



## **SYLLABUS**

**As Per NEP: 2020**

**Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur**

**CBCS: M.A. in Women's Studies**

**CURRICULUM**

**(For Two Years)**

**(As per National Education Policy 2020)**

**Curriculum Semester - I to IV**

**w. e. f. 2023-24**

## PREAMBLE

The structure and Credit distribution of **M.A Women's Studies** and the syllabus of the program has been revised by the Board of Studies in Women's Studies and Development (Autonomous) by keeping in view of the vide **G.R. No. NEP-2020 /CR No. 09 VISHI-3 SHIKANA, dated May 16, 2023** and the recent trends in the subject of Women's Studies. The revised structure and syllabi of the program will be made effective from the Academic Year **2023-24**. A broad overview of the structure and other details of the course is given below.

**DURATION:** The **M.A Women's Studies** shall be a full time Two Year (across Four Semester) PG Programme with Exit Option after successfully completion of one year /two semester and One Year P.G. Programme for four year/ eight semesters U.G. students.

SEMESTER – I, comprising of Three mandatory, one RM, one elective course and one practical.

SEMESTER –II, comprising of Three mandatory, one OJT/FP, one elective course and one practical.

SEMESTER – III, comprising of Four mandatory, one RP, one elective course.

SEMESTER –IV, comprising of Three mandatory, one RP and one elective course.

### TOTAL CREDITS & ITS DISTRIBUTION:

A student enrolled for Two Year M. A. Women's Studies Degree Program should acquire a total of 88 credits after completion of four semesters. And, One Year M. A. Women's Studies Degree Program should acquire a total of 44 credits after completion of Two semesters for four-year U.G. Students. Also, one exit option with one year/ two semester P.G. Diploma Program should acquire a total of 44 credits.

TYPE OF COURSE	SEM-1	SEM-2	SEM-3	SEM-4
Mandatory	3 Courses x 4 credit = <b>12</b>	3 Courses x 4 credit = <b>12</b>	3 Courses x 4 1 Course X 2 credit = <b>14</b>	3 Courses x 4 credit = <b>12</b>
				-
Elective	1 Course x 4 credit = <b>4</b>	1 Course x 4 credit = <b>4</b>	1 Course x 4 credit = <b>4</b>	1 Course x 4 credit = <b>4</b>
RM	1 Course x 4 credit = <b>4</b>	-	-	-
Practical	1 Practical x 2 credit = <b>2</b>	1 Practical x 2 credit = <b>2</b>	-	-
OJT/FP	-	1 course = 4 credit = <b>4</b>		-
Research Project (RP)	-	-	RP -1 x 4 credit = <b>4</b>	RP-1x 6 credit = <b>6</b>
Total credit	22	22	22	22
Exit option: PG Diploma (44 Credits) after Three Year UG Degree			For One Year P.G. Degree (after Four Year UG Degree) Total 44 credits	
For Two-year P.G. Degree Total 88 credits				

### Program Outcomes

Name of Program M.A. Women's Studies

No. Of Courses: -22-

Targeted Graduate Attributes: Disciplinary Knowledge, Critical thinking, problem Solving, Analytical Reasoning, Communication skills, Teamwork, Moral and Ethical Awareness

	Program Outcomes
PO1	The program will develop to extensive knowledge in the field of women's studies, establishment of women's studies as an academic discipline.
PO2	The program will develop the ability a comprehensive understanding of National, International & Local women's movements, policies and programme for women develop and overall discourse of feminist knowledge production and also intends to sensitize the students on the issues of gender, politics of feminist movement.
PO3	The student will be able to situate itself and his community in terms of gender, sex and correlation with power of family Structure, religion, Culture, Caste, Race, region, development discourse, Economic & development policies in the field of Gender Discourse,
PO4	It develops the ability to substantiate critical reading of literary texts in order to conduct Qualitative research in the field of women's/gender studies and also the students will able to choose suitable methods, tools, methodological frame works, theories for their own research.
PO5	The program will develop the ability to overcome from gender inequality with other social inequalities through advocacy, enlightenment and struggle and to develop an alternative emancipatory culture, values, Policies, Programmes, activism for the emancipatory society.
PO6	The program will develop the ability to work with Government and NGO on gender issues.

### Program Matrix

Name of Program: M.A. Women's Studies

[Low Correlation = L/1; Moderate Correlation = M/2; High Correlation = H/3]

Course Outcome (Cos) Semester I		Program Outcome (Pos)					
		Domain Specific (PSO)				Domain Independent (Po)	
	<b>(1) Course Name: Introduction to women's Studies</b>	1	2	3	4	5	6
CO1	After completing this course student should able to understand the basic development of women's studies as an emerging discipline in the higher education.	H	H	M	M	L	L
CO2	Its help to understand origin of family as a institution and types of family	M	L	H	L	L	L
CO3	Through this, they are capable to understand the family institution, marriage institution, methodological foundation of Women's Studies.	M	M	H	L	L	L
	<b>(2) Course Name: Women in India: Issues and Problems</b>						
CO1	After completing this course student should able to understand the basic Issues and Problems of Women in	M	H	H	L	M	M

	India in the field of culture, structure, education, violence, religion etc.						
CO2	It makes them capable to address integrated social issues through the gender perspective	L	L	L	H	H	M
	<b>(3) Course Name: Women's Movement in India</b>						
CO1	It creates an ability to understand the dynamics of women's movement in India.	H	H	H	M	M	L
CO2	It makes them capable to address a social issue which was underlined by women's movement in India.	M	H	H	M	M	M
CO3	They are able to analyse the real issues related with gender and new emerging movements	L	H	M	M	H	H
	<b>(4) Seminar Paper</b>						
	<b>(5) 1 Course Name: Global Efforts for women's Emancipation</b>						
CO1	Student able to analyse & examine United Nations efforts for Women's Development.	M	H	M	L	M	H
CO2	The paper has acquainted the students with the cohesive role and various functional aspects of United Nations IUN) Women and International Women's movement.	L	H	L	L	L	H
CO3	It has oriented the students to the development aspects of global sisterhood.	M	H	L	L	H	H
CO4	In advance level it makes them capable to analyse the role of global platforms like WHO, UNFPA, UNICEF, UNHCR UNO's Commission on the States of women.	M	H	L	L	M	H
	<b>(5) 2 Course Name: Women's Education in India</b>						
CO1	The paper helps the students understand historical perspective of women's education in India early, colonial and modern periods.	H	H	M	M	L	L
CO2	The paper creates awareness about obstacles in women Education-Social, Economic, cultural and other factors.	L	H	H	M	L	L
CO3	The paper helps the students understand government's policies and programmes for women education in critical perspective.	L	H	H	L	H	H
	<b>(5) 3 Course Name: Swayam-MOOCs</b>						
	<b>(6) Course Name: Research Methodology</b>						
CO1	It orients the with the feminist research methodology and epistemology and also it orients with the objectivity and subjectivity through the feminist perspective.	L	L	L	H	M	M
CO2	It develops the ability in students to conduct qualitative research in field and it also develops their ability of application of qualitative research methods in research.	L	L	L	H	M	M
CO3	This paper has resulted into informing the students about the relevance of qualitative research at a time when large numbers of researches are still being done on quantitative methods.	L	L	L	H	L	L
CO4	The paper has encouraged the students to increasingly focus on the qualitative analysis and interpretation of data in research.	L	L	L	H	L	L

Course Outcome (Cos) Semester II	Program Outcome (Pos)	
	Domain Specific (PSO)	Domain Independent (Po)

	<b>(7) Course Name: Feminist Intervention in Knowledge Making Process</b>	1	2	3	4	5	6
CO1	The paper has helped the students in understanding the interlinking in between gender and knowledge making process	H	L	H	H	L	L
CO2	It develops their theoretical insight to understand the textbooks and teaching, learning process and construction of gender.	L	L	H	H	M	L
CO3	The paper has given adequate understanding the Feminist intervention in arts and women's studies as an academic discipline.	M	H	H	L	L	L
	<b>(8) Course Name: Planning &amp; Policies for Women's Development in India</b>						
CO1	Student should able to explain, examine, analyse & criticize Indian planning & policy-programme	L	H	H	L	M	M
CO2	The paper has given adequate understanding about the development perspective	M	H	H	L	M	M
CO3	It develops the possibilities to overcome the constraints and obstacles women confront in society through the developmental schemes and programmes constructed by government of India.	L	M	H	L	H	H
CO4	It has helped the students to know as to what could be the exact policies and programmes that the government may execute for bettering the lot of the women's.	L	M	H	L	H	H
	<b>(9) Course Name: Theoretical Perspectives in Feminism</b>						
CO1	This paper has oriented the students to the origin, genesis and development of theoretical perspectives in feminism.	M	H	M	M	L	L
CO2	It develops their theoretical insight to understand local and global feminist intervention and new trends feminism.	M	H	H	M	L	L
	<b>(10) Seminar Paper</b>						
	<b>(11) 1 Course Name: Eminent Women Reformers in India</b>						
CO1	This paper has oriented the students to understand eminent women reformers life and work in India.	L	H	H	L	L	L
CO2	It develops theoretical insight to understand the women reformer's location in feminist discourse	L	H	H	L	L	L
	<b>(11) 2 Course Name: Capacity Building of Women</b>						
CO1	The paper has indirectly helped the students to inculcate the inclusive policies for capacity building of women in political participation and economic development and growth.	L	H	H	L	M	M
CO2	It develops the understanding about the intervention for women's political participation and motivation and training for women entrepreneurship promoting entrepreneurship.	L	M	H	L	H	H
	<b>(11) 3 Course Name: Swayam-MOOCs</b>						
	<b>(12) Course Name: FP/OJT</b>						

