

Syllabus for M.A Gender Studies Semester I
(Under NEP-2020)

From Academic Session 2025



Centre for Women's Studies and Research University of
Kashmir

Srinagar, 190006

27/11/2025
1st Sem - Syllabus
according to NEP/2020
27/11/2025

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3.	Women and Literature	MGDSCWL125	04	
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6.	Social Status of Women,	MGDSDSS125	02	
7.	Gender and Society in Kashmir: Contemporary Debates	MGDSDGS125	02	

Minimum 2 DCE Course Papers to be selected



Semester I
Gender Studies: Concepts and Contexts

Course Code:

MGDSCGC125

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs. 60

Course Learning Outcomes

CLO 1: Understand key concepts in gender studies and analyse their significance in shaping individual and societal experiences.

CLO 2: Critically examine how gender is constructed and expressed across different historical period.

CLO 3: Evaluate the intersections of gender with other social categories such as race, class, caste, ethnicity and sexuality.

CLO 4: Develop the ability to analyse contemporary social issues through a gender sensitive lens, proposing informed solutions for equity and justice.

CLO-PLO Matrix for the Course MGDSCGC125

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	Average (CLO)
MGDSCGC125.1	3	2	2	2	3	2	2	2	2	2	2.2
MGDSCGC125.2	2	3	3	2	2	2	2	2	3	3	2.5
MGDSCGC125.3	2	3	3	2	2	3	1	2	3	3	2.40
MGDSCGC125.4	3	2	2	2	3	2	2	2	2	3	2.30
Average(PLO)	2.50	2.25	2.50	1.5	2.50	2.00	1.50	1.75	2.50	2.75	2.18



Unit I: Introduction to Basic Concepts

- Understanding: Sex – Gender – Femininity – Masculinity.
- Biological Determinism and Social Constructionism
- Gender Roles - Socialization – Nature v/s Nurture
- Gender Equality and Empowerment

Unit-II Understanding Patriarchy and Oppression

- Understanding “social location” and “the Intersectionality of oppression” Androcentric
- Heteronormativity – sexuality and power–Queertheory.
- Sexual/Gendered division of work — Public-Private dichotomy-
- Understanding Patriarchy (Individual & Institutional) and oppression.

Unit III. Gender and Social Institutions

- Gender and Kinship
- Gender and Family
- Gender and Religion
- Gender and Language

Unit IV: Women Studies

- Definition, need and scope
- Emergence of women studies as an academic discipline
- Role of UGC in establishing Gender/Women’s Studies Centres
- Experiences and Challenges faced by women studies centers.



Readings

- Ahmed, S. (2017). *Living a feminist life*. Duke University Press.
- Butler, J. (2006). *Gender trouble: Feminism and the subversion of identity* (2nd ed.). Routledge.
- Bhasin, K. (2004). Gender Budgeting and women's Empowerment. United Nations Development Fund for Women. UNIFEM
- Bhasin, K. (2006). *Ladki kya hai, Ladka kya hai* (Hindi). Jagori.
- Bhasin, K. (1993). What is patriarchy? Kali for women
- Bhasin, K. (1999). *Understanding Gender* (Rev.ed). Kali for women
- Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19(6), 829–859. <https://doi.org/10.1177/0891243205278639>
- Connell, R. (2011). *Confronting Equality; Gender, Knowledge and Global Change*. Polity Press.
- Connell, R. & Pearse, R. (2015). *Gender in World Perspective* (3rd Edition.) Polity Press.
- Connell, R.W., *Gender and Power: Society, the Person and Sexual Politics*, Polity, Cambridge, 2013.
- Connell, R.W., *Gender*, Polity, Cambridge, 2009
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>
- Enke, A. F. (Ed.). (2012). *Transfeminist perspectives in and beyond transgender and gender studies*. Temple University Press.
- Enke, A. F. (Ed.). (2012). *Transfeminist perspectives in and beyond transgender and gender studies*. Temple University Press.
- Halberstam, J. (2011). *The queer art of failure*. Duke University Press.
- Hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
- Jain, D., & Rajput, P. (Eds). (2003). *Narratives from the Women studies family; recreating knowledge*. Sage Publications India.
- Lugones, M. (2007). Heterosexualism and the colonial/modern gender system. *Hypatia*, 22(1), 186–209.
- Lorber Judith and Farrell Susa A (ed,) *The Social Construction of Gender*, Sage New Delhi, 1991.
- Mohanty, C. T. (2003). *Feminism without borders: Decolonizing theory, practicing solidarity*. Duke University Press.
- Stryker, S. (2017). *Transgender history: The roots of today's revolution* (2nd ed.). Seal Press
- Rajput, Pam (1994). *Women and Globalization; Reflections, options and strategies*. Ashish Publishing.
- Rajput, Pam(ed). & Thakkar, U. Ed. (2023). *Women in state politics in India ; Missing in the corridors of power*. Routledge India.

