Course Curriculum

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Conceptualizing the Course

Gender studies is a field for interdisciplinary study devoted to gender identity and gendered representation as central categories of analysis. This field includes women's studies (concerning women, feminism, gender, and politics), men's studies and queer studies.

The question surrounding the relevance of gender studies recurs given the evolution in the understanding of gender with the growth of women's movements, introduction of laws concerning gender identities, the spate of violent incidents against women, as also the third gender.

As a distinctive Academic discipline, Gender Studies has a core area of theory and it draws on knowledge from various disciplines, Humanities, Social Sciences, & Sciences. It also draws from its own studies and Field Action, besides useful knowledge other disciplines. The focus is MULTI/INTERDISCIPLINARY and expanding the frontiers of knowledge about the manifold facet of societies and economies, giving it the essential critical edge. As a discipline, Gender's Studies has established the implicit social responsibility to transform/influence other disciplines to include the feminist perspective, develop and empower women generally and more specifically increase their visibility in teaching, research and management in the universities and colleges by enhancing their academic strength and competence. Recognised and indeed guided by the University Grants Commission (UGC), Women's Studies is a discipline in the UGC's list of disciplines for the NET and JRF programmes.

Course in a glance

Se m	Paper No	Paper Code	Course Time	Marks	Credit	Teaching Hour
1	I	GSC-I	Key Concepts in Gender Studies	100	4	4 hpw class room teaching and 1 hpw contact hour
2	II	GSC-II	Social Structure & Institutions	100	4	4 hpw class room teaching and 1 hpw contact hour
3	III	GSC-III	Feminist Theories	100	4	4 hpw class room teaching and 1 hpw contact hour
4	IV	GSC-IV	Gender and Development	100	4	4 hpw class room teaching and 1 hpw contact hour
5	V	GSC-V	Gendering History In India	100	4	4 hpw class room teaching and 1 hpw contact hour
6	VI	GSC-VI	Status of Women in India	100	4	4 hpw class room teaching and 1 hpw contact hour
7	VII	GSC-VII	Women's Movement	100	4	4 hpw class room teaching and 1 hpw contact hour
8	VIII	GSC-VIII	Research Methodology	100	4	4 hpw class room teaching and 1 hpw contact hour
9	IX	GSCIX	Critical Research Appraisal	100	4	5 hpw
			Theory	50	2	2.5 hpw
			Field Visit	50	2	2.5 hpw
10	X	GSCX	Gender and Human Rights Discourse	100	4	4 hpw class room teaching and 1 hpw contact hour
11	XI	GSCXI	Gender, State & Politics	100	4	4 hpw class room teaching and 1 hpw contact hour
12	XII	GSC-XII	Gender and Health	100	4	4 hpw class room teaching and 1 hpw contact hour
13	XIII	GSC-XIII	Gender and Religion	100	4	4 hpw class room teaching and 1

						hpw contact hour
14	XIV	GSC-XIV	Gender, Culture and Media	100	4	4 hpw class room teaching and 1 hpw contact hour
15	XV	GSC-XV	Gender Rights and Law in India	100	4	4 hpw class room teaching and 1 hpw contact hour
16	XVI	GSC-XVI	Gender and Literature	100	4	4 hpw class room teaching and 1 hpw contact hour
17	XVII	GSC-XVII	Dissertation	200	8	8 hpw
Evaluation of Dissertation			Supervisor	100	4	
			Viva	100	4	
18	XVIII	GSC-XVIII	Feminist Approach to Peace Building	100	4	4 hpw class room teaching and 1 hpw contact hour
19	XIX	GSC-XIX	Women, Work and Economy	100	4	4 hpw class room teaching and 1 hpw contact hour

Semester 1

GSC-I Key Concepts in Gender Studies

Equivalent Credit-04 Max.

Marks: 100 (25/75)

Evaluation Criteria: Internal Assessment: 25 Marks, End Term Examination – 75

Objectives:

- To educate the students on the concepts of gender indoctrination.
- To make students understand the concepts of masculinity and femininity as analytical categories.
- To elaborate the concept of patriarchy and power relations leading to feminist resistance and movements.

Course Outcome:

- Students shall be able to engage with complex concepts as analytical categories.
- Able to identify nuances in gender relations and identity constructions.
- Able to reflect on feminist discourse as a growing discipline.

Course Outline:

Unit I: Understanding Basic Concepts

- a. Sex, Gender, Sexuality
- b. Femininities, Masculinities and other sexualities
- c. Patriarchy

Essential Readings:

- Beasley, Chris (1999). Starters on the Feminist Menu: Liberal, Radical and Marxist/Socialist Feminisms. in Chris Beasley (ed.). *What is Feminism?*, London, Sage. pp. 51-64.
- Hearn, Jeff (2020). Men, Masculinity and Masculinities. In Mary Evans and Carolyn H. Williams (eds.). *Gender: The Key Concepts*, Routledge. pp. 149-156.
- Kent, Susan Kingsley (2016). One is not born a woman: The Feminist Challenge. In *Gender and History*. Palgrave, Macmillan, United Kingdom. pp.28-46.
- Phadke, Shilpa (2013). But I *can't* Carry a Condom! Young Women, Risk, and Sexuality in the Time of Globalisation. in Sanjay Srivastava (ed.). *Sexuality Studies*. India, Oxford University Press. pp. 287-306.
- Rinchin (2008). Querying Marriage and Family. In Mary. E. John, (ed.), *Women's Studies in India: A Reader*. India, Penguin. pp 573-579.
- Walby, Sylvia (1996). *Key Concept in Feminist Theory*. Aalborg Universitet. pp.1-25.
<https://share.google/EK2v0tBj0TJFJNGwR>

Unit II: Women and Gender Studies

a) Evolution of Women's Studies in Western and South Asian Context.

Essential Readings:

- Neera, Desai (2008). From Accommodation to Articulation: Women's Movement in India. In Mary. E. John (ed.), *Women's Studies in India: A Reader*. India, Penguin. pp. 23-26.
- Forbes, Geraldine (2003). Reflections on South Asian Women's/Gender History: Past and Future. In *Journal of Colonialism and Colonial History*. Vol. 4. No.1. pp.1-18.
- John E. Mary (2008). Introduction. In Mary. E. John (ed.). *Women's Studies in India: A Reader*. India, Penguin. pp.1-19.
- Omvedt, Gail (2008). 'Socialist Feminist' Organisations and the Women's Movement. In Mary. E. John (ed.). *Women's Studies in India: A Reader*. India, Penguin. pp. 62-67.
- Patel, Vibhuti (2023). Journey of Women's Studies in India (1974-2023). *Synergy*. Vol. 19, No.1/, <https://oaji.net/articles/2023/2062-1685901766.pdf>. pp.22-38.

Unit III: Women and Gender in Development Discourse

- a. WID
- b. WAD
- c. GAD

Essential Readings:

- Chant, Sylvia H. (2006). Re-thinking the "Feminisation of Poverty" in relation to Aggregate Gender Indices. In *Journal of Human Development*, 7(2). pp. 201-220.
- Duflo, Esther (December 2012). Women Empowerment and Economic Development. In *Journal of Economic Literature*, Vol.50, No.4. pp. 1051-1079.
- Mwije, Solomon (2014). *A Paradigm Shift from Women in Development (WID) to Gender and Development (GAD)*. <https://share.google/pE3hfByBs5ALShY4J>. pp.1-21.
- Rathgeber, Eva M. (1990). WID, WAD, GAD: Trends in Research and Practice. *The Journal of Developing Areas*. Vol. 24. No. 4 (July). Published by: College of Business, Tennessee State University. pp. 489- 502.

Suggested Reading:

- Beasley, Chris (1999). *What is Feminism?*, London, Sage.
- Beauvoir, Simone De (2015). *Extracts From The Second Sex* (Trans. by Borde Constance and Chevallier Sheila Malovany). London, Vintage Books.

- Bhasin, Kamla (2014). *What is Patriarchy*, Delhi, Women Unlimited.
- Bowden, Peta & Mummery, Jane (2012). *Understanding Feminism*. Delhi, Rawat.
- Connel R.W. and Messerschmidt, J.W (2005). Hegemonic Masculinity: Rethinking the Concept, *Gender and Society* (Dec) Vol. 19. No 6. Sage. pp. 829-859.
<https://share.google/spiLG0g2JUcLYV0VX>
- Essed, Philomena, Goldberg, David Theo and Kobayashi, Audrey (ed.) (2005). *A Companion to Gender Studies*. USA, Blackwell Pub.
- Evans, Mary and Williams, Carolyn (eds.), (rpt.2020), *Gender: The Key Concepts*. Routledge.
- Geetha V. (2006). *Gender*. Calcutta, Stree.
- Lerner, Gerda (1986). *The Creation of Patriarchy*. New York. Oxford University Press.
- Menon, Nivedita (2012). *Seeing Like a Feminist*. Zubaan, Penguin Books.
- Squires, Judith (rpt.2008). *Gender in Political Theory*. UK, Polity Press.

Semester I

GSC-II Social Structure and Institutions

Equivalent Credit-04

Max. Marks: 100(25/75)

Evaluation Criteria: Internal Assessment – 25, End Term Examination - 75

Course Objectives:

- To develop an understanding of how social institutions are structured by gender.
- To explore how femininity and masculinity are socially constructed and negotiated within institutions.
- To examine the intersection of gender with caste, class, religion, race, and power.

Course Outcome:

Having completed this course, students will be able to:

- Analyse how social institutions are gendered.
- Critically engage with the intersections of caste, class, and ethnicity through a gendered lens.
- Reflect on how gender operates in everyday structures such as family, religion, and the state.

Course Outline:

UNIT I: Gender and Social Institutions

- a) Family
- b) Marriage
- c) Kinship
- d) Religious Institutions

Essential Readings:

- Benokraitis, N. V. (2015). The Family in a Changing Society. In *Marriages and families: Changes, Choices, and Constraints* (8th ed.). Pearson, pp. 27–55.
- Sharma, K. L. (2019). *Indian Social Structure and Change* (2nd ed.). New Delhi, Rawat Publications. Pp. 63-84, 85-106, 107-123.

UNIT II: Social Structure

- a) Social Stratification: Caste and Class
- b) Power, Race and Ethnicity

c) Community and Religion

Essential Readings:

- Andersen, M. L., & Collins, P. H. (2019). *Race, class, and gender: Intersections and inequalities* (10th ed.).
- Madan, T. N. (1991). *Religion in India*. Oxford, Oxford University Press. Pp. pp. 1–30, pp. 191–214.
- Sharma, K. L. (2019). Caste and Class in India, in *Social Stratification and Mobility*. New Delhi, Rawat Publications, pp. 17–39, 67-91.