Course Outcome (Cos) Semester III		Program Outcome (Pos)					
		Domain Specific IPSO)				Domain Independent (Po)	
	<b>(13) Course Name: Gender Discourse in India: Selected Thinkers</b>	1	2	3	4	5	6
CO1	This paper help to student to point out how some of the thinkers rewrite history and enriched the discourse on gender.	H	H	M	L	L	L
CO2	Analyse social-cultural discourse in India	M	H	H	L	L	L
CO3	Explain the process of rewriting history.	L	H	H	M	L	L
	<b>(14) Course Name: Women and Law</b>						
CO1	The paper has encouraged the students to know the personal laws for various religions.	M	H	H	L	L	L
CO2	It develops their ability to understand feminist perspectives and legal procedure.	L	H	H	L	M	M
CO3	This paper has helped the student to understand the women's movement and law making process.	M	L	H	L	L	L
	<b>(15) Course Name: Issues in Women's Empowerment</b>						
CO1	The paper has given adequate understanding into the issues involving gender inequality and issues in women's empowerment.	L	L	H	L	M	M
CO2	It makes them capable to understand the structure of Indian society and how it is responsible for the low social economic and political status of women.	H	M	H	H	L	L
CO3	The paper has also helped the student to understand legal, administrative and policy level measures and agencies in implementation and training for the empowerment policies.	L	M	H	M	H	H
CO4	Also this paper helped the student to understand Issues and perspectives of empowerment of Dalit, Tribal and Muslim women.	M	H	H	L	M	M
	<b>(16) Course Name: Women's Health Care in India</b>						
CO1	The paper has helped the students to understand integrated health concept and also helped to understand the women's health through feminist perspective.	L	H	H	L	M	M
CO2	"Through this paper, they are capable to understand the reproductive health and reproductive rights and the importance of national health programme in India,	L	H	M	L	H	H
CO3	the paper has helped the students to developed a critical understanding about the role and responsibility of the government regarding the health care.	L	H	L	L	H	H
	<b>(17) 1 Course Name: Gender Economy</b>						
CO1	This paper has helped the student to understand gender issues in work.	M	H	H	L	M	M
CO2	Thus, it has helped them to understand women in care economy.	L	H	H	L	M	M
CO3	They are to analyse the real issues related with gender and labour market	L	M	H	H	M	L
	<b>(17) 2 Course Name: Gender &amp; Development</b>						
CO1	This paper has immensely deals with concepts in gender & development after studding this paper student should be able to: - Explain discourse of ender & development.	M	H	H	M	M	M

CO2	Describe the dimensions of human development Index, gender development index and gender empowerment measure.	M	H	H	M	M	M
CO3	Explain the influence of feminism on the development discourse.	M	M	H	H	L	L
	<b>(17) 3 Course Name: Swayam-MOOCs</b>						
	<b>(18) Course Name: Research Project</b>						

Course Outcome (Cos) Semester IV		Program Outcome (Pos)					
		Domain Specific (PSO)				Domain Independent (Po)	
	<b>(19) Course Name: Women &amp; Environment Conservation</b>						
CO1	The students will understand the meaning of ecology, relationship between women and environment and nature.	L	L	H	L	H	M
CO2	The course will provide inputs for understanding the negative impact of ecological/environmental destruction on women and rise of ecofeminists philosophy and activism.	L	L	H	M	H	H
CO3	It discusses need for environmental awareness and challenges faced by ecofeminism.	L	L	H	L	H	H
	<b>(20) Course Name: Women and Criminal Law in India</b>						
CO1	The students will get acquainted with the conceptual and operational parameters, of Women and Criminal Law.	M	H	H	L	L	L
	<b>(21) Course Name: Role and Contribution of Women in Indian History</b>						
CO1	Understand the evolution of the status of women at different points of time.	L	L	H	L	H	M
CO2	Appreciate the role of great women in Indian History.	L	L	H	M	H	H
CO3	Evaluate the contribution of women organization and movements.	L	L	H	L	H	H
	<b>(22) 1 Course Name: Women's Entrepreneurship</b>						
CO1	The paper has oriented the student about the women and entrepreneurship	L	L	H	L	H	M
CO2	This paper has also enabled the students to know the development models and livelihood support for women and employment opportunities and women's access & rights to land.	L	L	H	M	H	H
CO3	It develops the ability to identify the women's role in development and role in Nation-Building.	L	L	H	L	H	H
	<b>(22) 2 Course Name: Women's Movement in Vidarbha</b>						
CO1	This paper has helped the students to find out the challenges of women's movement in Vidarbha.	L	H	H	L	M	M
CO2	It also helps them to understand the process of and Globalisation, Privatisation and issues in health, Education, Agriculture in Vidarbha.	M	H	H	L	L	L

CO3	The paper has also helped the students in properly assessing various development schemes and programmes for Vidarbha which is introduced by various NGO's.	L	H	H	L	M	H
CO4	It development their understanding about the Dalit, Tribal, Domestic Worker's, Naxalites, Farmers movement and women's movement.	M	H	H	L	L	L
	<b>(22) 2 Course Name: Swayam-MOOCs</b>						
	<b>(23) Course Name: Research Project</b>						

**CENTRE FOR WOMEN'S STUDIES & DEVELOPMENT (AUTONOMOUS)**  
**RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR**  
**Scheme of teaching and examination for M. A. WOMEN'S STUDIES (CBCS) As per NEP 2020**  
**Structure and Credit Distribution of PG Degree Program for Two years**  
**Choice Based Credit System (Semester Pattern)**  
**Effective from 2023-2024**

M. A. WOMEN'S STUDIES Semester I											
Theory / Practical	Course Type	Teaching scheme (Hours / Week)			Credits	Examination Scheme					
		Theory	Practical	Total		Duration in hrs.	Max. Marks		Total Marks	Minimum Passing Marks	
							External Marks	Internal Ass		Theory	Practical
<b>Paper 1:</b> Introduction to Women's Studies	Mandatory	4	-	4	4	-	60	40	100	50	-
<b>Paper 2:</b> Women in India: Issues and Problems	Mandatory	4	-	4	4	-	60	40	100	50	-
<b>Paper 3:</b> Women's Movement in India	Mandatory	4	-	4	4	-	60	40	100	50	-
<b>Paper 4:</b> Seminar Paper	Mandatory	-	4	4	2	-	30	20	50	-	25
<b>Elective Papers (Select any one)</b> <b>Paper 5:</b> 1) Global Efforts for Women's Emancipation <b>OR</b> 2) Women's Education in India <b>OR</b> 3) Swayam-MOOCs	Electives	4	-	4	4	-	60	40	100	50	-
<b>Paper 6:</b> Research Methodology	Mandatory	4	-	4	4	-	60	40	100	50	-
<b>TOTAL</b>		<b>20</b>	<b>4</b>	<b>24</b>	<b>22</b>	<b>-</b>	<b>330</b>	<b>220</b>	<b>550</b>	<b>250</b>	<b>25</b>

<b>M. A. WOMEN'S STUDIES Semester II</b>
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Theory / Practical	Course Type	Teaching scheme (Hours / Week)			Credits	Examination Scheme					
		Theory	Practical	Total		Duration in hrs.	Max. Marks		Total Marks	Minimum Passing Marks	
							External Marks	Internal Ass		Theory	Practical
<b>Paper 1:</b> Feminist Intervention in Knowledge Making Process	Mandatory	4	-	4	4	-	60	40	100	50	-
<b>Paper 2:</b> Planning & Policies for Women’s Development in India	Mandatory	4	-	4	4	-	60	40	100	50	-
<b>Paper 3:</b> Theoretical Perspectives in Feminism	Mandatory	4	-	4	4	-	60	40	100	50	-
<b>Paper 4:</b> Seminar Paper	Mandatory	-	4	4	2	-	30	20	50	-	25
<b>Elective Papers (Select any one)</b> <b>Paper 5:</b> 1) Eminent Women Reformers in India <b>OR</b> 2) Capacity Building of Women <b>OR</b> 3) Swayam-MOOCs	Electives	4	-	4	4	-	60	40	100	50	-
<b>Paper 6:</b> FP/OJT	Mandatory	-	8	8	4	-	60	40	100	-	50
<b>TOTAL</b>	-	<b>16</b>	<b>12</b>	<b>28</b>	<b>22</b>	-	<b>330</b>	<b>220</b>	<b>550</b>	<b>200</b>	<b>75</b>