Semester I
Feminist Movements in Global and Indian Contexts

Course Code:

MGDSCFM125

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs. 60

Course Learning Outcomes

CLO 1: Understanding the historical development and key theories of feminist movements globally and in India.

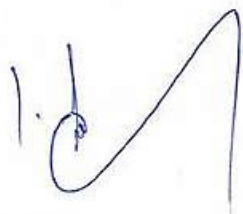
CLO 2: Critically evaluate major feminist theories and their relevance to global and Indian gender issues.

CLO 3: Evaluate the impact of feminist movements on social change, legal reforms and policy frameworks in India and analysing successes and on-going challenges.

CLO 4: Assess how feminist movements address intersectional identities in India and globally.

CLO-PLO Matrix for the Course MGDSCFM125

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	Average (CLO)
MGDSCFM125.1	3	2	2	1	2	2	2	2	2	3	2.10
MGDSCFM125.2	2	3	2	2	2	2	1	1	2	2	1.90
MGDSCFM125.3	2	3	2	2	3	2	2	2	2	3	2.30
MGDSCFM125.4	2	2	3	2	2	2	3	2	2	2	2.20
Average(PLO)	2.25	2.50	2.25	1.75	2.25	2.00	2.00	1.75	2.00	2.50	2.13



Unit 1: Historical Overview of Feminist Movements-I

- Feminist movements as social and intellectual movements: Conceptual frameworks and key characteristics.
- Socio Economic Conditions of Women during the age of Industrial Revolution
- Enlightenment and French Revolution : Mary Wollstonecraft, Olympe De Gouges
- Seneca Falls Convention, 1848; Declaration of Sentiments (Elizabeth Cady Stanton)

Unit II: Historical Overview of Feminist Movements –II

- First Wave
- Second Wave
- Third Wave
- Fourth Wave

Unit III: Women's Movement in Pre-Independent India

- Women and Social reform in Colonial India: Raja Ram Mohan Roy, Swami Dayaanand Saraswati, Jotiba Phule, Fatima Sheikh, Pandita Ramabai and Others.
- Women's role in suffrage movement and campaigns for equal political participation.
- Participation of women in freedom struggle with special reference to Civil Disobedience, Quit India Movement, Salt Satyagraha
- Role of Revolutionary women in Indian National Movement – Sarojni Naidu, Aruna Asaf Ali, Usha Mehta, Hansa Mehta and Kalpana Dutt

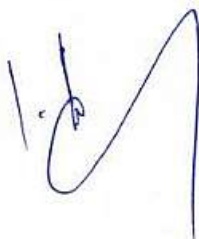
Unit IV: Women's Movement in Post-Independent India

- Campaigns against social evils: Movements against dowry, rape, sati
- Environmental movements- Chipko Movement and Narmada Bachav Andolan.
- Women's Participation and Empowerment – Self Employed Women's Association (SEWA), National Federation of Indian Women (NFIW), All India Democratic Women's Association (AIDWA), Mahila Dakshta Samiti, National Alliance of Women in India (NAWO).
- Dalit Feminist Consciousness.