UNIT III: Institutions

- a) State
- b) Educational Institutions
- c) Labour market and Work Place

Essential Readings:

- Mazumdar, V. (1994). Women, State and Politics. In N. Menon (ed.). *Gender and Politics in India*. Oxford, Oxford University Press. pp. 58–69.
- Nambissan, G. B., & Rao, S. (eds.). (2013). *Sociology of Education in India: Changing Contours and Emerging Concerns*. Oxford, Oxford University Press. pp. 102–128.
- N. Neetha, (2010). *Women, Work and Employment in India: A Study of Employment Trends, Labour Laws and Women's Entitlements*. New Delhi, Centre for Women's Development Studies. pp. 1–34.

Suggested Readings:

- Benokraitis, N. V. (2015). *Marriages and Families: Changes, Choices, and Constraints* (8th ed.). Pearson.
- Chanana, K. (2001). *Interrogating Women's Education: Bounded Visions, Expanding Horizons*. New Delhi, Rawat Publications. PP.15-45.
- Chhachhi, A. (ed.). (1996). *Women, Religion and Social Change*. Zed Books.
- Deshpande, A. (2011). *The Grammar of Caste: Economic Discrimination in Contemporary India*. Oxford, Oxford University Press.
- John, M. E. (2008). *Women's Studies in India: A Reader*. India, Penguin.
- Lindsey, L. L. (2015). *Gender Roles: A Sociological Perspective* (6th ed.). Routledge.
- Uberoi, P. (Ed.). (1996). *Social Reform, Sexuality and the State*. New Delhi, Sage.

Semester I
GSC–III Feminist Theories

Equivalent Credits: 4

Marks: 100

Evaluation Criteria: Internal Assessment - 25, End Term Examination - 75

Objectives of the Course:

By the end of this course, students will be able to:

- Understand the historical writings on feminism.
- Grasp different streams of feminist theories.
- Follow the related debates in the 21st century.

Course Outline

Unit I: Introducing Feminist Theory

- a) Debates in the 18th and 19th Century
- b) Debates in the 20th Century
- c) Thought and Theory from India and South Asia

Essential Readings:

- Wollstonecraft, M. (1992). *A Vindication of the Rights of Women*.(pp. 39–71, 338–352) New York: W. W. Norton.
- De Beauvoir, S. (2011). *The Second Sex* (C. Borde & S. Malovany-Chevallier, Trans.).(pp. 3–30). New York: Vintage Books.
- Showalter, E. (1977). *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton,(pp. 43–86). NJ: Princeton University Press.
- Rege, S. (1998). Dalit Women Talk Differently: A Critique of ‘difference’ and towards a Dalit Feminist Standpoint. *Economic and Political Weekly*, 33(44), WS39–WS46.

Unit II: Streams of Feminist Theory

- Liberal Feminism
- Radical Feminism
- Socialist Feminism
- Postcolonial Feminism

Essential Reading:

- Cixous, H. (1976). The Laugh of the Medusa (K. Cohen & P. Cohen, Trans.). *Signs: Journal of Women in Culture and Society*, 1(4), 875–893.
- Firestone, S. (1970). *The Dialectic of Sex: The Case for Feminist Revolution*. (pp. 1–16). New York: William Morrow.
- Mohanty, C. T. (2003). *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. (pp. 17–42). Durham, NC: Duke University Press.
- Walker, A. (1983). *In Search of Our Mothers' Gardens: Womanist prose* (Preface pp. ix–xiii; pp. 231–243, 364–372). San Diego, CA: Harcourt Brace Jovanovich

Unit III: Core Debates

- a) Public–Private Distinction
- b) Domestic Labour
- c) Postmodernism and Feminism
- d) 'Western' vs 'Third World' Feminism

Essential Readings:

- Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. *Stanford Law Review*, 43(6), 1241–1299.
- Federici, S. (1975). *Wages Against Housework* (pp. 1–8). Bristol, UK: Power of Women Collective; Falling Wall Press.
- Mahmood, S. (2005). *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton, (pp. 1–39, 173–199). NJ: Princeton University Press.
- Mies, M., & Shiva, V. (2014). *Ecofeminism: Critique, Influence, Change* (2nd ed.) (pp. 22–35, 164, 246). London, UK: Zed Books.
- Walker, A. (1983). *In Search of Our Mothers' Gardens: Womanist Prose* (Preface pp. ix–xiii; pp. 231–243, 364–372). San Diego, CA: Harcourt Brace Jovanovich.

Suggested Readings

- Ahmed, L. (1992). *Women and Gender in Islam: Historical Roots of a Modern Debate*. New Haven, CT: Yale University Press.
- Chakravarti, Uma (2003). *Gendering Caste: Through a Feminist Lens*. Kolkata, Stree.
- Davis, A. Y. (1981). *Women, Race & Class*. New York, Random House.
- Hooks, B. (2000). *Feminism is for Everybody: Passionate Politics*. Cambridge,

MA: South End Press.

- Narayan, U. (1997). *Dislocating Cultures: Identities, Traditions and Third World Feminism*. New York, Routledge.
- Vogel, L. (1983). *Marxism and the Oppression of Women: Toward a Unitary Theory*. New Brunswick, NJ: Rutgers University Press.

Semester I

GSC-IV Gender and Development

Equivalent Credits: 4

Marks: 100

Evaluation Criteria: Internal Assessment - 25, End Term Examination - 75

Course Objectives:

The course, at the end, would enable the student to:

1. To understand the development models from a gender perspective
2. To make students learn about globalisation and its impact on women

Course Outcome:

Having completed this course, a student should be able to:

- Develop a critical understanding of different models of development from a feminist perspective
- Inculcate skills to understand social movements and their contribution
- Understand women's contribution to development

Course Outline:

Unit I: Concepts and Debates

- Feminist Perspectives on Development
- Modernization, Globalisation and Development
- Post Modernity and Post Development

Essential Readings:

- Agarwal, Bina (ed) (1988). *Structures of Patriarchy: State, Community and Household in Modernising India*. London, Zed Press. pp. 1-28, 53-83.
- Margarita, Aguinaga et al. (2013). Development Critiques and Alternatives: A Feminist Perspective, In edited book of Miriam Lang, Dunia Mokrani (ed.). *Beyond Development. Alternative Visions from Latin America*. Rosa Luxemburg Stiftung, Transnational Institute. pp.41-60.
- Unni, Jeemol (2013). Economic Empowerment of Women. *Indian Journal of Human Development*. Vol. 7. No. 2. <http://dx.doi.org/10.1177/0973703020130220>. pp. 364–66.

Unit II: Models of Development in Contemporary India

- a. Post Colonial model: Women in Planning
- b. Globalization and Women
- c. Social Movements and Resistance

Essential Readings:

- Hensmans, Manuel (2018). Social Movements. In Heath L. Robert and Johansen, Winni (ed.). *The International Encyclopedia of Strategic Communication*. John Wiley & Sons, Inc. DOI: 10.1002/9781119010722.iesc0163. pp.1-12.
- Krishnaraj, Maithreyi (1999). Globalisation and Women in India, *Development in Practice*. Vol. 9. No. 5. pp. 587-592.
- Naidu, Y. Gurappa (2006). Globalisation and its Impact on Indian Society, *The Indian Journal of Political Science*. Vol. 67. No. 1 (JAN. - MAR). Indian Political Science Association, <https://www.jstor.org/stable/41856193>, pp. 65-76.
 - Razvi, Meena (2007). *Post-Colonial Feminism in India: Model of Emergent Female Grassroots Leaders in Ahmedabad, Gujarat*. Adult Education Research Conference. <https://newprairiepress.org/aerc/2007/papers/86> .

Unit III: Gender, Work/Labour and Development

- a. Concepts and Debates
- b. Women's Work and Development in India
- c. Livelihood, Resources and Subsistence Economy

Essential Readings:

- Chambers, Robert, Conway, R. Gordon (1991). *Sustainable Rural Livelihoods: Practical Concepts for the 21 st Century*. IDS Discussion Paper 216.
- Lepakshaiah, S.V. (2019). Economic Empowerment of Women through Entrepreneurship- A Study. *International Journal of Arts, Science and Humanities*. Vol.6. S2.<https://doi.org/10.5281/zenodo.2632080>. pp. 66-70.
- Madhavi, M.V. et al (2012). Economic Benefits of Women's Empowerment. *Global Journal for Research Analysis*. Vol. 3. No. 8. <http://dx.doi.org/10.15373/22778160/august2014/159>. PP. 1-4.
- Swiebel, Joke (1999). *Unpaid Work and Policymaking Towards a Broader Perspective of Work and Employment*. United Nations.

Suggested Readings:

- Boserup, Ester (1970). *Women's Role in Economic Development*. London, Allen and Unwin.
- Custers, Peter (1997). *Capital Accumulation and Women's Labour in Asian Economies*. Vistaar Publications, New Delhi.
- Hensmans, Manuel (2003). Social Movement Organizations: A Metaphor for Strategic Actors in Institutional Fields. *Organization Studies*. Vol.24. No.3. Sage Publication. pp.355-381.

- Jagdeep, Singh and Kumari, Mamta (2022). *Impact of Globalization on Women in India: A Critical Review*. *International Journal of Advanced Research in Science, Communication and Technology*. DOI:10.48175/IJARSCT-5937. Vol. 2. Issue 1. pp. 127-136.
- Mackenna, Bak Miriam (2023). Ester Boserup: Women and Development on the Margins. In Immi Tallgren (ed.). *Portraits of Women in International Law*. Oxford University Press. DOI: 10.1093/oso/9780198868453.003.0015. pp. 196–208.
- S. Deeja (2018). Women's Economic Empowerment in India. *International Journal of Trend in Scientific Research and Development*. Vol. 2. No. 4. <https://doi.org/10.31142/ijtsrd14382>. pp. 2253–55.

SEMESTER I

GSCBCS-V Gendering History in India

(C.B.C.S. Paper)

Equivalent Credits: 4

Marks: 100 (25/75)

Evaluation Criteria: Internal Assessment- 25, End Term Examination - 75

Course Objective:

- Recovering the lives of women from the neglect of historians was the goal of women's history from its inception.
- Its methodology and interests have evolved as it has become established as an academic discipline to understand the interdisciplinary approach of Gender Studies.
- From its early origins in cataloguing great women in history, in the 1970s it turned to recording ordinary women's expectations, aspirations, and status.

Course Outcome:

- It will equip students with a critical review of the theoretical and methodological developments in the field of women's and gender history.
- The course will therefore acquaint students with the major developments of the history from a gender perspective from ancient India to Modern India and consider the texts of Bonnie Smith, Joan Scott, Tanikia Sarkar, Uma Chakrawarty and Indrani Sinha.
- The course will acquaint students with tracing the indigenous knowledge system from a gender lens.