M. A. WOMEN’S STUDIES Semester III											
Theory / Practical	Course Type	Teaching scheme (Hours / Week)			Credits	Examination Scheme					
		Theory	Practical	Total		Duration in hrs.	Max. Marks		Total Marks	Minimum Passing Marks	
							External Marks	Internal Ass		Theory	Practical
<b>Paper 1:</b> Gender Discourse in India: Selected Thinkers	Mandatory	4	-	4	4	-	60	40	100	50	-
<b>Paper 2:</b> Women and Law	Mandatory	4	-	4	4	-	60	40	100	50	-
<b>Paper 3:</b> Issues in Women’s Empowerment	Mandatory	4	-	4	4	-	60	40	100	50	-
<b>Paper 4:</b> Women’s Health Care in India	Mandatory	2	-	2	2	-	30	20	50	25	-
<b>Elective Papers (Select any one)</b>	Electives	4	-	4	4	-	60	40	100	50	-

<b>Paper 5:</b> 1) Gender Economy <b>OR</b> 2) Gender & Development <b>OR</b> 3) Swayam-MOOCs											
<b>Paper 6:</b> Research Project	Mandatory	-	8	8	4	-	60	40	100	-	50
<b>TOTAL</b>		<b>18</b>	<b>8</b>	<b>26</b>	<b>22</b>	<b>-</b>	<b>330</b>	<b>220</b>	<b>550</b>	<b>225</b>	<b>50</b>

M. A. WOMEN’S STUDIES Semester IV											
Theory / Practical	Course Type	Teaching scheme (Hours / Week)			Credits	Examination Scheme					
		Theory	Practical	Total		Duration in hrs.	Max. Marks		Total Marks	Minimum Passing Marks	
							External Marks	Internal Ass		Theory	Practical
Paper 1: Women & Environment Conservation	Mandatory	4		4	4	-	60	40	100	50	-
Paper 2: Women and Criminal Law in India	Mandatory	4		4	4	-	60	40	100	50	-
Paper 3: Role and Contribution of Women in Indian History	Mandatory	4		4	4	-	60	40	100	50	-
Elective Papers (Select any one) Paper 4: 1) Women’s Entrepreneurship OR 2) Women’s Movements in Vidarbha OR 3) Swayam-MOOCs	Electives	4		4	4	-	60	40	100	50	-
Paper 5: Research Project	Mandatory	-	12	12	6	-	90	60	150	-	75
TOTAL		16	12	28	22	-	330	220	550	200	75

## SEMESTER-I

## **Syllabus for Semester-I of M.A. (Women's Studies)**

### **Paper-I: Introduction to Women's Studies**

#### **Course Objective:**

- To study the women's Education in India
- To Study the Historical background of women studies in India.

#### **Course Outcome:**

- Students shall be able to analyze the contemporary issues related to women studies

#### **Unit-I**

##### **Introduction to Women's Studies**

- A. Definition, Meaning, Genesis, Growth and Scope of Women's Studies in India
- B. Women's Studies- An International perspective.
- C. Challenges before Women's studies in India

#### **Unit-II**

##### **Family Institution**

- A. Family- Origin and structure; role and status of women in joint family, nuclear, single parent family
- B. Types of family—patriarchal & matriarchal families, patrilineal and matrilineal

#### **Unit-III**

##### **Marriage Institution**

- A. Marriage – Traditional and changing concept and definition, live-in-relationship, issue of Lesbian, Gay, Bi-sexual, Transgender (LGBT)
- B. Recasting & Changing roles of women in marriage  
Practices in mate selection: dating, internet marriages, arrange and romantic marriages  
Ritual Practices: customary and civil practices

#### **Unit-IV**

##### **Conceptualising Gender**

- A. Social construction of Gender: Sex & Gender, Gender Stereotyping, Gender Roles, Gender Identities
- B. Caste, Class, Race and Gender: inter-relationship and complexity

### **Recommended Readings:**

- 1) Merry John (edited Women's Studies Readers)
- 2) Bhagawat Vidhyut –Stri Prashnachi Vathchal
- 3) Pawar, Urmila and Meenakshi Moon – Amahi hi Etihaas Ghadawala: Ambedkari Chalvalit Streeyanchya Sahbhag, Pune: Sugawa Prakashan, 1989, Translated by Vandana Sonalkar as We also Made History: Women in the Ambedkarite Movement, New Delhi: Zubaan, 2008.
- 4) Meenakshi Moon, Fule Ambedkari Stree Chalval, Nagpur Samta Prakashan, 2002.
- 5) Nair, Janki, "From Devdasi Reform Act to SITA: Reforming Sex Work in Mysore, State, 1892-1937". National Law School Journal, Vol.1 (1993): 82-94.
- 6) Nair, Janki, Women & Law in Colonial India, New Delhi: Kali for Women, 1996.
- 7) Nivedita Menon, "Narivadi Rajneeti Sangharsh Yevam Mudde".
- 8) Menon Ritu & Kamla Bhasin, "Borders & Boundaries: Women in India's Partition". New Delhi: Kali for Women, 1998.
- 9) Sarkar Tanika, and Urvashi Butalia, eds. Women and the Hindu Right. New Delhi: Kali for Women, 1999
- 10) Friedrich Engels, The Origin of the family, Private Property & the State (1984).
- 11) Dr. Babasaheb Ambedkar, The Rise and Fall of Hindu Woman (Reprint 1970, Jalandhar, Panjab)
- 12) Angela Davis, Women and Capitalism Dialectics of Oppression and Emancipation, 1998.

## **Paper-II: Women in India: Issues and Problems**

### **Course Objective:**

- To study the women's issues in India.
- To Study the Historical background of women issues in India.

### **Course Outcome:**

- Students shall be able to analyze the contemporary issues related to women studies

#### **Unit-I**

##### **Structural Problems**

- A. Child Marriages, widowhood, divorcee, single women, problems of elderly, honour killing
- B. Sex workers and women trafficking, atrocities and violence against women: with reference dalit, tribal & minorities

#### **Unit-II**

##### **Cultural Problems**

- A. Dowry, domestic violence, child marriage, Female foeticide, Female Infanticide,
- B. Devadasi-discrimination and exploitation in the name of tradition, understanding rapes – cultural aspect

#### **Unit-III**

##### **Developmental issues**

- A. Political: Meaningful participation in decision making, Caste and Ethnicity in politics, women's human rights,
- B. Economic: hereditary rights, entrepreneurship: Special Component Plan for women, exclusion from economy

#### **Unit-IV**

##### **Marginal women**

- A. Problems of Women prisoners, Women living with HIV/AIDS
- B. Differently able women

### **Recommended Readings:**

- 1) Yadav C. P.: Encyclopedia of Women's problems and their remedies
- 2) Sharma Kanta: Women's role in the family
- 3) M.K.Roy: Violence against Women
- 4) P.A Reddy: Problems of Widows in India
- 5) Kumar Raj: Women and Marriage.
- 6) Sushma & Srivastava: Women and Family Welfare

## **Paper-III: Women's Movement in India**

### **Course Objective:**

- To study the various movement led by women in India.
- To Study the Contemporary Women's Movement

### **Course Outcome:**

- Students shall be able to analyze the contemporary movements related to women.
- Students shall be able to conduct on research on the recent developments in relation to women.

### **Unit-I**

#### **Theorizing movement**

- A. Functional theories & Conflict theories
- B. Women's movement: genesis, basic elements, &typology – reformist, revolutionary, counter movement

### **Unit-II**

#### **Women's Movements in India:**

- A. Movements in Pre-independence era: Social reforms movement, freedom struggle & women
- B. Women's movement in the post Independent India-Chipko Movement, apiko movement, Anti price rise, Anti-dowery movement, anti-rape movement, Anti alcohol

### **Unit-III**

#### **Contemporary Women's Movement**

- A. Dalit & Tribal Women's Movement; SHG,
- B. Women's organization and Association of India AIWS, NCWL, NFIW, IAWS, SHG, Annapurna.

### **Unit-IV**

#### **Recent Movements**

- A. Eco-feminist movements, Narmada Bachao Andolan, Jal-jangal-jamin (water, forest and land) movements
- B. Reservation, anti-khap/jatpanchayat movements and other contemporary social movements.

### **Recommended Readings:**

1. [http://www.womenwarpeace.org/issues/violence/GBVnairobi/final report Jn.5 pdf](http://www.womenwarpeace.org/issues/violence/GBVnairobi/final%20report%20Jn.5.pdf).
2. [http://www.unmillenium project; org/goals/index.htm](http://www.unmilleniumproject.org/goals/index.htm).
3. <http://www.womenwarpeace.org>.
4. Mary John (edited Women's Studies Readers)
5. Bhagawat Vidhyut –Stri Prashnachi Vathchal
6. Pawar, Urmila and Meenakshi Moon – Amahi hi Etihaas Ghadawala: Ambedkari Chalvalit Streeyanchya Sahbhag, Pune: Sugawa Prakashan, 1989, Translated by Vandana Sonalkar as We also Made Histroy: Women in the Ambedkarite Movement, New Delhi: Zubaan, 2008.
7. Meenakshi Moon, Fule Ambedkari Stree Chalval, Nagpur Samta Prakashan, 2002.
8. Nair, Janki, "From Devdasi Reform Act to SITA: Reforming Sex Work in Mysore, State, 1892-1937". National Law School Journal, Vol.1 (1993): 82-94.
9. Nair, Janki, Women & Law in Colonial India, New Delhi: Kali for Women, 1996.
10. Nivedita Menan, "Narivadi Rajneeti Sangharsh Yevam Mudde".
11. Menon Ritu & Kamla Bhasin, "Borders &Boundries: Women in India's Partition". New Delhi: Kali for Women, 1998.
12. Sarkar Tanika, and Urvashi Butalia, eds. Women and the Hindu Right. New Delhi: Kali for Women, 1999.