Readings

- Ahmed, S. (2017). *Living a feminist life*. Duke University Press.
- Bacchetta, P., & Kapadia, K. (Eds.). (2014). *The radical in ambedkar: Critical reflections*. Navayana.
- Desai, M. (2007). *Transnationalism and the politics of belonging: The Indian women's movement*. *Gender & Society*, 21(5), 595–622. <https://doi.org/10.1177/0891243207304971>
- Forbes, G. (1996). *Women in modern India* (Vol 4). Cambridge University Press
- Hooks, B. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
- Kumar, Radha. (1993). *The History of Doing: An Illustrated account of movements for women's rights and feminism in India, 1800-1990*. Zubaan.
- Menon, N. (2004). *Recovering subversion: Feminist politics beyond the law*. Permanent Black.
- Mohanty, C. T. (2003). *Feminism without borders: Decolonizing theory, practicing solidarity*. Duke University Press.
- Narayan, U. (1997). *Dislocating cultures: Identities, traditions, and third-world feminism*. Routledge.
- Roy, K. (2012). *The feminist challenge to the Indian state*. In M. John (Ed.), *Women's studies in India: A reader* (pp. 126–134). Penguin.
- Sen, I., & Dhawan, N. (Eds.). (2012). *The postcolonial politics of development*. Routledge.
- Tharu, S., & Lalita, K. (Eds.). (1993). *Women writing in India: 600 B.C. to the present* (Vols. 1 & 2). Feminist Press.



Semester I
Women and Literature

Course Code:

Credits: 04

Max. Marks: 100

MGDSCWL125

Tutorial (T): 4

Total Contact Hrs. 60

Course Learning Outcomes

CLO 1: Critically analyze how language constructs and reinforces gender identities and Power.

CLO 2: Evaluate women's literary contributions in reshaping historical and cultural narratives

CLO 3: Interpret gender themes in Indian women's literature across genres and time periods.

CLO 4: Apply feminist analytical tools to review and present cultural or literary texts.

CLO-PLO Matrix for the Course MGDSCWL125

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCWL125.1	3	2	2	2	3	1	2	2	1	1	1.90
MGDSCWL125.2	2	2	2	2	2	2	1	2	1	1	1.60
MGDSCWL125.3	2	3	3	2	2	2	2	2	2	2	2.20
MGDSCWL125.4	3	2	2	2	2	2	2	3	2	2	2.20
Average(PLO)	2.50	2.25	2.25	2.00	2.5	1.75	1.75	2.25	1.50	1.50	2.00



Unit I: Language, Gender, and Power

- Understanding linguistic sexism and gendered language bias
- Language as a site of construction of gender identities
- Gendered metaphors, pronouns, and representation in grammar and speech
- Feminist approaches to literary criticism and deconstruction of patriarchal narratives

Unit II: Rewriting Her-story: Women and Literary Histories

- Literary recovery and re-reading: Susie Tharu and K. Lalita's contribution
- Colonial and reformist narratives: Flora Annie Steel and Rudyard Kipling
- Representing gender in Urdu: Nazir Ahmed's *Mirat-ul-Uroos*
- Representing gender in Hindi classics: Premchand's *Nirmala*.

Unit III: Women's Voices in Indian Literature

- Fictional expressions of resistance: Ismat Chughtai, Sashi Deshpande, Banu Mushtaq
- Women's poetry and subjectivity: Sarojini Naidu, Kamala Das, Amrita Pritam,
- Literary activism and reform: Savitribai Phule, Rokeya Sakhawat Hossain
- Womens' voices in Kashmiri Literature, Habba Khatoon, Naseem Shifai.