Course Outline:

Unit I: Gender Historiography

- a. Gender History: What is Gender History
- b. Recovering women's histories: Limits of historical knowledge
- c. Rewriting History: Colonial and Nationalist Writings

Essential Readings:

- Corfield, Penelope J. (1997). History and the Challenge of Gender History. in *Rethinking Gender*. Vol 1. No. 3. pp 1-25.
- Chatterjee, Partha (1989). Colonialism, Nationalism and Colonized Women. in *American Ethnologist*, Vol. 16. No. 4. pp. 622-633.
- Rose, Sonya O. (2010). *What is Gender History*. UK, Polity Press. pp. 1-17.
- Scott, Joan (1986). Gender: A Useful Category of Historical Analysis. In *The American Historical Review*. Vol. 91. No 5. Pp. 1053-1075.
- Smith, Bonnie, G. (2005). *Women's History in Global Perspective*. US, Illinois. pp. 1-9.

- Siddiqui, F. A. (2014). British Perception of Muslim Women: Question of Fecundity and Health. in *A Struggle for Identity: Muslim Women in United Province*, Cambridge University Press. Foundation Imprint, India. pp. 35-55.

Unit II: Foregrounding Historical Sources from Gender Perspective

- a. Ancient India
- b. Medieval India
- c. Modern India

Essential Readings:

- Chakravarty, Uma and Roy, Kumkum (1988). In Search of Our Past: A Review of the Limitations and Possibilities of the Historiography of Women in Early India. *Economic and Political Weekly*. Vol. 23. No. 18. pp. WS2-WS18.
- Chakravarty, Uma (1988). Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History. *Social Scientist*. Vol. 16, No. 8, pp. 44-52.
- Angbin, Yasmin (2014). Middle Class Women in Mughal India. in *Indian History Congress Proceeding*. Vol. 75. Platinum Jubilee. pp. 295-306.
- Lal, Ruby (2003). Rethinking Mughal India: Challenge of a Princess' Memoir. Jan. 4-10. *Economic and Political Weekly*. Vol. 38. No. 1. pp. 53-65.
- Sen, Indrani (2008). *Woman and Empire: Representations in the Writings of British India (1858-1900)*. Delhi, Orient Black Swan. pp 1-38.

Unit III: Women in Colonial India: Debate and Discourse

- a) Social and Religious Reform Movements and Women's question
- b) Women Question in British Legislation
- c) Freedom Struggle and Women

Essential Readings:

- Sarkar, Sumit (2015). *Vidyasagar and Brahmenical Society*. in *Women and Social Reform in Modern India*. Permanent Black, New Delhi. pp. 172-214.
- Siddiqui, F. A. (2014). *Socio-Religious Movement and the Muslim Women's Issue*, in *A Struggle for Identity: Muslim Women in United Province*, CUP, Foundation Imprint, New Delhi. pp. 18-34.
- Chakravarty, Uma (2000). *Law, Colonial State and Gender*. New Delhi, Zubaan. pp. 123-199.
- Siddiqui, F. A. (2014). Muslim Women's Response to New Judicial System, in *A Struggle for Identity: Muslim Women in United Province*, Cambridge University Press, Foundation Imprint, New Delhi. pp. 197-218.
- Morvell, Lyn (1997). Gandhi and the Indian Women's Movement. *Spring*. Vol 23. No. 1. pp. 12-27.
- Forbes, Geraldine (1999). *The New Cambridge History of India: Women in Modern India*, Cambridge University Press. pp.121-156.

Suggested Reading:

- Altekar, A.S. (2011). The Position of Women in Hindu Civilization, in Kumkum Roy (ed.), *Women in Early Indian Societies*, Manohar, Delhi, pp. 49-71.
- Eunice, de Souza ed. (2004). *Purdah: An Anthology*. India, Oxford University Press. pp. 66-77.
- Chakravarty, Uma (1998). *Rewriting History: Life and Time of Pandita Rama Bai*. New Delhi, Zubaan. Introduction chapter.
- Cott, Nancy (2005). What is Gender History. Annual Speech, *American Historical Association*, <https://apcentral.collegeboard.org/courses/ap-united-states-history/classroom-resources/what-is-gender-history>
- Khan, Sardar Najmus Saqib (2004). *Gulbadan Bano Begum: First Woman Historian of Subcontinent*, ICCTS Publication. pp: 1-37.
- Kosambi, Meera (1988). Women, Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause, *Economic and Political Weekly*. Vol. 23. No. 44 (Oct. 29). pp. WS38-WS49.
- Sen, Indrani (2008). *Woman and Empire: Representations in the Writings of British India (1858-1900)*. Delhi, Orient Black Swan. pp 1-38.

SEMESTER II

GSC- VI: Status of Women in India

Equivalent Credits: 4

Marks: 100

Evaluation Criteria: Internal Assessment - 25, End Term Examination - 75

Course Objectives

Students will:

1. Explore women's socio-economic status in India—historically and contemporarily.
2. Understand women's political rights and activism.
3. Engage with issues affecting minority, Northeast, elderly, and differently abled women.

Unit I: Historical Trajectories of Women's Status

- a. Social
- b. Economic
- c. Political

Essential Readings:

- Kumar, R. (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800–1990*. New Delhi, Kali for Women. pp 7–31, 32–60.
- Desai, Neera & Usha Thakkar (2001). *Women in Indian Society*, National Book Trust of India, pp. 18-45
- Lerner, G. (1988). *The Creation of Patriarchy*. New York, Oxford University Press. pp. 89–112.
- Mani, L. (1989). Contentious Traditions: The Debate on Sati in Colonial India. In S. Sangari and S. Vaid (Eds.). *Recasting Women: Essays in Colonial History*. New Delhi, Kali for Women. Pp. 88-126.

Unit II: Towards Equality and Empowerment

- a. Committees and Commissions
- b. Reports
- c. State Policies

Essential Readings:

- Mazumdar, V., & Sarkar, L. (1975). *Towards Equality: Report of the Committee on the Status of Women in India 1974–75*. New Delhi, Government of India. pp. 1–10.

- John, M. E. (Ed.). (2008). *Women's Studies in India: A Reader*. New Delhi, Penguin Books. Pp. 1-24.
- Arya, S. (2010). The National Commission for Women: Assessing Performance. In U. K. Singh (Ed.), *Human Rights and Peace*. New Delhi, Sage. Pp. 256-277.

Unit III: Gender-based Violence (GBV)

- a. Intersectional Violence: Caste, Tribe, Ethnicity, Minority
- b. Differently-abled and Elderly Women
- c. Consequences and Perspectives on GBV

Essential Readings:

- Sangari, K., & Vaid, S. (Eds.). (1989). *Recasting Women: Essays in Colonial History*. New Delhi, Kali for Women/Rutgers University Press. pp. 27–55, 88–126.
- Desai, N., & Krishnaraj, M. (Eds.) (2012). *Women in Indian Society: Selected Research Papers*. New Delhi, Sage Publications. pp. 50–70, 120–140, 200–220.
- Protection of Women from Domestic Violence Act, 2005. *Ministry of Law and Justice, Government of India*. pp. 2-20.

Suggested Readings

- Banerjee, P. (2023). *Gendered Governance in India: Pathways to Equality*. Oxford University Press.
- Chakravarti, U. (2003). *Gendering Caste: Through a Feminist Lens*. Kolkata, Stree Publications.
- Choudhury, S. (Ed.). (2016). *Women and Conflict in India*. London, Routledge.
- Gopal, P. (2005). *Literary Radicalism in India: Gender, Nation and the Transition to Independence*. London, Routledge.
- Heitzman, J. (2011). *Gender, nationality, and identity: Pakistani and Indian intellectuals*. Princeton University Press.
- Kannabiran, Kalpana ed. (2005). *the violence of normal times*, Women Unlimited, India
- Menon, N. (2012). *Seeing like a Feminist*. New Delhi, Zubaan.
- Rege, S. (2006). *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. New Delhi, Zubaan.

SEMESTER II

GSC-VII WOMEN'S MOVEMENTS

Equivalent Credits: 4

Marks: 100

Evaluation Criteria: Internal Assessment (Practical) - 25, End Term Examination - 75

Internal Assessment: 25 Marks

For field based assignment students are supposed to submit a Report based on Focus Group Discussion of any women's organization/community women

Or

Students are suggested to collect 3 case studies of women working at grassroots level

Course Objectives:

- This course examines the history of the western tradition of feminist theories in their relationship to social movements.
- To examine women's oppression and struggle and how they responded to discrimination and subordination with the rise of the feminist movement
- To examine a shift in women's movement in India in post 1947

Course Outcome:

- To make familiarize students about the historical development of women's struggle
- To aware students about the current debate of women's struggle
- To equip students to prepare a roadmap for feminist concern and initiative

Course Outline:

Unit I: History of Women's Movement: Women's Place and Intellect

- a. History of Prejudice: Andocentric History
- b. Women's Movement in Developed Countries
- c. Women's Movement in Developing Countries

Essential Readings:

- Abott, Lymon (2006). *The Home Builder* (1908), in S.T. Joshi (ed.). *Her Place: History of Prejudice against Women*, Prometheus Book, pp. 69-73
- Adams, Jad (2014). *Women and the Vote: A World History*. India, Oxford University Press pp. 1-15.
- Bisland, Margaret (2006). *The Curse of Eve* (1903), in *Her Place: History of Prejudice against Women*, ed. S.T. Joshi, Prometheus Book, pp. 63-68, see also, *The North American Review*,

pp. 1-13

- Joshi, Vandana (2010). From Bonsai to Banyan Tree: The Trajectory of European Feminism. in *Social Movements and Cultural Currents 1789-1945*. Vandana Joshi (ed.), Chapter-5, Permanent Black, Delhi, pp. 225-275.
- Jayawardena, Kumari, (2016). *Feminism and Nationalism in Third World*, Verso, pp. 43-56
- Saigol, Rubina, (2016). *Feminism and Women's Movement in Pakistan*, Friedrich Ebert Stiftung, Country Study, pp. 1-42, <https://library.fes.de/pdf-files/bueros/pakistan/12453.pdf>

Unit II: Women's Movement in India

- a. Liberal, Socialist and Marxist
- b. Dalit, Muslims and Tribe
- c. LGBT, Queer and Transgender

Essential Readings:

- Hossain, Rokeya Sakhawat (2015). Motichur, Oxford University Press, India, pp.xv-xxiv
- Arya, Sadhna (2000). *Women, gender equality and the state*. Deep & Deep publications.
- Chakravarti, Uma (2003). *Gendering caste: through a Feminist Lens, Stree*, Kolkata, pp. 6-36.
- Lateef, Shahida (1990), *Muslim Women in India: Political and Private Realities: 1890-1980s*. Delhi, Kali for Women, pp. 179-191.
- Omvedt, Gail, (2008), *Socialist Feminist: Organization and Women's Movement*, in Mary John (ed.). *Women's Studies in India*, New Delhi, Penguin, pp. 62-68.
- Shinde, Tarabai (1882). A comparison between women and men. In Maitrayee Chaudhari (Ed.) *Feminism in India: issues in contemporary Indian feminism*. (pp. 82-92). London, Zed books.
- Sarkar, Swakshadip, (2024), Are the Queer Movement in India Inclusive? Explorations of Hierarchies within the Queer Community, *Inter Alia, A Journal of Queer Studies*, Issue. 19, pp. 5-27.