## **Elective Papers (select any one paper of the following)**

### **Paper-V: 1) Global Efforts in Women's Emancipation**

#### **Course Objective:**

- To study the efforts initiated by United Nations for women.
- To Study the Contemporary Women's Movement

#### **Course Outcome:**

- Student should be able to analyse & examine United Nations efforts for Women's Development.
- Students shall be able to conduct on research on the recent developments in relation to women.

#### **Unit-I**

##### **Convention & Declaration**

- A. Convention for Gender development 1949-57, Convention against Discrimination in Education (1960)
- B. Convention on consent to Marriage, minimum, Age for marriage and Registration of marriages (1960), Declaration on the elimination of violence, Against women (1993)

#### **Unit-II**

##### **International conference on population**

- A. Global platform for women: Mexico City 1<sup>st</sup> world conference (1975), Copenhagen 2<sup>nd</sup> world conference (1980),
- B. Nairobi 3<sup>rd</sup> world conference (1985), Beijing 4<sup>th</sup> world conference (1995), UNO General Assembly Review (2000)

#### **Unit –III**

##### **Shifting Paradigms**

- A. First Millennium Development Goal, Second Millennium Development Goal,
- B. UNO's declaration on sustainable development

#### **Unit – IV**

##### **United Nation's efforts for Gender Equality:**

- A. UNO's Commission on the states of women policy, mockery body on Gender equality,
- B. UNO's Entities WHO, UNFPA, UNICEF, UNHCR



**Recommended Readings:**

Gender Mainstreaming on overview, office on the special adviser on gender issues and advancement on women unified nation New York 2002

Vibbuti Patel, 2008, Gender Audits on Budget with Respect to women's health in india is selected reading IV International congress women work and health, sashaya, Amita (ed.).

Naila Kabeer, Gender Mainstreaming in poverty Eradication and the Millennium Development Goals, London: Common Wealth Secretariat, 2003.

[http://www.un.org/women watch/osagi/pdf/ECOSOCAC1997.2.PDF](http://www.un.org/womenwatch/osagi/pdf/ECOSOCAC1997.2.PDF)

## **Paper-V: 2) Women's Education in India**

### **Course Objective:**

- To study the women's Education in India
- To Study the Historical background of women studies in India.

### **Course Outcome:**

- Students shall be able to analyze the contemporary issues related to women studies

#### **Unit-I**

- Women's education: Objectives, Significance and Scope of education for girls and women
- Historical perspective of Women's Education in India Early, Colonial and Modern Periods

#### **Unit-II**

- Women Education and Five-Year Plans
- Evaluation of committees and Commissions and recent trends in Women Education
- National Perspective plan for Women's Education

#### **Unit-III**

- Women's education in India with Special Reference to Maharashtra
- Female Literacy Vs Male Literacy Enrolment Ratios, Dropout rates, Primary Education.
- Women and Higher Education & self-employ Program.
- Women in Non-formal Education
- Women in Adult education Programmes and in various professional courses.

#### **Unit-IV**

- Education as a tool of Women Empowerment.
- Obstacles to Women Education – Social, Economic, Cultural and other factors, limitation of formal system of education.
- Need for alternative system of education non-formal education for women.

**Recommended Readings:**

1. Sanjay Tiwari: Women Entrepreneurship and Economic Development. Swarup & Sons. New Delhi. 2007.
2. M. Walter, Population and Poverty: current status and future approaches. Adhyayan Publishers and Distributors New Delhi 2004.
3. Namita Sharma: HIV-AIDS in Women and children. Pearl Books. New Delhi 2007
4. K. Shanthi: Women in India: Retrospect and prospect. Anmol Publishers Pvt Ltd. New Delhi 2005
5. Hart. H. R., Belsey, A. M. and E. Taeimo : Integrating maternal and Child health services with primary health care. WHO, Geneva, B. R. Publishing Co, New Delhi.
6. Usha Sharma: Women Education in modern India. Commonwealth Publishers. New Delhi 1995.
7. Karuna Chanana, Socialisation, Education and Women: Explorations in Gender Identity, Orient Longman, 1988

## **Paper-VI: Research Methodology**

### **Unit-I**

#### **What is Research Methodology?**

Meaning and Characteristics Scope, social significance and Characteristics, Bearing of theory and practice Positivism and its limitations: Quantitative and Qualitative research

### **Unit II**

#### **Feminist Research Methodology and Epistemology**

An introduction to feminist epistemology, intersectionality, what is distinctive about feminist methodology? Ethics in Research, Objectivity and subjectivity in research

### **Unit-III**

#### **Quantitative and Qualitative Research Methods**

Quantitative: Sampling, Observation, Questionnaire, Interview Schedule, Qualitative: Oral history, Content Analysis, Debates in feminist Ethnography, Data Collection, Case Study, Unstructured Interview, focus group discussion.

### **Unit-IV**

#### **Data Analysis and Report Writing**

Interpretations of Central Tendencies and correlations  
Use of SPSS, Atlas-ti, N-vivo, etc. (software packages)

**Report Writing:** Qualities of good Report Writing; gender neutral language; logical and argumentative style of writing; Referencing: footnotes, endnotes, bibliography and annexures

#### **Recommended Readings:**

1. Hesse – Biber, 2006, S. (ed.), Handbook in Feminist Research: Theory and Praxis, California, Sage Publication
2. Harding S. (ed.), 1987, Feminism and Methodology, Bloomington, Indiana University, Press.
3. Oakley A., 2000, Experiments in Knowing: Gender and Method in the Social Science, London, Polity Press.
4. Ramazanoglu C. and J. Janet, 2002, Holland Feminist Methodology: Challenges and Choices, Sage Publications.
5. Stanley L. (ed.) Feminist Praxis, 1990: Research Theory and Epistemology in Feminist Sociology, Routledge.
6. Visvesaran, K., Fictions, 1999, of Feminist Ethnography, New Delhi, Oxford University Press.

## **SEMESTER-II**

### **Syllabus for the Semester-II of M.A.**

#### **Paper – I: Feminist Intervention in Knowledge Making Process**

##### **Course Objective:**

- To study the Feminist movements related to Knowledge making Process
- To Study the feminist interventions in various field of arts, science, and education.

##### **Course Outcome:**

- Students shall be able to understand the concept of feminism in the various field.

##### **Unit-I**

##### **Gender & Knowledge Making Process**

- Exclusion of Women from Knowledge
- Study of School & College textbooks
- Gender Practices in Education

##### **Unit-II**

##### **Feminist Intervention in Social Science**

Raising / Emerging Inter disciplinarily

- Feminist Critique on - Social Science
- (Sociology, Political Science, History, Psychology)
- 

##### **Unit-III**

##### **Feminist Intervention in Arts**

- Literature, Film, Drama, Media
- Drawing & Painting

##### **Unit-IV**

##### **Rising Women's Studies as an academic discipline**

- Democratization of Higher Education
- Contributors in women studies Veena Mujumdar, Madhuri ben Shah, Neera Desai & Sharmila Rege

##### **Recommended Readings:**

1. Women's Studies in India: A Reader Penguin Books, India, New Delhi 2008.
2. Robinson V. And Richardson (eds.) Introducing Women's Studies, Hound Mills, Macmillan Press, 1993.
3. Stanley L., (ed.), Feminist Praxis: Research Theory and Epistemology in Feminist Sociology, Routledge 1990.
4. Bhagvat V. Gender Equality: Text and Context, New Delhi, IGNOU.
5. Rege Sharmila – Dalit Studies as Pedagogical Practice: Claiming More than Just a little place in the Academia, Madras Institute of Development Studies Nov. 2006.