Unit IV: Critical Review / Content Analysis Project

- Critical review of a feminist novel, poem, or short story
- Content analysis of a film, web series, or documentary with gendered themes
- Analysis of a biographical/autobiographical work by or about a woman writer
- Seminar or presentation on the publication politics of women's writing in India (e.g., Kali for Women, Zubaan)



Readings

- Chughtai, I. (2001). *The quilt and other stories* (T. Mirza, Trans.). Kali for Women.
- Desai, A. (1980). *Clear light of day*. HarperCollins.
- Lalita, K., & Tharu, S. (Eds.). (1993). *Women writing in India: 600 B.C. to the present* (Vols. 1 & 2). Feminist Press.
- Merchant, C. (1980). *The death of nature: Women, ecology, and the scientific revolution*. Harper & Row.
- Naidu, S. (2010). *Selected poems of Sarojini Naidu*. Kessinger Publishing.
- Phule, S. (1988). *Speeches and writings of Savitribai Phule*. Government of Maharashtra.
- Pritam, A. (2009). *The scarlet letter and other stories* (R. Sahni, Trans.). Kali for Women.
- Roy, A. (1997). *The God of small things*. IndiaInk.
- Sakhawat Hossain, R. (2005). *Sultana's dream and Padmarag*. Penguin Books.
- Shifai, N. (2013). *Poetry of Kashmir: The sacred voices* (A. Bhat, Trans.). Gulshan Books.
- Spender, D. (1986). *Man made language*. Routledge.
- Tharu, S., & Lalita, K. (1991). *Women writing in India: 600 B.C. to the present*. Zubaan Books.
- Woolf, V. (1929). *A room of one's own*. Hogarth Press.

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Semester I
Gender and Development: Approaches and Strategies

Course Code:

MGDSCGD125

Credits: 04

Tutorial (T): 4

Max. Marks: 100

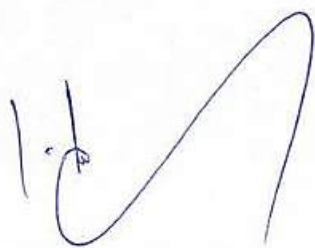
Total Contact Hrs. 60

Course Learning Outcomes

- CLO 1:** Explain foundational concepts of gender and development including Women in development, women and development, gender and development framework and their evolution.
- CLO 2:** Identify structural barriers that influence equitable access to resources, opportunities and rights in development contexts.
- CLO 3:** Assess the role of international institutions and national policies in promoting or hindering gender equality in development initiatives.
- CLO 4:** Advocate for gender equality and women's empowerment through awareness building activities or sensitization campaigns and evaluate the gender responsiveness of national /state programs.

CLO-PLO Matrix for the Course MGDSCGD125

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCGD125.1	3	2	2	2	3	2	2	2	2	3	2.30
MGDSCGD125.2	2	3	2	2	3	2	2	1	2	3	2.20
MGDSCGD125.3	2	3	2	2	2	2	2	2	2	2	2.10
MGDSCGD125.4	2	2	2	2	3	2	2	2	2	3	2.20
Average(PLO)	2.25	2.50	2.00	1.5	2.75	2.00	2.00	1.75	2.00	2.75	2.20



Unit-I Introduction

- Difference between Growth and Development
- Is Gender a Development Issue?
- Human Centric Development HDI, GDI, GII, MDPI
- Sustainable Development Goals, Environmental Performance Index, Global Green Economy Index

Unit II: Approaches to Women Development

- Women in Development
- Women and Development
- Gender and Development
- Women led development- Critiques of Development

Unit III: Gender and Development (National Initiatives).

- National Policy for Women (NPEW) 2001
- National Mission for Empowerment of Women (NMEW) 2010
- Role of women in Viksit Bharat and NITI Ayog
- Women and Child Development Initiatives (Beti Bachao, Beti Padhao 2015, Mission Shakti 2021, Mahila E-Haat, Poshan Abhiyan, 2018).

Unit-IV: Gender Development: State Policies and Programs

- National Commission for Women,
- Government Programs for gender empowerment in Kashmir (SSA, Swyamsidha Women Empowerment Programme (SWEP),
- Role of One Stop Centres in J&K (UT).
- Role of different NGOs in Gender Development in Kashmir – Help Foundation- Madri Meherban Women and Child Welfare Institute- Kashmir Women's Collective.