Unit III: Contemporary debates in the Women's Movement in India

- a. Dowry Deaths, Rape and Sexual Violence
- b. Domestic Violence
- c. Gender Wage Gaps and Glass Ceiling

Essential Readings:

- Kannabiran, Kalpana & Ritu Menon (2007), *Feminist from Mathura to Manorma*, New Delhi, Women Unlimited, pp. 1-39.
- Hameed, S. Syeda (2005). Sexual Abuse in Revenge: Women as Target of Communal Violence, in Kalpana Kannabiran, ed., *The Violence of Normal Times*, pp. 312-331.
- Kumar, Radha (1993). *History of Doing*, Delhi, Zuban, pp. 115-127.
- Karlekar, Malvika (2008). Domestic Violence, Penguin, India, in Mary E. John, ed., *Women's Studies in India*, New Delhi, Penguin, pp. 241-248.
- Swaminathan, Padmini (2005). The Trauma of Wage Employment and the Burden of Women Work in India, in Kalpana Kannabiran, ed., *The Violence of Normal Times*, New Delhi, Women Unlimited, pp. 83-121.
- Vindhya, U. (2008), The Battered Conjuality, in Kalpana Kannabiran, (ed.), *The Violence of Normal Times*, New York: Van. Nostrand Reinhold, pp. 197-223.

Suggested Readings:

- Arya, Sadhna (2000). *Women, gender equality and the state*. Deep & Deep publications
- Khan, Nighat Said (1994). Reflections on the question of Islam and modernity, in Nighat Said Khan, Rubina Saigol & Afiya Shehrbano Zia (Eds.) *Locating the Self*, ASR publication, pp.77-95.
- Kishwar, Madhu and Ruth Vanita (2008). Initiative against Dowry Deaths, in Mary E. John (ed.), *Women's Studies in India: A Reader*, India, Penguin, pp. 42-45.
- Linton, Martin (2013). Women as Spectators and Participants in French Revolution, in *Journal of Deafblind Studies in Communication*, London, Kingston University, pp. 405-4017.
- Minault, Gail (1998). Role Models: Educated Muslim Women-Real and Ideal. In Gail Minault (ed.) *Secluded Scholars*, Delhi, Oxford University press, pp.14-57.
- Sakarwar, Rajendra (2013). The Future of Queer Movement in India, in *Pen Acclaims*, Vol. 3, August, 2013, pp. 1-9.

Semester II

GSC-VIII Research Methodology

Equivalent Credits: 4

Marks: 100

Evaluation Criteria: Internal Assessment - 25, End Term Examination - 75

Course Objectives:

The course, at the end, would enable the student to:

1. To make students understand social research, its importance and limitations
2. To make students learn about research design and methodology
3. To make students learn about feminist research

Course Outcome:

Having completed this course, a student should be able to:

3. Skill to design research proposal
4. Learn about research methodology and methods
5. Understand basic features of feminist research

Unit I: Basic Concepts

- Social Research: Meanings, Types and Steps of Formulation of a Research Proposal
- Positivism, Hermeneutics, Marxism, Structuralism and Post Structuralism in Social Science Research
- Debates on Subjectivity/ Objectivity and Inter-Subjectivity in Social Science Research

Essential Readings:

- Bhattacharjee, Anol (2012). *Social Science Research: Principles, Methods, and Practices*. Textbooks Collection, University of South Florida, https://digitalcommons.usf.edu/oa_textbooks/3. pp. 1-35, 73-103.
- C. R. Kothari (2004). *Research Methodology, Methods and Techniques*. New Delhi, New Age International Publishers. pp. 1-21.

- Neuman, William(2007). *Basics of Social Research: Qualitative and Quantitative Approaches*. Pearson, Allen and Bacon. pp. 1-21.

Unit II: Research Methodology

- a. Qualitative and Qualitative Research: Merits and Limitations
- b. Research design, logic and types of sampling, questionnaire development, data analysis and report writing
- c. Research methods: Case study/Ethnography, Oral History, Narratives, Focus Group, and In Depth Interviews

Essential Readings:

- C. R. Kothari (2004). *Research Methodology, Methods and Techniques*. New Delhi, New Age International Publishers. pp. 24-29, 31-52.
- Neuman, William(2007). *Basics of Social Research: Qualitative and Quantitative Approaches*. Pearson, Allen and Bacon. pp. 84-106.
- Somekh, Bridget, Lewin,Cathy (ed.) (2005). *Research Methods in the Social Sciences*. London, Sage Publications. Pp. 16-56.

Unit III: Understanding Feminist Research

- a. Key Concepts and Debates in Feminist Research
- b. Issues and Limitations in Feminist Research
- c. Feminist Method and Methodology: Feminist Epistemology

Essential Readings:

- Harding, Sandra (2004). Introduction: Standpoint Theory as a Site of Political, Philosophic, and Scientific Debate. in Sandra Harding (Ed.). *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. New York, Routledge. Pp. 1-15.
- Harding, Sandra (1987). Introduction: Is There a Feminist Method?. In S. Harding (Ed.). *Feminism and Methodology*. Bloomington, Indiana University Press. Pp. 1-14.
- Jayaratne, Toby (1983). The Value of Quantitative Methodology for Feminist Research. In Gloria Bowles and Renate Duelli Klein (Eds.). *Theories of Women's Studies*. London, Routledge and Kegan Paul. pp.140-162.

Suggested Readings:

- Allen, T. Harrell (1978). *New Methods in Social Science Research*. New York, Praeger Publishers.
- Creswell, J.W. (1994). *Research Design: Qualitative & Quantitative Approaches*. London, SAGE Publications.
- Goertz, Gary, Mahoney, James (2017). *A Tale of Two Cultures : Qualitative and Quantitative Research in the Social Sciences*. Princeton University Press. <https://annas-archive.org/md5/71885dfcbbb740c85a226ada175b985>.
- Ghosh, B.N. (1982). *Scientific Methods and Social Research*. New Delhi, Sterling Publishers Pvt. Ltd.
- Klien, Renate Duelli (1983). How To Do What We Want To Do: Thoughts about Feminist Methodology. In Gloria Bowles and Renate Duelli Klein (ed.). *Theories of Women's Studies*. Boston, Routledge and Kegan Paul. pp. 88-104.
- Maynard, Mary (1994). Methods, Practice and Epistemology: the Debate about Feminism and Research. In Mary Maynard & Jane Purvis (Eds), *Researching Women's Lives from a Feminist Perspective*. London, Taylor and Francis. pp.10-27.
- McRobbie, Angela (1982) The Politics of Feminist Research: Between Talk, Text and Action. *Feminist Review*. PP. 12, 46-57.

Semester II
GSC-IX-Critical Research Appraisal
Theme: Violence Against Women

Equivalent Credits: 4

Max. Marks: 100 (50+50)

Evaluation Criteria- Internal Assessment (50 Marks)

1. Review of 5 research papers + Presentation – 20 Marks (UNIT I)
2. Field Study Report + Presentation – 30 Marks UNIT II

End Term examination ((50 Marks)

1. Theory paper from UNIT I

Course Objectives

By the end of the course, students will be able to:

1. Develop a theoretical foundation on the theme of violence against women.
2. Critically appraise and review peer-reviewed research articles.
3. Acquire basic research skills including data collection, pilot study execution, and report writing.
4. Understand the interdisciplinary nature of gender-based violence and feminist knowledge production.

Course Outcome

Students will be able to:

- Engage with and critique existing literature on violence against women from an intersectional feminist perspective.
- Conduct independent mini-research studies involving case studies or interviews.
- Present literature reviews and field reports using qualitative methodologies.
- Understand the relevance of community, civil society, and policy frameworks in responding to violence.

Unit I: Theoretical and Contextual Frameworks

- a. Social Psychological Theories
- b. Feminist Interventions: Women in Armed Struggle and Peace building
- c. Civil Society and Media as Agencies of Change
- d. Community and Ethnicity: Communal and Ethnic Violence

Essential Readings

- Burke, P. J. (Ed.). (2018). *Contemporary social psychological theories* (2nd ed.). Stanford University Press. <https://doi.org/10.1515/9780804768047>.
- Väyrynen, T., Parashar, S., Féron, É., & Confortini, C. C. (Eds.). (2021). *Routledge Handbook of Feminist Peace Research*.
 { **Chapter 13: "Armed Resistance and Feminist Activism"** by Magda Lorena Cárdenas & Jenny Hedström, which explores women's roles as combatants and peace agents pp. 148–

156}

- Jain, V., & Jain, R. (Eds.). (2016). *Women, media and violence*. New Delhi, Rawat. { Chapter 5 (Women's Indecent Portrayal in Media-pp. 63–76, Chapter 13 (Domestic Violence Against Women)-pp 211–226)}
- Eckert, J. (2009). The social dynamics of communal violence in India. *International Journal of Conflict and Violence*, 3(2), 172–187

Unit II: Research Paper Reviews

Review of any five peer-reviewed research articles on a chosen topic related to violence against women.

Students will be evaluated based on the written literature review and classroom presentation.

Word Limit: 1000 words

Essential Readings

1. Aveyard, H. (2023). *Doing a literature review in health and social care: A practical guide* (5th ed., ~210 pp.). McGraw- Hill/Open University Press.
{ Chapter 1: Why do a literature review? (pp. 1–17), Chapter 4: How do I search for literature? (pp. 73–98), Chapter 7: How do I discuss findings & make recommendations? (pp. 157–166)}

Unit III: Field Study

- Conduct fieldwork /pilot study related to the theme drawn in II Unit and prepare a report of pilot study/field work (Word Limit: 2500–3000 words).

Filed work/pilot study may include:

- **Case Studies:** Minimum of 5
- **Interview Samples:** 15–20 respondents
- **Questionnaires:** 15-20 respondents

Students will be evaluated on the field study report and oral power point presentation.