## **Paper–II: Planning & Policies for Women’s Development in India**

### **Course Objective:**

- To study the various planning and policies taken for women development in India
- To analyze the planning and policies taken for women development in India

### **Course Outcome:**

- Student shall able to Explain, examine, analyze & criticize Indian Planning & Policy–programme

### **Unit-I**

#### **Efforts & Interventions for women’s development**

- Towards equality report -1974, Shramshakti Report 1988
- National Commission for Women (New -1992), Women’s Empowerment Policy 2001

### **Unit-II**

#### **Five Year Plans and perspectives of women’s development**

- Women in development: 1<sup>st</sup> Five Year Plan to Fifth Five Year Plan (1951-79),
- Women and Development: Sixth Five Year Plan (1981-85), Seven Five-year Plan (1987-92), 8<sup>th</sup> Five Year Plan (1992-97),
- Gender & Development: 9<sup>th</sup> Five Year Plan (1997-2000), 10<sup>th</sup> Five Year Plan (2000-2007), 11<sup>th</sup> Five Year Plan (2007-2012)

### **Unit-III**

#### **Programme & schemes for Gender & Development**

- 1) Schemes for Mothers
- 2) Indira Gandhi Matrutva Sahyog Yojana
- 3) Crèche / day Care centres
- 4) The National Crèche fund
- 5) The Integrated Child Development Services Scheme

#### **ICDS Training Programme**

##### **Programme for the Girl Child**

- 1) Balika Samriddhi Yojana (BSY)
- 2) Kasturbha Gandhi Balika Vidyalaya (KGBV)
- 3) National Programme for Education of Girls at Elementary level (NPEGEL)
- 4) Programme for the SC / ST Girl Child
- 5) National Plan of Action for Children and the Girl Child

## Unit-IV

### Employment Schemes for Women

- 1) The support to training and Employment Programme for Women (STEP)
- 2) Employment-cum -Income Generation-cum-production Units (NORAO)
- 3) Socio – Economic Programme (SEP)
- 4) Working Women’s Hostels
- 5) Short Stay Homes for Women and Girls
- 6) Rural Women’s Development & Empowerment Project (RWDEP)
- 7) Swayamsidha Scheme
- 8) Swadhar Scheme

### Recommended Readings:

1. Kabeer, Naila, 1994, “Gender Aware Policy and Planning: A Social Relations Perspective”, Macdonald M (ed.) Gender Planning in Development Agencies: Meeting the Challenge London: Oxfam.
2. Kabeer Naila – 1999, from Feminist Insights to on Analytical Framework: An Institutional Perspective on Gender Inequality”, Institutions, Relations and outcomes: A Framework and case studies for Gender Aware Planning. Naila Kabeer and Ramya Subrahmanianeds, New Delhi. Kabeer Naila & Ramya Subrahmaniam 1999.
  - From Concepts to practice: Gender aware planning through instructional Framework.
  - Kabeer Naila & Rank Anik, Murthy, 1999 Poverty and Institutional Exclusion all articles in “Institutions ..... Naila & Ramya1999 .....New Delhi.
3. Sen Amrtya 2003, Rationality and Freedom New Delhi, Oxford Uni. press.
4. Mayouxl, 1989, Income Generation for Women in India: Problems and Prospects, in development policy review.
5. [http://www.igrc.info/index/php?india-Gender.Fremework/Women in – five-year-plans-6<sup>th</sup> to -10<sup>th</sup> html](http://www.igrc.info/index/php?india-Gender.Fremework/Women%20in%20five-year-plans-6%20to%2010.html).
6. Advani, Poornima, 2001. Gender Equity: Making it Happen (Strategies and Schemes of India) National Commission for Women, Delhi.

## **Paper–III: Theoretical Perspectives in Feminism**

### **Course Objectives:**

- To study the Feminism of various schools
- To study the feminist movements in various filed

### **Course Outcome:**

- After Studying this paper student should able to explain and Analyze Trends of Feminism.

### **Unit-I**

#### **What is feminism?**

#### **Liberal Feminism**

(Mary Wollstonecraft, Betty Friedan, Harriet Traylor Mills)

- A. Enlightenment Age Liberalism, Liberal Feminist Voice,
- B. Equal rights through law (Education, Suffragist & Employment), Critiques of Liberal Feminism

### **Unit-II**

#### **Marxist / Socialist Feminism**

(Maria Rosa Dallacoasta, Alexandria Colontay, Rosa Luxemburg)

- A. Class Struggle, Production, Capitalistic Patriarchy, Family Private Property & the state, Sexual Division of Labour
- B. Legitimacy for Domestic Work, Women as Sexual Objects, Alienation, Critiques / contribution on Socialist feminism

### **Unit-III**

#### **Radical Feminism**

(Shulamith Firestone, Kate Millet, Andrea Dworkin)

- A. Patriarchy, Sex Class Struggle, Reproductive technologies for Liberation
- B. Reproductive technologies for enslavement, Women as Sexual Slaves

### **Unit-IV**

#### **New Trends Feminism**

(Harriet Tubman, Angel Davis, Claudia Johns, Judith Butler, Vandana Shiva, Bina Agrawal, Gabriela Dritsch, Sharmila Rege, Abhinaya Kamble)

- A. Black Feminism, Psychoanalytic Feminism,
- B. Ecological Feminism, Dalit Feminism



**Recommended Readings:**

1. Clough P, Feminist thought Oxford, Blakwell, 1994.
2. Nieholson C., (ed) the second wave: A reader in Feminist Theory, New York, Rutlege, 1997.
3. Schneir M., the Untage book of Historical Feminism, London, Untage, 1972.
4. Collins P.H., Black Feminist thought, London Routledge, 2000.
5. Learner G., The creation of Patriarchy Oxford University Press, New York, 1986.
6. Mohanty C.T., Feminism Without Borders: Decolonising theory, practising Solidarity, New Delhi, Zubaan, 2003.
7. McCann, Carole Ruth and Seung – kyungkim, Feminist Theory Reader: Local and Global Perspectives, Landon, Routledge, 2003.
8. Dhammasangini Ramagorakh, Strivadache Vividh Pravah, SNTD, 2016

## **Elective Papers (select any one paper of the following)**

### **Paper-V: 1) Eminent Women Reformers in India**

#### **Course Objective:**

- To study the various women reformers contribution in women studies

#### **Course Outcome:**

- After Studying this paper student should able to analyze the contribution made by various women reformers

#### **Unit-I**

##### **Early Reformers - I**

- A Savitribai Phule– Literary work (Kavyafule, Subodhratnakar, articles and letters) and Movement

#### **Unit-II**

##### **Early Reformers - I**

- A. Tarabai Shinde- Stri Pusrush Tulana,
- B. Mukta Salve – Mang Maharanchya Dukhavishayi Nibandh

#### **Unit-III**

- A. Pandita Ramabai – Understanding and articulating women's issue
- B. Laxmibai Tilak – Smrutichitre : Understanding high caste women and her family in benevolent patriarchy

#### **Unit-IV**

- A. Mutthulaxmi Reddy
- B. Durgabai Deshmukh

#### **Recommended Readings:**

1. Chkraworhti Uma, 1998, Rewriting History – The Life and Time of Pandita Ramabai, Kali for Women, Delhi.
2. Bagade Umesh, 2006 (Maharashtratil Prabhodhanani VargJati Prabhutva, Sugava, Pune.
3. Omvedt Gail, 2008– Seeking Begumpura – The Social Vision of Anticaste Intellectuals – Navayana Publication, Delhi.

## **Paper-V: 2) Capacity Building of Women**

### **Course Objective:**

- To study the movements initiated for the constitutional and political rights of women.

### **Course Outcome:**

- Students shall be able to analyze the constitutional and political rights of women
- Students shall be able to initiate research on the various rights of women.

#### **Unit-I**

- Women share in Politics, Women's Movements for Political Participation, Constitutional Rights, Political Right, and Human Rights & Women & Political Power

#### **Unit-II:**

- Concept and Nature & Women's Political Participation.
- Present Status & women's Political Participation in India.
- Reasons and Impediments for Low Political Participation

### **Components & Political Participation:**

- Women as Voters: Types & Voters, Voters turn out and Elections
- Women as candidates: Types & candidates, contestants in Election.
- Women and Political Parties – National & Regional Parties, Women's Presence in Top Decision-Making Committees & political parties.

#### **Unit-III**

### **Intervention for women's Political Participation**

- Political representation through 73<sup>rd</sup> & 74<sup>th</sup> Constitution Amendments.
- Women's Reservation Bill, Debate & relevance
- Strategies by Govt. & Non-Govt. Organizations for women's share in Politics.

#### **Unit- IV**

- Women Entrepreneurship: Concept, Growth, need and obstacles
- Motivation and Training for Women entrepreneurship
- Promoting entrepreneurship amongst women. Problems in enterprise set-up and Management

**Recommended Readings:**

- 1) E.D Shetty - Clinical Approach to Promotion of entrepreneurship among women
- 2) N.S Nagger - Women and Politics. Vista International Publishing House. New Delhi 2008.
- 3) Ashok Jha - Women in Panchayati Raj institution. Institute of Sustainable Development Lucknow & Anmol Publishers Pvt Ltd. New Delhi 2004.
- 4) Kumar Raj - Women in Politics. Anmol Publishers Pvt Ltd 2000
- 5) Laxmi Devi - Women in politics management and decision making process. Anmol Publishers Pvt Ltd New Delhi 2000.

### **SEMESTER-III**

#### **Syllabus for the Semester-III of M.A. (Women's Studies)**

#### **Paper I: Gender Discourse in India: Selected Thinkers**

##### **Course Objective:**

- To study the various articles, poems on Gender.