Readings

- Benería, L., Berik, G., & Floro, M. S. (2015). *Gender, development and globalization: Economics as if all people mattered* (2nd ed.). Routledge.
- Chant, S., & Sweetman, C. (2012). Fixing women or fixing the world? „Smart economics“, efficiency approaches, and gender equality in development. *Gender & Development*, 20(3), 517–529. <https://doi.org/10.1080/13552074.2012.731812>
- Cornwall, A., & Rivas, A. (2015). From „gender equality and women“s empowerment“ to global justice: Reclaiming a transformative agenda for gender and development. *Third World Quarterly*, 36(2), 396–415. <https://doi.org/10.1080/01436597.2015.1013341>
- Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change*, 30(3), 435–464. <https://doi.org/10.1111/1467-7660.00125>
- Moser, C. O. N. (1993). *Gender planning and development: Theory, practice and training*. Routledge.
- Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge University Press.
- Razavi, S., & Miller, C. (1995). From WID to GAD: Conceptual shifts in the women and development discourse. *UNRISD Occasional Paper 1*.
- Sen, A. (1999). *Development as freedom*. New York, NY: Alfred A.

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Semester I
Gender, Culture and Media

Course Code:

MGDSDGC125

Credits: 02

Tutorial (T): 2

Max. Marks: 50

Total Contact Hrs. 30

Course Learning Outcomes

CLO 1: Critically evaluate how gender along with intersecting identities is constructed, represent and reinforced in various media forms.

CLO 2: Cultivate media literacy skills to critically analyze and interpret media texts, recognizing the influence of digital technologies and new media on gender and cultural narratives and their implication for social change inclusivity.

CLO-PLO Matrix for the Course MGDSDGC125

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	Average (CLO)
MGDSDGC125.1	3	2	2	1	3	2	2	1	2	2	2.00
MGDSDGC125.2	2	2	2	2	3	2	1	1	2	3	2.00
Average(PLO)	2.5	2.00	2.00	1.5	3	2.00	1.50	1.00	2.0	2.5	3



Unit I: Culture and Gender

- Theorizing Culture, Understanding Culture as an Integrated Concept.
- Role of Culture in Engendering Societies and Communities, Caste, Class and Race.
- CEDAW and Culture: Connecting the Dots.
- Culture as an Instrument of Women Empowerment: Women Performing Arts and Crafts.

Unit II: Women and Media

- Meaning and Scope of Media- Types of Media, Mass Media (Commercial) & Alternate Media (Non-Commercial), Print Media, Broadcast Media, Social Media.
- Portrayal of Gender in Print Media and AV Media.
- Women and Radio Programming.
- Gender and Social-Media: Pros and Cons.

Readings

- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Ghosh, R., & Chakravarti, U. (2015). *Indian feminisms: Law, patriarchies and violence in India*. Zubaan.
- Hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
- McRobbie, A. (2009). *The aftermath of feminism: Gender, culture and social change*. SAGE Publications.
- Munshi, S. (Ed.). (2001). *Images of the "modern woman" in Asia: Global media, local meanings*. Curzon Press.
- Nair, J. (1996). *Women and law in colonial India: A social history*. Kali for Women.
- Rajan, R. S. (1993).
- Thapan, M. (Ed.). (1997). *Embodiment: Essays on gender and identity*. Oxford University Press.

Semester I
Social Status of Women

Course Code:

MGDSDSS125

Credits: 02

Tutorial (T): 2

Max. Marks: 50

Total Contact Hrs. 30

Course Learning Outcomes

CLO 1: Analyse the historical evolution and current dynamics of women's social status in India and globally, exploring intersections of gender with caste, class, religion and region.

CLO 2: Critically evaluate the role of social institutions and patriarchal structures in perpetuating gender disparities, fostering an understanding of systematic inequalities.