Essential Readings

1. Pole, C., & Hillyard, S. (2016). *Doing Fieldwork*. SAGE Publications.
{A reflective and holistic approach. Focus on “What is Fieldwork?”, “Finding the Field”, “Fieldwork Ethics”, “Analysis”, and “Conclusions” (chapters 1, 2, 5, 8–9)}

Suggested Readings

- C. Har (1998). *Doing a Literature Review: Releasing the Social Science Research Imagination*. Sage. (~174 pp.) Dobash, R. E., & Dobash, R. P. (1998). *Rethinking violence against women*. Sage Publications
- M. E. Joh, (Ed.). (2008). *Women's studies in India: A reader*. India, Penguin Books.
- M. Khullar (Ed.). (2005). *Writing the women's movement: A reader*. New Delhi, Zubaan.
- C. Moser & F. C. Clark (Eds.). (2001). *Victims, perpetrators or actors? Gender, armed conflict and political violence*. London, Zed Books.
- T. Phillips & M. Johns (2024). *Fieldwork for Social Research: A Step- by- Step Introduction* (1st ed.). SAGE Publications.

Semester II
GSC-X Gender and Human Rights Discourse
(CBCS Paper)

Equivalent Credit-04

Max. Marks: 100 (25/75)

Evaluation Criteria: Internal Assessment: 25 Marks, End Term Examination – 75

Course Objectives:

- To deal with theory and concepts of women's rights as human rights.
- To educate students on Human Rights violation faced by women from global to local.
- To analyse the different practices leading to gender based violence and initiatives to abate them.

Course Outcome:

- Students shall be able to engage with theoretical frameworks of women's rights as human rights.
- Able to identify causes and factors of violations of human rights of women.
- Students shall be able to propound measures to end human rights violence in gender relation.

Course Outline

Unit I: Understanding Gender Human Rights

- a. Historical Evolution of Gender Human Rights
- b. Women's Rights as Human Rights (Female Foeticide, Honour Killing, Intimate Partner Violence , Virginity Test)
- c. Third Gender, Sex Slave, Women Prisoners

Essential Readings:

- Bala, Ritu (2018). Female Foeticide, *Research Journal of Humanities and Social Sciences*. Vol.9. Issue 3. pp. 693-697.
- Halder, Debarati and K. Jaishankar (2007). Rights of Women Prisoners in India: A Legal Analysis, *The Indian Journal of Criminology & Criminalistics*, May-August Vol. XXVIII. Issue No.2. pp. 12-20.
- Ray, K. Aswini (Aug, 2003). Human Rights Movement in India: A Historical Perspective, *Economic and Political Weekly*. Vol.38, No.32. pp.3409-3415.
- Rana, P. K. and Prasad, M.B. (2013). Honour Killing –A Gross Violation of Human Rights: its Challenges. in *International Journal of Humanities and Social Science Invention*. Vol 2. issue 6. pp. 24-29.
- Sen, Amartya (2004). Elements of a Theory of Human Rights. *Philosophy and Public Affairs*. Vol. 32. No.4. Blackwell Publishing Inc. pp. 315-356.
- WHO (2012). *Understanding and addressing violence against women: Intimate Partner Violence*. pp.1-12.

https://iris.who.int/bitstream/handle/10665/77432/WHO_RHR_12.36_eng.pdf

Unit II: National and Other Initiatives

- a. National Commission for Women
- b. Ministry and Department of Women and Child Policies
- c. Dowry, Rape, Witch Hunting, Communalism, Caste, Class, Minorities

Essential Readings:

- Guru, Gopal (October, 1995). Dalit Women Talk Differently, *Economic and Political Weekly*. 14-21. pp.2548-2550.
- Kumar, Radha (1993). *The Campaign Against Dowry, The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. New Delhi, Zubaan Pub. pp.115-126.
- Menon, Krishna (2014). Dalit Feminism and the Question of Violence. In Viz, Madhu, Bhatia, Manjeet and Pandey, Shelly (eds.). *Women's Studies in India: A Journey of 25 Years*. Delhi, Rawat Pub. pp. 222-233.
- Mehra, Madhu and Agarwal, Anuja (2016). Witch Hunting in India? Do we need Special Laws?, *Economic and Political Weekly*. (March). 26, Vol 26. No. 13. pp. 51-57.
- Menon, Ritu and Bhasin Kamla (1993). Recovery, Rupture, Resistance: Indian State and Abduction of Women during Partition. *Economic and Political Weekly (April)*. Vol. 28. Issue 17. pp 2-11.

Unit III: International Initiatives

- a. World Conferences on Women and UNO initiatives- Female Genital Mutilation, Trafficking, Migration, Race

- b. Convention on Elimination of All Forms of Discrimination Against Women (CEDAW)
- c. Commission on Status of Women

Essential Reading List.

- Crenshaw, Kimberle Williams (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. *Stanford Law Review* (July). Vol. 43. No.6. pp. 1241-1299.
- Indrani, Mazumdar, N. Neetha N, Agnihotri, Indu (2013). Migration and Gender in India, *Economic and Political Weekly*. Vol. XLVIII, No.10, pp. 54-64.
- Sinha, Srishti and Upadhyay (2023). Critical Analysis of The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW). *ResearchGate*.

<https://www.researchgate.net/publication/368802483> CRITICAL ANALYSIS OF THE CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN CEDAW

- Vidushy, Vimal (2016). Human Trafficking in India: An Analysis. in *International Journal of Applied Research*. Vol. 2. No. 6. pp.168-171.
- World Health Organisation (2012). *Understanding and Addressing Violence Against Women*. pp.1-12.

Suggested Reading List

- Biswal, Tapan (2006). *Human Rights, Gender and Environment*, Delhi. Viva Books.
- Dubey, Priyanka (2018). *No Nation for Women: Reportage on Rape from India, the World's Largest Democracy*, Simon and Schuster Pub.
- Kidwai, Anis (2011). *In Freedom's Shade*, (Translated in English by Ayesha Kidwai). Penguin Books.
- Murad, Nadia (2018). *The Last Girl; My story of captivity and my fight against the Islamic state*. Virago.
- Murtaza, Shahida (ed.) (2015). *Women's Human Rights: A Feminist Discourse*. Delhi, Anmol Pub.
- Nnaemeka, Obioma (ed.) (2005). *Female Circumcision and the Politics of Knowledge: African Women in Imperialist Discourses*. Bloomsbury.
- Patel, Tulsi (ed.) (2007). *Sex Selective Abortion in India: Gender Society and New Reproductive Technologies*. Delhi, Sage Publication. pp. 24-29.
- Rana, P. K. and Prasad, M.B. (2013). Honour Killing –A Gross Violation of Human Rights: its Challenges. *International Journal of Humanities and Social Science Invention*. Vol 2. Issue 6.
- Rehman, Anisur (2011). *Human Rights and Social Security: Perspectives, Issues and Challenges*. New Delhi, Manak publications.
- Renzetti, Clarie M et al (2001). *Sourcebook on Violence Against Women*. Sage Publication Inc.
- Ritu, Bala (2018). Female Foeticide, *Research Journal of Humanities and Social*

Sciences. Vol.9, Issue 3.

- Transgender Persons (2015). In *Report of the High Level Committee on the Status of Women*, Ministry of Women and Child Development. Govt. of India. pp.1168-1179.
- Vijapur, A. P. (ed.) (2008). *Implementing Human Rights in the Third World: Essays on Human Rights. Dalits and Minorities*. Delhi, Manak Pub.
- *Women's Rights are Human Rights* (2014) Office of the High Commissioner, UNPub. <https://www.ohchr.org/sites/default/files/Documents/Publications/HR-PUB-14-2.pdf>

SEMESTER III

GSC- XI Gender, State and Politics

Equivalent Credits: 4

Marks: 100

Evaluation Criteria: Internal Assessment - 25, End Term Examination - 75

Objectives of the Course:

1. To have understanding of the feminist theories of state and politics.
2. To get an insight into issues of participation and representation in politics.
3. To know the gender aspects of political rights and issues in contemporary times.

Course Outcome:

Having completed this course, a student should be able to:

- Develop critical analysis of politics and state
- Enhance their ability to identify the location of politics and women's participation in it
- Comprehend women's participation in political spaces both at local and global level

Unit I: Feminist Perspectives on:

- a) State
- b) Nationalism
- c) International Relations

Essential Readings:

- Abdulsada, Ali, Inass (2023). Feminists Theorizing in the International Relations Discipline. *Journal of International Women's Studies*. Vol. 25, Issue 2. Article. 13.
- Deborah, L. Rhode (1994). Feminism and the State, *Harvard Law Review*. Vol. 107. No.6. pp. 1181-1208.
- Herr, Seodu Ranjoo (2003). The Possibility of Nationalist Feminism, *Hypatia*. Vol. 18, No. 3. <https://www.jstor.org/stable/3810867>. Pp. 135-160.
- MacKinnon, A. Catharine (1989). *Toward a Feminist Theory of the State*. Cambridge, Harvard University Press. pp. 1-60, 155-215.

Unit II: Participation and Representation

- a) Historical overview
- b) Gender and Constitution: Special Focus on South Asia
- c) Gender and Affirmative Action: Debate on Reservation

Essential Readings:

- Kazi, Seema (2010). *Democratic Governance and Women's Rights in South Asia*, Canada, IDRC.
- Menon, Nivedita (2000). Elusive Woman: Feminism and Women's Reservation Bill. *Economic and Political Weekly*. Vol. 35. No. 43/44 . pp. 3835-3839+3841- 3844.
- Menon, Nivedita (2008). Power. in Rajeev Bhargava and Ashok Acharya (eds), *Political Theory: An Introduction*. Delhi, Pearson Longman. pp. 148-157.

Unit III: Contemporary Issues

- a) Gender and Citizenship Rights, Multiculturalism
- b) Women in the Electoral Process and Political Parties
- c) Gender, Caste, Communalism and Fundamentalism

Essential Readings:

- Baer, L. Denise (1993). Political Parties: The Missing Variable in Women and Politics Research. *Political Research Quarterly*. Vol. 46. No. 3. pp. 547-576.
- Chhachhi, Amrita (1991). Forced Identities: The State, Communalism, Fundamentalism and Women in India. In Deniz Kandiyoti (ed.) *Women, Islam, and the State*. Philadelphia, Palgrave MacMillan. Pp. 144-75.
- Rai, Praveen (2011). Electoral Participation of Women in India: Key Determinants and Barriers. *Economic & Political Weekly*. Vol xlv. no 3. Pp. 47-55.
- Walby, Sylvia (1994). Is Citizenship Gendered? *Sociology*. Vol. 28. 2. pp. 379- 395.

Suggested Readings:

- Chapman, Annabelle (2019). Where Gender Meets Nationalism, *Berlin Policy Journal*.
- Baylis, John and Smith, Steve (eds.) (2005). *The Globalization of World Politics* (Fifth Edition, New Delhi. Oxford University Press.
- Agnes, Flavia (1999). Law and Gender Inequality. The Politics of Women's Rights in India. India. Oxford University Press.
- Lister, R. (2001). Citizenship and Gender. In K.Nash and A. Scott (eds). *Blackwell Companion to Political Sociology*, Oxford, Blackwell.
- Menon, Nivedita (ed). (2000). *Gender and Politics in India*. Delhi. Oxford University Press.
- Encloe, Cynthia (2014). *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. USA. University of California Press.
- Sarkar, Lotika (1986). *Constitutional Guarantees: The Unequal Sex*. New Delhi. CWDS.