##### **Course Outcome: After Studying this paper Student should able to: -**

- Point out how some of the thinkers rewrote history and enriched the discourse on gender.
- Analyze Social-Cultural Discourse in India
- And Explain the Process of Rewriting History

##### **Unit- I**

- Lokhitvadi (Gopal Hari Deshmukh) - Shatapatre
- Jyotirao Phule - Akand (poetry) and Satsar
- Gopal G. Agarkar – Nibandh
- Dr. Babasaheb Ambedkar – Caste in India

##### **Unit- II**

- I. B. Horner – Women in Buddhism
- Rahul Sankrutyayn – Volga to Ganga
- Com. Sharad Patil – Ramayan Mahabharatatil Varnsangharsh

##### **Unit- III**

- Eleanor Zelliot – From Untouchable to Dalit
- Gail Omvedt – Seeking Begampura: Social Vision of Anti Caste intellectuals
- Sulbha Brahme – Writings on Contemporary Issues

##### **Unit-IV**

- Ayothee Das – Published Writing
- Ramasamy Periyar – Published Writing
- Uma Chakravorthi – Gendering Caste

### **Recommended Readings:**

1. Dr. Ambedkar B.R. – Caste in India, Annihilation of Caste  
Riddles in Hinduism  
Revolution & Counter Revolution  
Who Where the Shudras
2. Rahul Sankrutyayan –  
A) Manav Samaj (ed.) Mahadev Shaha 1976, Lokabharti Publication Illahabad  
B) Volga to Ganga -1973, Volga to Ganga – 1973, Lokvangmyghruh Mumbai
3. - Shard Patil -  
A) Primitive Communism, Matriarchy – Gynocracy and Modern Socialism,  
B) Ramayan, Mahabharatatil Varn Sangharsh
4. Chkravorthi Uma, Gendering Caste through Feminist Lence, Stree, Calkota  
Chkravorthi Uma, 1998, Rewriting History – The Life and Time of Pandita  
Ramabai, Kali for Women, Delhi.
5. Bagade Umesh, 2006 (Maharashtratil Prabhodhanani VargJati Prabhutva, Sugava,  
Pune.
6. Omvedt Gail, 2008– Seeking Begumpura – The Social Vision of Anti-caste  
Intellectuals – Navayana Publication, Delhi.
7. I. B. Horner, Women's in Buddhism

## **Paper-II: Women and Law**

### **Course Objective:**

- To study the various laws related to women.

### **Course Outcome: After Studying this paper Students shall able to: -**

- To analyze the laws related to women
- Students shall able to make comparative studies of various personal laws related to women in India.

#### **Unit -I**

Special laws for women: Equal remuneration of women, Maternity benefits, Protection from retrenchment, Medical Bonus, Nursing Breaks, Prohibition of employment of women during certain period

#### **Unit -II**

##### **Personal Laws**

Critical Understanding of Personal Laws – Hindu Code Bill to Uniform Civil code

Understanding Shahabano (Muslim Personal Law) & Merry Roy Case (Christian Personal Law) according to maintenance & property rights

Laws related to Marriage (Hindu, Muslim, Christian), Divorce, Maintenance, Custody of children, adoption procedure, female feticide

#### **Unit –III**

Special provision for women in labour legislation: Creche, prohibition on employment of women in dangerous hazardous tasks, special provision for rest rooms & water closet.

#### **Unit –IV**

Criminal Procedure Code: Bailable & Non bailable Offence, Arrest & Examination, Eve teasing, Molestation, wife beating, Wrongful confinement, Fraudulent marriage, Adultery, abduction & Kidnapping, rape, execution of Capital sentence in the case of pregnant women.

### **Recommended Readings:**

1. Mies, M. Patriarchy and Accumulation on a world Scale: Women in international Division of Labour, London, Zed 1986.
2. Ghosh J: “Gender concerns in Macro – economic Policy EPW 30 April WS-2.
3. The Women and House hold in Asia, Series of Five volumes, series editor (Dule L).
4. Vol. I. Singh A & A Vitamen (ed) Invisible hands, New Delhi, Sage Publication 1987.
5. Vol. 2. Agarwal B. (ed) structure of Patriarchy, New Delhi.
6. Vol. 3 Dube L & R Palsiwala (eds) structure & stratages women, work & family in

Asia, New Delhi Sage 1989.

7. Vol. 4- Krishnaraj M & K Chanana (eds): Gender and the House hold domain New Delhi Sage 1989.
8. Vol. 5 K. Sardamoni, (ed) finding Household New Delhi Sage 1992.
9. Uberoi P- (ed.) State Sexuality & Social Reforms, New Delhi. 1996.
10. Cossman B & R Kapur (eds) subversive site, New Delhi Kali for Women 1996.
11. Kanpur Ratna (ed) Feminist Terrains in Legal Domains, New Delhi, Kali for Women 1996.



## **Paper-III: Issues in Women's Empowerment**

### **Course Objective:**

- To study the various issues related to women's empowerment.

### **Course Outcome: After Studying this paper Student should able to: -**

- To provide various solution to issues arising in women empowerment

#### **Unit-I**

- Meaning of empowerment
- Need, Importance and nature of Women's Empowerment and its historical perspectives
- Social aspects of Women empowerment
- Problems in for women's development in society
- Transition of women towards new millennium

#### **Unit-II**

- Change in livelihood: Women's Economic activity rate
- Informal work and Women in employment
- Gender budgeting
- Gender and Poverty alleviation
- Women and microfinance
- Social safety for women

#### **Unit-III**

- Women's Empowerment in political system at local, state and national level
- Women's participation at international level in their political systems
- Obstacles to women's empowerment
- Women and NGO
- Sexual harassment at work place

#### **Unit-VI**

- Issues and perspectives of empowerment of Dalit, Tribal, and Muslim women

### **Recommended Readings:**

1. Anuradha Jaya, Women's Equality: A Struggle for Survival
2. Narayan Deepa, Employment and Poverty reduction: A Source Book
3. Gender equality and poverty reduction, Economic & Political Weekly, Oct. 29, 2005
4. Nitya Rao, Women's rights to land and Assets, Economic & Political Weekly, Oct. 19.2005
5. Acharya Neena & Ghimmire Pushapa, Gender Indicators of Equality, Inclusion and Poverty reduction
6. World Report on violence and health, Geneva, WHO, 2002
7. Maitreyi Krishna Raj: Women and Development Shubhada Saraswat Prakashan Pune 1988.

## **Paper-IV: Women's Health Care in India**

### **Course Objective:**

- To study the various issues related to women's health care.

### **Course Outcome: After Studying this paper Student should able to: -**

- To provide solutions to issues arising in women's health via research.

#### **Unit-I**

- Health–Concept and definition,
- Spread of HIV/AIDS and its impact on women; preventive measures.
- Common Communicable diseases and their preventive measures, National Health Programmes

#### **Unit -II**

- Concept and definition of nutrition, Common nutritional disorders among women and children & their preventive measures.
- Importance of Women's Health

#### **Unit -III**

- Nature and use of the health care Delivery System – Problems & Prospects
- Reproductive health and Reproductive rights.

#### **Unit -IV**

- Health Education special reference to rural women
- Family Welfare methods of Gender bias Practices
- Role of Women in population control
- Sex Education
- Unmarried girls' education

### **Recommended Readings:**

- 1) Sanjay Tiwari: Women Entrepreneurship and Economic Development. S Warup& Sons New Delhi. 2007.
- 2) M. Walter: Population and Poverty: current status and future approaches. AdhyayanPublishers and Distributors New Delhi 2004.
- 3) Namita Sharma: HIV-AIDS in Women and children. Pearl Books. New Delhi 2007
- 4) K. Shanthi: Women in India: Retrospect and prospect. Anmol Publishers Pvt Ltd. New Delhi 2005
- 5) Hart. H. R., Belsey, A. M. and E. Taeimo: Integrating maternal and Child health services with primary health care. WHO, Geneva, B.R..Publishing Co, New Delhi?
- 6) Usha Sharma: Women Education in modern India. Commonwealth Publishers. New Delhi 1995.