CLO-PLO Matrix for the Course MGDSDSS125

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	Average (CLO)
MGDSDSS125.1	3	2	2	2	3	1	2	2	2	2	2.10
MGDSDSS125.2	2	2	1	2	3	2	2	1	2	2	1.90
Average(PLO)	2.5	2.00	1.5	2.00	4.5	1.5	2.00	1.5	2.00	2.00	2.13



Unit I: Historical and Cultural Foundations of Women's Status

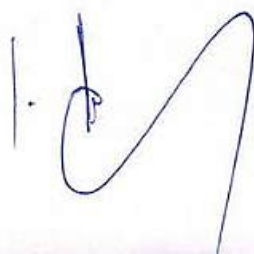
- Position of women in ancient Indian society: social, economic, and political dimensions.
- Influence of religion, tradition and cultural practices on gender roles.
- Women's status and participation during the colonial period.
- Social and religious reform movements: impact on women's rights, education, and empowerment.

Unit II: Status of Women in pre- colonial/ colonial and post-colonial era

- Vedic and post-Vedic periods: roles, rights, and restrictions
- Colonial constructions of Indian womanhood
- Constitutional guarantees and legal reforms (Hindu Code Bill, etc.)
- Education, employment, and economic participation

Readings

- Connell, R. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19(6), 829–859. <https://doi.org/10.1177/0891243205278639>
- Hooks, B. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
- Lorber, J. (2012). *Gender inequality: Feminist theories and politics* (5th ed.). Oxford University Press.
- Nussbaum, M. C. (2003). Women's education: A global challenge. *Signs: Journal of Women in Culture and Society*, 29(2), 325–355. <https://doi.org/10.1086/378579>
- Okin, S. M. (1989). *Justice, gender, and the family*. Basic Books.
- Ridgeway, C. L. (2011). Framed before we know it: How gender shapes social relations. *Gender & Society*, 23(2), 145–160. <https://doi.org/10.1177/0891243208330313>
- Sen, A. (1999). Women's agency and social change. *Development and Change*, 30(3), 507–521. <https://doi.org/10.1111/1467-7660.00134>
- United Nations Development Programme. (2020). *Human development report 2020: The next frontier—Human development and the Anthropocene*. <http://hdr.undp.org/en/2020-report>
- Walby, S. (1990). *Theorizing patriarchy*. Basil Blackwell.
- World Economic Forum. (2023). *Global gender gap report 2023*. <https://www.weforum.org/reports/global-gender-gap-report-2023/>



Semester I
Gender and Society in Kashmir: Contemporary Debates

Course Code:

MGDSDGS125

Credits: 02

Tutorial (T): 2

Max. Marks: 50

Total Contact Hrs. 30

Course Learning Outcomes

CLO 1: To promote an understanding of and conceptualizing women's query within the context of Jammu and Kashmir.

CLO 2: To expose students to the current issues of women of Kashmir aspect.

CLO-PLO Matrix for the Course MGDSDGS125

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO 8	PLO9	PLO 10	Average (CLO)
MGDSDGS125.1	3	2	2	2	3	1	2	2	2	2	2.10
MGDSDGS125.2	2	2	1	2	3	2	2	1	2	2	1.90
Average(PLO)	2.5	1	2	1	1	0.5	1	2	1	1	3.05



Unit 1: Historical Context

- Portrayal of Women in Kalhanas Rajtarangni.
- Prominent Women Rulers in Kashmir: Profiling Queens, Dida and Kota.
- Life and Times of Lal Ded and Habba Khatoon.
- Sociocultural roles of women in pre-modern Kashmir: Status and contributions.

Unit 2: Contemporary Debates

- Domestic Violence
- Unpaid Work and Care Economy
- Mental Health
- Late Marriages and Declining Sex ratio.