Semester III
GSC-XII Gender and Health

Equivalent Credit: 4

Max. Marks: 100 (25/75)

Evaluation Criteria: Internal Assessment (25 Marks), End Sem Exam: 75

Course Objectives

- To learn about women's health movements, both national and international.
- To understand how government health policies impact women.
- To explore critical issues in sexual, reproductive, mental, and occupational health.
- To critically analyse public health systems, privatization, and demographic surveys with a gender lens.

Course Outcome

By the end of the course, students will be able to:

- Examine the intersections of gender, health, and policy.
- Understand socio-cultural determinants of women's health in India and globally.
- Analyse how violence, policy frameworks, and health services shape women's health outcomes.
- Interpret and critique public health data and national surveys with a gender perspective.

Unit I: Definition and Determination of Health

- a. Women's Health Movement: National and International
- b. Health as Human Rights, Women's Health in India (Reproductive Health Indicators, Maternal and Child Health)
- c. Socio-Cultural Determinants of Health

Essential Readings

- Desai, M. (2004). Gender, health and globalization: A critical social movement perspective. *Development*, 47(2), 36–42.
<https://doi.org/10.1057/palgrave.development.1100028>
Key pages: 36–42, especially on UN conferences & neoliberal policy effects
- Marmot, M. and Wilkinson, R. (eds.). (2006). *Social determinants of health* (2nd ed.) Oxford, Oxford University Press.
{ Chapter 2: "The impact of social and cultural environment on health" (pp. 25–44), offering a foundational overview of social and cultural health influences}
- Sen, Gita (Eds.) (2002). *Engendering international health: The challenge of equity*. MIT Press.
{ Chapter 3 explores Women's unequal access to health (pp. 41–65).}

Unit II: Critical Issues in Women's Health

- a. Sexual and Reproductive Health (ICPD, B.P.A., Family Planning and Abortion)

- b. Mental Health and Wellbeing, Occupational Health
- c. Impact of Violence on Women's Health

Essential Readings

- Gideon, Jasmine (2016). *Gender and health: An introduction*. In J. Gideon (Ed.), *Handbook on gender and health* (pp. 3–22). London, Edward Elgar Publishing.
- Khan, S. (2025). *Occupational therapy and women's health: A practitioner guide*. Taylor & Francis. { Chapters on mental health, trauma, workplace wellness, and sociocultural impacts of occupational roles on women (select chapters pp. 200–260). }
- Sharma, K. K. et al (2019). Mental health effects of domestic violence against women in Delhi: A community-based study. *Journal of Family Medicine and Primary Care*, 8(7), 2522–2527. https://doi.org/10.4103/jfmpc.jfmpc_427_19

Unit III: Women and Health Care: A Critique of Policies and Programmes

- a. Privatization of Health Care Services
- b. National Health and Population Policy
- c. National Family Health Survey (NFHS)

Essential Readings

- Bhattacharya, M. (2016). Health policy in India. In I. Kickbusch & H. K. Heggenhougen (Eds.), *Global Public Health* (Vol. 2, pp. 247–254). Springer.
- V. Patel et al, (2016). National surveys and health equity: NFHS, DLHS, and AHS in India. *The Lancet Global Health*, 4(8), e505–e506. [https://doi.org/10.1016/S2214-109X\(16\)30134-9](https://doi.org/10.1016/S2214-109X(16)30134-9)
- Shah and Gupta (2004). Public and private health care in India: Complementarity or competition? In *Health Policy in India* (pp. 200–230). India, Oxford University Press.

Suggested Readings

- Nelson, D. L. and Burke, R. J. (2016). *Gender, Work stress, and Health*. American Psychological Association.
- Gideon, J. (Ed.). (2016). *Handbook on Gender and Health*. Edward Elgar Publishing.
- Living Feminisms Collective. (n.d.). *Shodhini: The story of self-help and health in India*.
- Bayne-Smith, M.(1995). *Race, Gender, and Health*. Sage Publications.
- Nagla, M. (2013). *Gender and Health*. New Delhi, Rawat Publications.
- National Human Rights Commission. (2006). *Women's right to health* (N. B. Sarojini, S. Chakraborty, D. Venkatachalam, S. Bhattacharya, A. Kapilashrami, & R. De, contributors; B. Rawat, P. Nayak, & M. Mukherjee, supporters). New Delhi: National Human Rights Commission. <https://nhrc.nic.in/sites/default/files/Womens.pdf>
- Saheli Women's Resource Centre. (n.d.). *Reproductive rights in the Indian context*. Saheli Health.

Semester III

GSC-XIII Gender and Religion

Equivalent Credit-04

Max. Marks: 100 (25/75)

Evaluation Criteria: Internal Assessment: 25 Marks, End Term Examination – 75

Course Objectives:

- To educate the students about intersectionality of gender and religion.
- Engage with changing dynamics of religion and gender relations.
- Study culture, customs, practices and processes as gender interfaces religion.

Course Outcome:

- Students shall be able to engage with religion as an institution intersecting gender.
- Able to identify discriminatory practices that create impediments for balanced gender relations.
- Able to reflect on feminist discourse around religions, personal laws and UCC.

Course Outline:

Unit I: Gender in Religious Traditions

- a. Women and Hinduism
- b. Women and Islam
- c. Women and other religions

Essential Readings

- Chakravarti, Uma (April, 1993). Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State. *Economic and Political Weekly*. Vol 28, No. 14. pp. 579-585.
- Deane, Tameshnie (May 2022). The Devadasi System: An Exploitation of Women and Children in the Name of God and Culture. In *Journal of International Women's Studies*. Vol. 24. pp.1-26.
- Dietrich, Gabriele (January, 1986). Women's Movement and Religion. in *Economic and Political Weekly*. Vol. XXI. No.4. pp.157-160.
- Islam, Md. Sajidul (2019). What do Islamic Feminists Stand For. in A.R. Kidwai and Juhi Gupta, (eds.) *Muslim Woman: What Everyone Needs to Know*. Viva Pub.183-188.
- Paudel, Archana and Dong, Qun (April 2017). The Discrimination of Women in Buddhism: An Ethical Analysis. Open Access Library Journal, Vol.4 No.4, April 2017, School of Humanities, Southeast University, Nanjing, China.pp.1-18.
- Salam, Ziya Us (2018). Till Talaq Do us Part. in Ziya Us Salam, *till talaq do us part: Understanding Talaq, Triple Talq and Khula*. India, Penguin. pp.23-33.

- Sylvia Vatuk (2019). Divorce at the Wife's Initiative in Muslim Personal Law: What are the Options and What are Their Implications for Women Welfare?. in Archana Parashar and Amita Dhanda (eds.) *Redefining Family Law in India*, Routledge. pp.200-235.
- Ucep Harmawan, Yeni Huriani, Rinni Winarti, (2024). The Status and Role of Women in Sikh Religious Doctrine. in *Jurnal Iman dan Spiritualitas*. Vol 4. No 3. pp. 189-200.

Unit II: Women and Personal Laws

- a. Hindu Code Bill and other Laws
- b. Muslim Personal Law
- c. Personal Laws debates in other religions

Essential Readings

- Banningan, John A (1952). The Hindu Code Bill. *Far Eastern Survey*. Vol. 21. No 17. Pub. by Institute of Pacific Relations. pp. 173-176.
- Desouza, Peter Ronald (November 2015). Politics of the Uniform Civil Code in India. *Economic and Political Weekly*. Vol 50. No.48. pp. 50-57.
- Halli, S. Chandrakala and Mullal M. Shridhar (2016). Dr. B.R. Ambedkar and the Hindu Code Bill, Women Measure Legislation, in *Imperial Journal of Interdisciplinary Research*, Vol-2. Issue-3. pp. 7-10.
- Gangoli, Gitanjali (2013). The Discourse Around Muslim Personal Law. in Asghar Ali Engineer (ed). *Islam, Women and Gender Justice*. Gyan. Pub. pp. 63-97.

Unit III: Debate and Discourse

- a. Reform and Gender Justice: Feminist Debate
- b. Codification of Personal Laws
- c. Fundamentalism and Personal Laws

Essential Readings

- Agnes, Flavia (2008). Family Courts: From the Frying Pan into the Fire?. in Mary. E. John (ed.) *Women's Studies in India: A Reader*. India, Penguin. pp.272-278.
- Menon, Nivedita (2014). *Uniform Civil Code – The Women's Movement Perspective*. <https://feministlawarchives.pldindia.org/wp-content/uploads/Uniform-Civil-Code-%E2%80%93-the-women%E2%80%99s-movement-perspective-by-Nivedita-Menon-2014.pdf>
- Patel, Vibhuti(2009). Fundamentalism, Communalism and Gender Justice. in *Europe Solidaire Sans Frontieres*. (12 pages)
<https://www.europe-solidaire.org/spip.php?article13223>

- Shervani, Sherin (2019). Whiter to Go: Women in Islam and in Western Feminism. in A.R. Kidwai and Juhi Gupta, (eds.) *Muslim Woman: What Everyone Needs to Know*. Viva Pub. pp. 189-197.

Suggested Readings

- Engineer, Asghar Ali (2008). *Rights of Women in Islam*, New Delhi, Sterling Publication.
- Engineer, Asghar Ali (2008). The Law of Marriage and Divorce Amongst Muslims, Christians and Parsis in India. In *Rights of Women in Islam* (Third Edition) Sterling Pub, New Delhi, pp. 221-233.
- Gupta, Himanshu (Jan-2018). Nata Pratha-Modern in Outlook but Exploitative in Reality. in *International Journal of Research Culture Society*. Vol.2. issue 1(4 pages). India, Penguin publication.
- John, M.E. (ed.) (2008). *Women's Studies in India: A Reader*. India, Penguin.
- Kidwai, A.R. and Gupta, Juhi (eds.) (2019). *Muslim Woman: What Everyone Needs to Know*. Delhi, Viva Publications.
- Kumar, Radha (2015). *The History of Doing: An Illustrated Account of Movements For Women's Rights and Feminism in India, 1800-1900*, Zubaan Publications, New Delhi.
- Hasan, Zoya (2009). *Politics of Inclusion: Castes, Minorities and Affirmative Action*, Oxford University Press, New Delhi.
- Salam, Ziya Us (2018). The Quran on Polygamy. in Ziya Us Salam, *till talaq do us part: Understanding Talaq, Triple Talq and Khula*. India, Penguin publication. pp.57-67.
- Sarkar, Tanika (2024). *Religion & Women in India: Gender Faith and Politics, 1780s - 1980s*. Permanent Black.
- Schick, Carol, Jaffe, JoAnn (et al, eds.), (2006). *Contesting Fundamentalisms*. Delhi, Aakar Pub.
- Salam, Us Ziya (2020). *Nikah Halala: Sleeping with a Stranger*. New Delhi, Bloomsbury.
- Wadud, Amina (2006). *Inside the Gender Jihad: Women's Reform in Islam*. England, Oneworld pub.