## **Elective Papers (select any one paper of the following)**

### **Paper V: - 1) Gender Economy**

**Course Outcome: After Studying this paper Student should able to: -**

- to provide solutions to issues arising in **women's economic rights via research.**

#### **Unit –I**

##### **Gender Issues in Work**

- Gendered Segregation of Work
- Gender Discrimination at the Work Place - Wage Gap, Glass Ceiling
- Sexual Harassment Double Burden of Work; Women & Work in Rural Areas  
Redefining work, Measuring Unpaid Work, Gender Segregation of Labour in Unpaid Work,
- Women's Contribution to National Economy
- The Impact of Globalizations on Women Worker in India

#### **Unit– II**

##### **Women in Care Economy**

- Women in the House Hold
- Concept of Work – Women & Work
- Gender & Domestic Work - Introduction to Care Economy Women Case Providers, - Importance of Care Economy
- Gender in Care Economy – Role of Care Economy in National Economic – Terms of Care Economy

#### **Unit – III**

##### **Women in Shadow Employment**

- A. Origins of Shadow Employment
- B. Incidence of Shadow Employment
- C. Recent Development in Shadow Employment
- D. Sustainable Employment
- E. The Public Policy Challenges of Shadow Employment

#### **Unit – IV**

##### **Gender & Labour Markets**

- F. Concept Labour Market Segmentation & Gender
- G. Dual Labour Market Models
- H. Gender Based Discrimination in Labour Market Empirical Study
- I. Discrimination and Exploitation in the Labour Market
- J. Sexual Division of Labour in the Informal Economy
- K. Women in Formal Economy

## Recommended Readings:

- 1) Jose S (2007), Women, paid work and empowerment in India: a review of evidence and issues. New Delhi: Centre for Women's Development Studies.
- 2) Bullock Susan (1994), Women and work, London & New Jersey: Zen Books.
- 3) Integrating Unpaid Work into National Policies, (2003), United Nations.
- 4) Agarwal B (1994), A field of one's own: gender and land rights in South Asia. Cambridge: Cambridge University Press. pp. 572.
- 5) Kabeer Naila (2001), Resources agency, achievement: reflections on the measurement of women's empowerment. In Sevefjord, Brikitta and Berit Olsson (eds.) Discussing women's empowerment: theory and practice, SIDA Studies No. 3.
- 6) Walters V [et al...] (1995), Paid and unpaid work roles of male and female nurses. In Invisible: Issues in Women's occupational health and safety / Invisible: La santé des travailleurs / edited by Messing K, Neis B & Dumais L. Charlottetown, PEI: Gynerg Books.
- 7) Kishwar Madhu and Ruth Vanita (eds.) (1984), In search of answers: Indian women's voices from Manushi. London: Zed Books.
- 8) United Nations Development Programme (1989), Women in development project achievement reports. New York: UNDP.
- 9) Badets, Jane and Linda Howatson-Leo. (1999). "Recent Immigrants in the Workforce." In Canadian Social Trends. Spring: 16-22.
- 10) Baldwin, Bob. (1997). "Gender Implications of Changes to the Canada Pension Plan." Prepared for the House of Commons Standing Committee on Finance. Ottawa: Canadian Labour Congress.
- 11) Hundson, Ken. 1999. No Shortage of "Non-Standard" Jobs. Washington: Economic Policy Institute, Briefing Paper, December 1999.
- 12) Phillips, Shelley, Peter Burton and Lynn Lethbridge. (2001). "In and out of the Labour Market: Long-Term Income Consequences of Child-Related Interruptions to Women's Paid Work." Canadian Journal of Economics.34(2), May.
- 13) Picot, Garnett and Andrew Heisz. (2000). The Performance of the 1990s Canadian Labour Market. Ottawa: Statistics Canada, Analytical Studies Branch, Research Paper Series. Catalogue No. 11F0019MPE No. 148. Pold.
- 14) Riddell, W. Craig and France St-Hilaire. (2009). Adapting Public Policy to a Labour Market in Transition, Montreal: Institute for Research on Public Policy.
- 15) Simpson, Wayne. (1997), "Labour Market Intermittency and Earnings in Canada," "Income and Labour Dynamics Working Paper Series: Statistics Canada Product Number 75F0002M. Catalogue No. 97-12. Ottawa: Statistics Canada. 84.
- 16) Zeytinoglu, IsikUrla, (2000). "Social Justice for Workers in Non-Standard Employment Forms and Contracts." In Globalization and the Canadian Economy: The Implications for Labour Markets, Society and the State, Edited by Richard P. Chaykowski. Kingston, Ontario: Queen's University.
- 17) Second NGO shadow report on CEDAW; iwrai ap.org/pdf/India.

## **Paper-V: 2) Gender & Development**

### **Course Objective:**

- To study the various issues related to gender and development

### **Course Outcome:**

paper deals with concepts in Gender & Development after studying this paper student shall be able to: -

- Explain Discourse of Gender & Development;
- Describe the dimensions of Human Development Index, Gender Development Index and Gender Empowerment Measure;
- Explain the Influence of Feminism on the Development discourse

### **Unit- I**

#### **Basic Concepts associated with Gender & Development**

- Power, Subordination, Empowerment, Discrimination, Entitlement
- Needs and Right, Gender Mainstreaming, Literacy Gender Parity Index (GPI)

### **Unit- II**

- Gender planning, Gender Budgeting, Gender Auditing, GDI and GEM
- Gender Blind Approach, Strategic Gender Needs
- Practical Gender Needs, Gender Analysis, Gender Gap Index, Gender Policy

### **Unit III**

#### **Approaches of Women & Development**

- Women in Development (WID),
- Women and Development (WAD)
- Gender and Development (GAD)
- Women, Environmental Sustainability & Development (WED), DAWN –

### **Unit IV**

#### **Integrated Development**

- Millennium Development Goals
- Gender & Millennium Development Goals
- MDGS and Rural Development

### **Recommended Readings:**

1. Moser, Caroline ON (1993), Gender Planning & Development: Theory, Practice and tanning (London: Routledge)
2. World Bank (2001) Engendering Development though Gender equality in Rights, Resources and Voice World bank.
3. Young Kate (2002), WID, GAD & WAD in Vandana Desai & Robert B. Potter (Eds) the Companion to development Studies, P. 321-325 (London Drnold)
4. Tambe Angha – Development Gender Perspective, Publication – Krantijoti Savitribai Phule Women's Studies Centre. Savitribai Phule Pune University, Pune 2010.

## **SEMESTER-IV**

### **Syllabus for the Semester-IV of M.A. (Women's Studies)**

#### **Course Objective:**

- To study the various tools and method to conduct research
- To study the techniques to conduct research in particular area of study.

#### **Course Outcome: After Studying this paper Student should able to: -**

- Conduct quality research on various topics of feminism

### **Paper I: Women & Environment Conservation**

#### **Course Objectives:**

- This course will focus on the links between feminist activism and environmental activism. It will also try to introduce students to the relationship between women and environment and to make them aware about the history of the gendered constructions of nature/environment. Students will be expected to look into the disproportionate goal of environmental degradation and its impact on women and children especially in the developing/under-developed nations

#### **Course Outcomes:**

- The students will understand the meaning of ecology, relationship between women and environment and Nature.
- The course will provide inputs for understanding the negative impact of ecological/environmental destruction on women and rise of ecofeminists philosophy and activism.
- It discusses need for environmental awareness and challenges faced by ecofeminism.

### **UNIT I**

#### **Introduction Of Eco- Feminism:**

Definition of Eco-feminism - Eco- feminist perspectives - Nature and Feminine

Principle - Difference between Eco-feminism and other types of feminism - Various branches of eco-feminism.

### **UNIT II**

#### **Women In Rural And Urban Environment**

Basic needs in Rural and Urban Environments - Women's Dependency on Eco System  
- Medical plants- Fuel wood - Water Resources - Livestock management - Food Security  
- Social Forestry Impact of Indoor and Outdoor Pollution - Awareness on Drainage and Sanitation Urbanization and increasing density: Solid and Liquid Waste - disposal of waste - Solid waste Management Methods of Recycling of waste and role of women in waste management – Minor Forest Produce care and Management of Natural Resources  
- Depletion of Natural Resources - sustainable development

### **UNIT III**

#### **Women'S Role Towards Environmental Protection**

Collective strength - Joint Forest Management - CHIPKO Movement - Narmada Bacho Aandolan Industrial Aqua Culture - Resistance from Coastal people Negating Women's Knowledge and Enterprise in food and Nutrition Reclaiming Women's Environmental Rights - Neem patent Victory Living Democracy Movement for Reclaiming life's diversity and freedom

### **UNIT IV**

#### **Emerging Environmental Issues And Women Position**

Professional (Govt) Management Systems and Gender - Proportion of Professional Women in biodiversity management. Conservation: Botanical gardens - gene banks - and home gardens Community Biodiversity Conservation. Gender and Agro biodiversity - Role of Women in seed preservation - Community biodiversity projects.

### **UNIT V**

#### **International Environmental Policies and Women**

Eco-feminism in global economy, International Conference on Environment: Focus on Agenda 21 of Rio Conference

#### **References: -**

1. Adams, C. 1993. Eco-feminism and the Sacred. New York: Continuum.
2. P.K.Rao. (2000) "Sustainable Development – Economics and Policy". Blackwell, New Delhi.
3. M.S.Swaminathan. (1998). "Gender Dimensions in Biodiversity Management". Konarkpublisherspvt ltd, New Delhi.
4. Promillakapur (ed). (2000). "Empowering Indian Women". Publication Division, Government of India, New Delhi.
5. RadhaKumar. (1993). "The History of Doing". Kali for Women, New Delhi.
6. Ronnie Vernoo, (Ed). (2006). "Social and gender Analysis Natural Resource Management: Learning studies and lessons from Aisa". Sage, New Delhi.
7. Swarup, Hemlata and Rajput, Pam. (2000). Gender Dimensions of Environmental and Development Debate: The Indian Experience". In Sturat S.Nagel, (ed). "India's Development and Public Policy". Ashgate, Burlington.
8. The Hindu. "Survey on Environment".
9. VandanaShiva and Moser, Ingunn (eds). (1995). "Bio Politics: A Feminist and Ecological Reader on Biotechnology". Zed Books LTD, London
10. Vandana Shiva. "Gender and Technology Journal " Sage.
11. Vandana Shiva. (1988). "Staying Alive". Kali for Women, New Delhi.
12. Vandana Shiva. (2005). Globalization's New Wars: Seed. Water and Lifeforms". Women Unlimited, New Delhi.
13. Venkateshwara, Sandhay. (1995). "Environment, Development and the Gender Gap". Sage Publications, New Delhi.