Readings

- Butalia, Urvashi (ed.), (2001) "Speaking Peace; Women's Voices from Kashmir", Kali for Women, New Delhi 2001 .
- Kazi, Seema, (2010) "Between Democracy and Nation, Gender, Militarization and the Modern Nation State", Rooklyn, NY: South End Press.
- Khan, Nyla Ali, (2010) "Islam, Women and Violence in Kashmir; Between India and Pakistan", Palgrave Macmillan US.
- Rajtarangni Bazaz Prem Nath, (1959) "Daughters of Vitasta; A history of Kashmiri Women from times early times to the present day", Pamposh Publications.

**Syllabus for M.A Gender Studies
Semester II (Under NEP-2020)**

From Academic Session 2025



27/11/2025
Rud Sem
according to
NEP/2020
27/11/2025

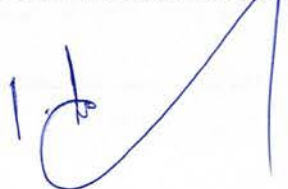
Centre for Women's Studies and Research University of Kashmir

Srinagar, 190006

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1.	Feminist Theories	MGDSCFT225 CR	04	
2.	Basics of Social Research	MGDSCSR225 CR	04	
3.	Women and Human Resource Management	MGDSCHR225 CR	04	
4.	Gender and Health	MGDSCGH225 CR	04	
5.	Gendering History of India	MGDSDGI225 DCE	02	
6.	Women's Livelihood Issues: Emerging Debates	MGDSDWL225 DCE	02	
7.	Women and Disability	MGDSDWD225 DCE	02	

Minimum 2 DCE Course Papers to be selected




Semester II
Feminist Theories

Course Code:

MGDSCFT225

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs.60

Course Learning Outcomes

CLO1: Critically analyze the historical development and key tenets of Liberal Feminism, including its focus on equal opportunities and the critique of its limitations.

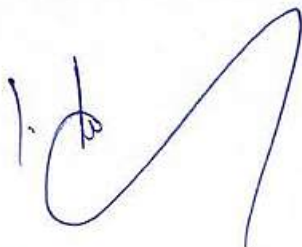
CLO2: Evaluate the contributions and critiques of Marxist and Socialist feminist frameworks, including their analysis of the family, private property, sexual division of labor, and the relationship between patriarchy and capitalism.

CLO3: Demonstrate a comprehensive understanding of Radical Feminism, with a focus on the politics of reproduction, gender identity, and sexual oppression, and engage with internal critiques of the approach.

CLO4: Engage with diverse feminist traditions such as Psychoanalytical, Transnational, Postmodern, and Dalit Feminism, identifying their theoretical foundations and contemporary relevance.

CLO-PLO Matrix for the Course MGDSCFT225

UNIT – WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCFT225.1	3	2	2	2	3	2	2	2	2	2	2.2
MGDSCFT225.2	3	2	3	2	3	3	2	2	3	3	2.6
MGDSCFT225.3	3	2	3	2	3	3	2	2	2	3	2.5
MGDSCFT225.4	3	2	2	3	3	3	3	3	3	2	2.7
Average (PLO)	3.0	2.0	2.5	2.25	3.0	2.75	2.25	2.25	2.5	2.5	2.50



Unit 1: Liberal Feminism

- Historical Development of Liberal Feminist Thought.
- Issues of Equal Opportunity
- Structural and Cultural Impediments
- Critique of Liberal Feminism

Unit 2: Marxist and Socialist Feminism

- Origin of Family, Private Property and State, Sexual Division of Labour
- Contemporary Marxist Feminism and Critique of Marxist Feminism
- Dual Systems Theory: Patriarchy and Capitalism, Criticism
- Towards Unified-Systems Theory: Gender Division of Labour and alienation, Criticism

Unit 3: Radical Feminism

- Biological Sex and Patriarchal Gender
- Politics of Reproduction and Motherhood
- Sexual Politics & Roots of Oppression
- Critique of Radical Feminism

Unit-4: Feminist Thoughts

- Psychoanalytical Feminism:
- Transnational Feminism/ Cultural Feminism
- Post Modern Feminist Thought
- Dalit Feminist Consciousness