Semester III

GSCBCS- XIV Gender, Culture and Media

Equivalent Credit: 4

Max. Marks: 100

Evaluation Criteria: Max. Marks: 100 (25 Internal / 75 External)

Objectives of the Course:

The course, at the end, would enable the student to:

- Familiar with media and gender discourse.
- Learn about the perspective of feminism and media.
- Learn about women's portrayal in print, visual, and digital space.

Unit I: Media and Women Stereotyping

- a. Discourse on media and gender
- b. Feminist perspectives on media: Western and non- Western

Essential Readings

- Mulvey, L. (1975). Visual Pleasure and Narrative Cinema. *Screen*, 16(3), 6–18.
- hooks, b. (1992). The Oppositional Gaze: Black Female Spectators. In *Black Looks: Race and Representation* (pp. 115–131). Boston, MA: South End Press.
- Gill, R. (2007). *Gender and the Media*.(pp. 7–34) Cambridge, England: Polity Press.

Unit II: Culture and Media; Women and Mysticism

- Theorising culture
- Women and performing arts
- Women and mysticism

Essential Readings

- Hall, S. (1973/2007). Encoding and decoding in the television discourse. In S. During (Ed.), *The Cultural Studies Reader* (pp. 90–103). London: Routledge.
- Chakravarti, V. (1999). *Rebels—Conformists? Women Saints in Medieval South India*. *Anthropos*, 94(1), 133–146.
- Shaikh, S. (2018). *Sufi Narratives of Intimacy: Ibn ‘Arabī, Gender, and Sexuality*.(pp. 95–124).Cape Town: University of Cape Town Press.

Unit III : Portrayal of Women in Print, Visual and Digital Space

- a. Radio and TV News
- b. Newspaper: News and Advertisements
- c. Digital Space

Essential Readings:

- Dadas, C. (2020). Making sense of #MeToo: Intersectionality and contemporary feminism. *Women's Studies in Communication*. 371–376.
- Butalia, U., & Menon, R. (Eds.). (1986). *In Search of Answers: Indian Women's Voices from Manushi*. (pp. 1–25, 100–120) New Delhi: Kali for Women.
- Gallagher, M. (2014). Media and the Representation of Gender. In C. Carter, L. Steiner, & L. McLaughlin (Eds.), *The Routledge Companion to Media and Gender* (pp. 19–29). New York, NY: Routledge.

Suggested Readings:

- Banet-Weiser, S. (2018). *Empowered: Popular feminism and popular misogyny*. Durham, NC: Duke University Press.
- Gill, Rosalind (2021). The sexualisation of culture? In *Gender and the media* (2nd ed., pp. 249–280). Cambridge, England: Polity Press.
- Hall, S. (1997). *Representation: Cultural representations and signifying practices*. London, England: Sage.
- Kearney, M. C. (2018). *Feminist media histories*. New York, NY: Routledge.
- Menon, Nivedita (2012). *Seeing like a feminist*. New Delhi, India: Zubaan.
- Munshi, S. (Ed.). (2020). *Media, gender, and popular culture in India: Tracking change and continuity*. London, England: Routledge.

SEMESTER III

GSAE-XV Gender Rights and Law in India

(Ability Enhancement Course)

Equivalent Credits: 4

Marks: 1000

Evaluation Criteria: Internal Assessment (Practical) - 25, End Term Examination - 75

Internal Assignment: Content Analysis based Assignment: 25 Marks

Students are assigned to do analysis of Court Cases from High Court/Supreme Court based on any Act pertaining to women's issue

Term Paper:

- Content Analysis of Five Court Cases on subject mentioned in curriculum (20 Marks)
Or
Two Case Narratives of Women Survivor/litigant supported by her legal aid service e.g. advocate and NGO
- Presentation of submitted Report mentioned above (5 Marks)

Objectives of the Course:

- The course prepares students to understand legal development of Indian Law from gender perspective with an understanding of feminist theories and related social movement for legal change.
- The course prepares students to understand gender dynamics of Law in India with an understanding of feminist Jurisprudence.
- Students understanding of feminist orientation will develop through analyzing court proceeding given for assignment.

Course Outcome:

- It will equip students to understand legal policies and feminist intervention in Law.
- It shall prepare students to take career as a legal councilor
- It will help sensitizing student legally from gender point of view

Course Outline:

Unit I: Law, Gender Rights and Social Change

- a. Codification of Law and the Indian Constitution: Feminist Jurisprudence
- b. Personal Law: Legal Reforms in Marriage and Family
- c. Laws related to land and Property: Personal and State Laws

Essential Readings:

- Cohn, Bernard (2006). *Law and the Colonial State in India*, Colonialism and Its Forms of Knowledge: The British in India, in *The Bernard Cohn Omnibus*, Delhi, Oxford University Press, pp. 57-75.
- Mandal, Utsav (2023). Feminist Jurisprudence & Indian Perspective, in *Indian Journal of Integrated Law*, Vol. III, Issue: II, pp. 1-14.
- Parashar, Archana (2008). Gender Inequality and Religious Personal Laws in India, *The Brown Journal of World Affairs*, Spring/Summer, volume xiv, issue, p. 103-112.
- Nair, Janaki (1996). Personal Law and Women, in *Women and Law in Colonial India: A Social History*, Kali for Women, Delhi, pp. 180-213.
- Agrawal, Bina (1995). Gender and Legal Rights in Agricultural Land in India, in *Economic & Political Weekly*, Vol. 30. No. 12, pp. A39-A56
- Sarkar, Lotika (2005). Constitutional Guarantees: The Unequal Sex, in Mala Khullar (ed.), *Writing the Women's Movement: A Reader (ed)*, New Delhi, Zubaan, pp. 102-112.

Unit II: Social Legislation

- a. Dowry prohibition Act 1961(amendments in 1984 and 1986)
- b. Prevention of Immoral Trafficking- 1956 and subsequent amendments of 1986
- c. Provisions for women under Labour Laws (Equal Remuneration Act 1976, Maternity Benefit act 1961)

Essential Readings:

- Singh, Gurudev, Ashvini Kumar and Neeraj Singh (2017). Dowry Deaths and Legal protection of Women in India, *International Journal of Applied Research*, Vol. 3, No. 4, pp. 100-104
- Gupta, Ruchika and Ruhi Sinha (2007). *Confronting the Sex Trafficking: A Handbook for Law Enforcement*, apne aap women worldwide, UNIFEM, pp. 17-33
- Nair, Janaki (1996), *Labour Legislation and the Women Worker*, Kali for Women, pp. 95- 121

Unit: III: Penal Legislation

- a. Indecent Representation of Women (Prohibition) Act, 1986
- b. Sexual Harassment at Workplace and Rape Laws and its Amendment
- c. Domestic Violence Act-2005

Essential Reading:

- Nair, Janaki (2000). Nationalist Patriarchy and Regulation of Sexuality, in *Women and Law in Colonial India*, Kali for Women, pp. 145-179
- Gangoli, Geetanjali (2011). *Controlling women's sexuality: rape law in India*, Bristol University Press, p.101-120
- Kaur, Jasdeep (2022). A Critical Overview of Domestic Violence Act 2005 with Reference

to Development Through Judgment, *Indian Journal of Law and Legal Research*, Vol. 3, Issue 2, pp. 1-11

Suggested Readings:

- Agnese, Flavia (2001). *Law and Gender Inequality; the Politics of Women's Rights in India*. New Delhi: Oxford.
- Indra, Deva ed. (2005). *Sociology of Law*. Oxford University Press, India, Introduction Part and Section 3 &4
- Kannabiran, Kalpana and Ritu Menon (2007). *Feminist: from Mathura to Manorma*. Women Unlimited, pp. 39-78
- Kapur, Ratna (1996). *Feminist Terrains in Legal Domains; interdisciplinary essays*, New Delhi: Kali for Women, pp. 1-36
- Menon, N. (2004). *Recovering Subversion: Feminist Politics Beyond the Law*, Urbana and Chicago. University of Illinois Press.
- Mohanty, Meera (2001). Dowry and the Indian Woman: The need for a two pronged attack, WARLAW. Yug, pp. 29-32
- Nair, Janaki (2000). Signposts: Developments since Independence, in *Women Law in Colonial India*, Delhi: Kali for Women, p. 214-259
- Parashar, Archana (2008). Gender Inequality and Religious Personal Laws in India, *The Brown Journal of World Affair*, Spring/Summer 2008 • volume xiv, issue, p. 103-112

SEMESTER IV

GSC- XVI Gender and Literature

Equivalent Credit: 4

Max. Marks: 100

Evaluation Criteria: Internal Assessment (25 Marks), End Semester (75 Marks)

Objectives of the Course

1. To introduce students to women's writing in India and its historical marginalisation.
2. To highlight male writers who contributed to feminist literary change.
3. To foreground the multilingual presence of Indian society, with texts from English, Hindi, Urdu, Marathi, and Bengali.

Unit I : A Social History of Women through Literature

- a. Susie Tharu and K. Lalita
- b. Flora Annie Steel and Rudyard Kipling
- c. Maulvi Nazir Ahmed and Premchand – *Mirat- ul- Uroos* and *Nirmala*

Essential Readings:

- Tharu, S., & Lalita, K. (Eds.). (1991). *Women writing in India: 600 B.C. to the present* (Vol. 1, pp. 1–35, 210–245) New Delhi, India: Oxford University Press.
- Ahmed, N. (1903). *Mirat-ul-Uroos* (G. E. Ward, Trans.). Aleph Classics.
- Steel, F. A. (1894/2007). *Tales of the Punjab*. (pp. 45–68). New Delhi, India: Asian Educational Services.
- Premchand, M. (1926/2007). *Nirmala* (A. Rai & D. Rubin, Trans.). New Delhi, India: Oxford University Press.
- Kipling, R. (1899, February). *The White Man's burden*. *McClure's Magazine*, 12(4), 290–291.

Unit II: Women's Writing in India

- a. Urdu Literature
- b. Hindi Literature
- c. Bengali & Marathi Literature

Essential Readings:

- Chughtai, I. (1942/1990). *Lihaaf* (T Naqvi & S Hameed Trans.). *The Quilt and Other Stories* (pp. 7–20). New Delhi, India: Penguin Books.