## **Paper II: Women and Criminal Law in India**

### **Course objective-**

- A woman could become a victim of crime or a target thereof since her inception. Violence against women in all its forms is a human rights violation. In a civil society violence against women is never acceptable, ever excusable and never tolerable. Equality cannot come eventually: it's something to be fought for. This course is, for students to acquaint them with women and criminal law in particular. An in-depth study of the subject will not only help them internalize the significance of law in the related area but also it will provoke the learners, as crusaders, to fight for the right of women in their forthcoming days.

### **Course Outcome-**

- The students will get acquainted with the conceptual and operational parameters, of Women and Criminal Law.

## **UNIT I**

### **Crimes Identified against women Under the Indian Penal Code (IPC)**

- Obscenity and Indecent Representation
- Dowry Death
- Acid Attacks
- Sexual Harassment and Outraging the Modesty of a Women
- Rape and Sexual Assault
- Cruelty
- Honour Killing

## **UNIT II**

### **Legislations for women protection in India**

- Domestic Violence
- Trafficking of Woman
- Prevention of Female Foeticide
- The Protection of Children from Sexual Offences
- Sexual Harassment at Work Place

## **UNIT III**

### **Cyber Crimes against Women**

- Cyber crime
- Procedure for Remedy
- Measures for Online Safety



## **UNIT IV**

### **Role of Commissions and Organisations in India**

- Role of National commission for Women
- Role of NGOs
- Schemes and Legal awareness for women
- International Women's Day

### **SUGGESTED BOOKS:**

1. Law relating to Women - Dr. Sayed Maqsood
2. Law relating to Women - Dr. S.C. Tripathi
3. Women and Law-Prof. Nomita Aggarwal
4. Women and Law- Dr. Manjula Batra
5. Women and Law-GP Reddy
6. Women, Crime and Criminal Justice a Global Enquiry - Rosemary Barberet

### **Suggested Bare Acts:**

Indian Penal Code

Criminal Procedure Code

The Sexual Harassment of Women at Workplace

(Prevention, Prohibition and Redressal) Act, 2013

The Pre-Natal Diagnostic Techniques (PNDT) Act of 1994

The Immoral Traffic (Prevention) Act, 1956 (ITPA)

The Protection of Children from Sexual offences (POSCO) Act, 2012

The Protection of Women from Domestic Violence Act, 2005

The Information Technology Act, 2000

## **Paper III: Role and Contribution of Women in Indian History**

### **Course Objectives:**

- To make students aware of the contributions of women to the Indian history and culture.
- To study the status of women at different periods of Indian history.
- To acquaint students with the various movements and organizations of women.
- To enable the students to understand the importance of women empowerment.

### **Course Outcome: After studying this course, students will be able to: -**

- Understand the evolution of the status of women at different points of time.
- Appreciate the role of great women in Indian History.
- Evaluate the contribution of women organization and movements.

## **UNIT I**

### **Ancient Period Introduction**

Women in Pre-Vedic and Vedic Era- Status of women depicted in Vedic literature, Ancient Women Scholars- Lopamudra, Gargi and Maitreyee, Women in Jainism and Buddhism

## **UNIT II**

### **Medieval Period**

Impact of Islam on Society- Status of Hindu and Muslim women during Delhi Sultanate and Mughal period - Women in Administration. Bhakti Movement and Women Bhakti Saints. Medieval Rulers- Razia Sultan, Rudrama Devi, Medieval Women in Bhakti Movement - Kanhopatra, Atukuri Molla, Muktabai, Mahadevi, Ammaiyar, Andal

## **UNIT III**

### **Modern Period**

Advent of Europeans -Impact on Indian society -Role of women in Socio-Religious reform Movements

- **Women in Freedom Movement -**
  - i. Women in armed rebellions
  - ii. Women in Gandhian Movement
- **Women Organizations and women rights. –**

- i. Women's Indian Association -National council of women
- ii. All India women's Conference- (AIWC)

## **UNIT IV**

### **Post-Modern Era**

Women Movements in Post-Colonial times –Chipko- Narmada Bachao –SEWA- Shahada Movement

### **REFERENCES**

1. Nanda B.R (Ed): Indian Women
2. Saha Giri Raj: Encyclopaedia of Women's Studies
3. Upadhyay H.C: Status of Women in India
4. Dr. Sr. Rosa K.D: Empowerment of women the impact of employment
5. Thomas. P: Indian women through the ages
6. Panda Achyutananda: Situating Indian Women
7. Bipan Chandra et. al.: India after Independence 1947 to 2000
8. Marjorie Agosin (Ed): Women, Gender and Human Rights a Global Perspective
9. Sapru R.K: Women and Development
10. Swami Madhavananda and Majumdar R.C (Eds): Great Women of India
11. Geraldine Forbes: Women in Modern India
12. Geraldine Forbes: Women in Colonial India
13. Jain, Simmi: Encyclopaedia of Indian Women, 4 Vols,
14. Sarkar, Tanika and Sarkar Sumit (ed) : Women and Social Reform in modern India
15. Saltore, B.S.: Social and Administrative History of Vijayanagara

## **Elective Papers (Select any one paper of the following)**

### **Paper-IV: 1) Women's Entrepreneurship**

#### **Course Objective:**

- To study the women role in the nation building

#### **Course Outcome: After Studying this paper Student shall able to: -**

- Analyze the position of women in nation building in India via research.

#### **Unit-I:**

##### **Status of Women in Rural India**

- Class Gender Effect
- Differences in Gender– Regional, Environmental.
- Economic status of rural women, present position and problems Women in Agriculture
- Position of Women in Agricultural Activities.
- Role of women in Agricultural Development-Problems & Prospects.
- Initiative for the development of Rural Women:
- Role of women in Rural Industrialization.

#### **Unit -II**

##### **Livelihood support for women Employment opportunities**

- Various agencies
- Income Generating Programme
- IRDP
- Rural Credit & women's Self-help Groups
- Skill Development and Technology Transfer
- Technologies for Women.

#### **Unit -III**

##### **Women's Access & Rights to land**

- Different succession laws
- Inheritance and Registration & land
- Impacts of rural Institutions
- Women & Watershed Development

## **Unit -IV**

### **Women's Role in Nation- Building**

- Women in Commercial Poultry.
- Rural women and Poverty Alleviation
- Role of Women in Forestry
- Women's Participation in Farm and Home Activities.
- Problems in enterprise set-up and Management
- Promoting entrepreneurship amongst rural women.

### **Recommended Readings:**

- 1) Laxmi Devi: Women's participation in the workforce. Institute of Sustainable Development Lucknow & Anmol Publishers Pvt Ltd, New Delhi. 1998.
- 2) Minakshi: Empowering rural women. Anmol Publication. New Delhi 2006
- 3) V.M Rao: Empowering rural women. Anmol Publishers Pvt Ltd. New Delhi 2004.
- 4) B.N Singh: Rural Development and Women. Vista International Publishing House. 2006.
- 5) K.P. Neeraja: Rural Women. Discovery Publishing House New Delhi 2003
- 6) S. Maria John, R. Jeyabalan and S. Krishnamurthy: Rural Women. Discovery Publishing House New Delhi 2004
- 7) S.P. Sharma: Rural Development and Panchayati Raj. Discovery Publishing House New Delhi 2006

## **Paper IV: 2) Women's Movements in Vidarbha**

### **Course Objective:**

- To study the various movements led in Vidarbha region

### **Course Outcome: After Studying this paper Student shall able to: -**

- Explain & analyze Women's Issues & Varies trends of Women's Moments in Vidarbha

#### **Unit-I**

Vidarbha- Introduction of Geographical, social, cultural

#### **Unit-II**

- Emerging Women's Movement
- Tribal Women's Movement
- Domestic Worker's Movement
- Dalit women's Movement

#### **Unit-III**

Women's & Working on Women's NGOs in Vidarbha (Health, Education, Agricultural, Human Rights)

- NGO's & Women's Movement
- Women's NGO
- NGO & Women

#### **Unit-IV**

- Agricultural crises in Vidarbha
- Farmer Suicide & women's Issues
- Tribal Issues and Naxalite Movement
- Naxalite Movement and Tribal Woman

### **Recommended Readings:**

No Specific Reading this paper depend on Field Work

H.L. Kasare, Vidarbhatil Dalit Chalvalicha Itihas

Shoma Sen, Women's Movement in Vidarbha

Urmila Pawar, Amhi Etahas Adavila

Shrikant Borkar, Vidarbha main Dalit Mahila Andolan Ka Swarup