- Chaudhry, Kiran (2009). When Silence Speaks..Translating Muted Voices: Choices and Challenges, in N. Kamala (Ed.), *Translating Women: Indian Intervention*, Zubaan, New Delhi, pp.93-110
- Verman, Mahadevi (1991). *Lacchama*, pp. 459-461 in Susies Tharu, & K. Lalita. (Eds.). (1991). *Women writing in India: 600 B.C. to the present* (Vol. 1) New Delhi, India: Oxford University Press.
- Devi, R. (1868/1999). *Amar Jiban* (K. Bagchi, Trans.). New Delhi, India: Kali for Women.
- Kolatkar, A. (2005). *Turnaround*. In *Collected Poems in English* (pp. 325–330). New Delhi, India: Penguin Books.
- Kamala, N. (Ed.)(2009). Introduction, in *Translating Women: Indian Interventions*, Zubaan, India, ix-xv.

Unit III: Contemporary Feminist Writing in India

- a. Arundhati Roy and Anita Desai
- b. Anamika and Mrinal Pande
- c. Shashi Deshpande and Nasira Sharma

Essential Readings:

- Desai, A. (1980). *Clear Light of Day*. Harmondsworth, England; New York, NY: Penguin Books.
- Roy, A. (2017). *The Ministry of Utmost Happiness*. London, UK: Hamish Hamilton.
- Sethi, Rekha (2021). *How the Poetry of Anamika, Winner of Hindi Shitya Academy Award for 2020 Challenge the Patriarchy*, Scroll, p. 1-6
- Pande, M. (2011). *The Other Country: Dispatches from the Mofussil*. (pp.93–107).New Delhi, India: Penguin Books.
- Deshpande, S. (1980). *The Dark Holds No Terrors*. New Delhi, India: Vikas Publishing House.
- Sharma, Nasira ed. (1979). *Echoes of Iranian Revolution: Poems of Revolt and Revolution*, Vikas Publishing House, India

Suggested Reading

- Banet-Weiser, S. (2018). *Empowered: Popular feminism and popular misogyny*. Durham, NC: Duke University Press.
- Chughtai, Ismat (2013) *A Life in Words: Memoirs*, Penguin, India
- Gopal, P. (2005). *Literary radicalism in India: Gender, nation and the transition to independence*. London, UK: Routledge.
- Jackson, E. (2010). *Feminism and contemporary Indian women's writing*. London, UK: Springer.
- Jayawardena, K. (2016). *Feminism and nationalism in the Third World*. London, UK: Verso.
- Kuhn, A. (Ed.). (2021). *Contemporary women's writing in India*. New York, NY: Bloomsbury Academic.

- Sinha, S. (2016). *Indian women writing in English: A feminist study*. New Delhi, India: Atlantic Publishers & Distributors.
- Anamika (2021). *Vaishali Corridor*, Translated by Vinita Sinha, Dauli Books, India
- Anamika. (2006). *Tokri mein digant: Theri geet*.(pp. 30–50) New Delhi: Rajkamal Prakashan.
- Varma, M. (2008). *Śṛṅkhalā kī kariyā* (pp. 1–23). Allahabad, India: Lokbharti Prakashan.
- Garg, Mridula (1992). The In-Between Women, *India International Centre Quarterly*, Vol. 19, No. 4. pp.96-108
- Sharma, Nasera (2023). Parliament of Dogs, Translated by Akshat Awasthi, *Words Without Borders*, <https://wordswithoutborders.org/read/article/2023-07/parliament-of-dogs-sharma-awasthi/>
- Sharma, N. (2011). *Parijat*. New Delhi, India: Kitabghar Prakashan.

Semester-IV

GSC-XVII: Dissertation & Viva

Equivalent Credit: 8 (equal to two papers)

Word Limit: 150000 words typed in 1.5 space

Topic: should be based on syllabus

Maximum Marks: 200 Marks

Evaluation Criterion

Supervisor Marks: 100 Marks

Viva (External examiner): 100 Marks

Synopsis presentation and allotment of supervisors will be conducted in the third semester

Semester IV

GSCBCS-XVIII Feminist Approach to Peace Building

(CBCS)

Equivalent Credits: 4

Marks: 100

Evaluation Criteria: Internal Assessment (Practical) - 25, End Term Examination - 75

Course Objective:

- Have a theoretical understanding of feminist security studies.
- Approach various international laws and treaties relevant to women.
- Get exposed to various case studies worldwide related to conflict and peace building

Course Outcome:

- It will enable students to understand issues of bordering states
- It will make them able to understand gender dynamics of policy issues related to war and security
- It sensitize students about role of women in peace and security concern

Course Outline

Unit: 1 Gendering Peace and Conflict

- a. Gendering War and Security Studies
- b. Change in Gender Stereotypes during War and in Peace
- c. Masculinization of War and Feminization of Peace

Essential Readings:

- Cockburn, Cynthia (2013). War and Security, Women and Gender: an overview of the issues, *Gender and Development*, Vol. 21, No. 3, Routledge, pp. 433-452.
- El-Bushra, Judy (2017). Why Does Armed Conflict Recur, and What has Gender Got to do with it?, https://eprints.lse.ac.uk/85991/1/WP8_2017.pdf
- Cockburn, Cynthia (2010). Gender Relations as Causal in Militarization and War, in *International Feminist Journal of Politics*, Vol 12, No. 2, pp. 139-157.

Unit II: Women Agency in War and Peace

- a. Gender, Conflict and Differential impacts
- b. UN Policy Instruments: UNSC 1325 and Later Resolutions
- c. Women, Men and Violence: War Crimes

Essential Readings:

- Ghimire, Shuvechha and Shumaila Fatima (2023). Underrepresentation of Women in Conflict Resolution: A Case of South Asia, A. Ojha and P. Jaiswal (eds.), *South Asian Women and International Relations*, Springer Nature, Singapore, pp. 185-206.
- El-Bushra, Judy and Judith Gardner (2016). The impact of war on Somali men: feminist analysis of masculinities and gender relations in fragile context, in *Gender and Development*, Vol. 24, No. 3, pp. 443-458.
- Barrow, Amy (2010). UN Security Council Resolutions 1325 and 1820: constructing gender in armed conflict and international humanitarian law, *International Review of Red Cross*, Vol. 92, No. 877.
<https://www.icrc.org/sites/default/files/external/doc/en/assets/files/other/irrc-877-barrow.pdf>

Unit III: Women and Peace Building

- a. Women as Perpetrators of Violence
- b. Women in Peace Processes
- c. Disarmament, Demobilization and Reintegration (DDR)

Essential Readings:

- Manchanda, Rita (2005), Women's Agency in Peace Building: Gender Relation in Post-Conflict Reconstruction, in *Economic & Political Weekly*, Vol. 40, No. 45, pp. 4737-4745.
- Butalia, Urvashi (2006). Gender and Nation: Some Reflection from India, in Rada Ivekovic and Julie Mostov (ed.). *From Gender to Nation*, Delhi, Zubaan,, pp. 99-112.
- Confortini, Catia Cecilia (2010). Link between Women, Peace and Disarmament snapshot from the WILPF, in Sjoberg, Laura and Sandra Via, (Eds.). *Gender, War and Militarism*, PRAGER, USA, pp. 157-168

Suggested Readings:

- Sjoberg, Laura and Sandra Via, ed., (2010). *Gender, War and Militarism*, PRAGER, USA,
- Charlesworth, Hilary (2008). Are Women Peaceful? Reflections on the Role of Women in Peace-Building, *Feminist Legal Studies*, Vol. 16, No. 3. Pp. 347-361
<https://doi.org/10.1007/S10691-008-9101-6>
- Bushra,El. Judy (2003). Fused in combat: gender relations and armed conflict, *Development in Practice*, Taylor & Francis, Ltd. Volume 13, Numbers 2 & 3, May 2003.
- Cohen, Dyak (2013). Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War, *World Politics*, Vol. 65, Issue. 3, pp. 383-415.
<http://journals.cambridge.org/WPO>.
- Ivekovic, Rada and Mostov, Julie eds. (2006). *From Gender to Nation*, Delhi, Zubaan.

Semester IV
GSSEC-XIX Women, Work and Economy
(Skill Enhancement Course)

Equivalent Credits: 4

Marks: 100

Evaluation Criteria: Internal Assessment - 25, End Term Examination - 75

Course Objectives:

1. To learn about economic situation at local and global level
2. To understand gender dimension of work and economy
3. To know about gender budgeting and mainstreaming

Course Outcome:

Having completed this course, a student should be able to:

- Learn about scholars who contributed to women and work debate
- Develop an understanding about women's role in development
- Enhance skill in undertaking the task of gender mainstreaming

Unit I: Theoretical Perspectives and Debates on Women's Work

- Fredrick Engels, Rosa Luxemburg and Ester Boserup
- Domestic Labour Debate, Dual System Theory, Segmented Labour Market

Essential Readings:

- Boserup, Ester (1975). The Changing Role of Women in Developing Countries. *India International Centre Quarterly*. Vol. 2, No. 3 (July). <http://www.jstor.com/stable/23001836>. pp.199-203.
- Bergmann, Barbara (1974). Occupational segregation, wage, and profits when employers discriminate by race and sex. *Eastern Economic Journal*. Vol. 1. No. 2. Pp. - 103-10.
- Jorgenson, Dale W. (1961). The Development of a Dual Economy. *The Economic Journal*. (Jun). Vol. 71, No. 282. Oxford University Press. <https://www.jstor.org/stable/2228770>. pp. 309-334.
- Trat, Josette (1998). Engels and the Emancipation of Women. *Science & Society*. Vol. 62, No. 1. Friedrich Engels: A Critical Centenary Appreciation (Spring). Guilford Press. <https://www.jstor.org/stable/40403689>. pp. 88-105.
- Vogel, Lise (2000). Domestic Labor Revisited. *Science & Society*. Vol. 64. No. 2. (summer). Sage Publications. pp. 151-170.

- Vollrath, Ernst and Ashton B. E. (1973). Rosa Luxemburg's Theory of Revolution. *Social Research*. Vol. 40, No. 1 (SPRING). The Johns Hopkins University Press.
<https://www.jstor.org/stable/40970127>. pp. 83-109.

Unit II: Women's Work and Economy

- a. Women's Work in formal and informal sector
(productive/reproductive, gainful/non-gainful, paid/unpaid-)
- b. Gender and political economy of care
- c. Feminization of Poverty, Feminization of Labour and Women's access and control to assets and resources

Essential Readings:

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Unit III: Globalization, Women's Work and Development

- a. Neo Liberal Economy and Changing Gender Equations
- b. Female Migration for Work
- c. Gender mainstreaming, Planning, Budgeting and Analysis

Essential Readings:

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- Mahapatro, Rani, Sandhya (2010). *Patterns and Determinants of Female Migration in India: Insights from Census*. Working paper 246. The Institute for Social and Economic Change, Bangalore.
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