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Readings

- Arora-Jonsson, S., et al. (Eds.). (2024). *Just transitions: Gender and power in India's climate politics*. Routledge.
- Arya, S., & Rathore, A. (Eds.). (2020). *Dalit feminist theory: A reader*. Routledge India.
- Bhattacharya, T. (Ed.). (2017). *Social reproduction theory: Remapping class, recentring oppression*. Pluto Press.
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Chodorow, N. (1978). *The reproduction of mothering: Psychoanalysis and the sociology of gender*. University of California Press.
- Dixit, N. (2024). *The many lives of Syeda X: The story of an unknown Indian*. Context.
- Dworkin, A. (1981). *Pornography: Men possessing women*. Putnam.
- Echols, A. (1989). *Daring to be bad: Radical feminism in America, 1967–1975*. University of Minnesota Press.
- Eisenstein, Z. R. (1981). *The radical future of liberal feminism*. Longman.
- Engels, F. (1972). *The origin of the family, private property and the state* (E. Untermann, Trans.). Penguin Classics. (Original work published 1884)
- Federici, S. (2004). *Caliban and the witch: Women, the body and primitive accumulation*. Autonomedia.
- Firestone, S. (1970). *The dialectic of sex: The case for feminist revolution*. William Morrow.
- Freedman, E. B. (2002). *No turning back: The history of feminism and the future of women*. Ballantine Books.
- Grewal, I., & Kaplan, C. (Eds.). (1994). *Scattered hegemonies: Postmodernity and transnational feminist practices*. University of Minnesota Press.
- Gupta, H. (2024). *Experimental times: Startup capitalism and feminist futures in India*. University of California Press.
- Haraway, D. (1991). *Simians, cyborgs, and women: The reinvention of nature*. Routledge.
- Hartmann, H. (1979). The unhappy marriage of Marxism and feminism: Towards a more progressive union. *Capital & Class*, 3(2), 1–33. <https://doi.org/10.1177/030981687900800102>
- Loomba, A. (2024). *Revolutionary desires: Women, communism and feminism in India*. Routledge India.
- MacKinnon, C. A. (1989). *Toward a feminist theory of the state*. Harvard University Press.
- Menon, N. (2024). *Secularism as misdirection: Critical thought from the Global South*. Permanent Black.
- Mill, J. S. (1869). *The subjection of women*. Longmans, Green, Reader, and Dyer.
- Paik, S. (2024). *The vulgarity of caste: Dalits, sexuality and humanity in modern India*. Stanford University Press.
- Roy, S. (2022). *Changing the subject: Feminist and queer politics in neoliberal India*. Duke University Press.
- Vaishali, K. (2023). *Homeless: Growing up lesbian and dyslexic in India*. Westland.
- Vindhya. (Ed.). (2025). *Feminist psychologies: Identities, relations, and well-being in India*. Routledge India.
- Zubaan Books. (Eds.). (2023). *Feminist frames: Gender, space and violence in India*. Zubaan.

Semester II

Basics of Social Research

Course Code:

MGDSCSR225

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs.60

Course Learning Outcomes

CLO1: Explain the foundations of social research by understanding its meaning, types, conceptual bases, and the application of the scientific method along with ethical considerations.

CLO 2: Design and conduct research studies by identifying research problems, formulating hypotheses, and applying appropriate research designs, sampling methods, and data collection techniques.

CLO 3: Process and analyze research data through coding, editing, tabulation, and applying statistical tools such as measures of central tendency, dispersion, and levels of measurement.

CLO 4: Interpret and present research findings effectively in the form of structured reports, demonstrating critical awareness of objectivity, validity, and reliability in social research.

CLO-PLO Matrix for the Course MGDSCSR225

UNIT –WISE CLOs	PL O1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	Average (CLO)
MGDSCSR225.1	3	2	2	1	2	1	1	1	3	2	1.8
MGDSCSR225.2	2	3	3	1	2	1	2	1	3	3	2.1
MGDSCSR225.3	3	3	3	2	2	2	2	2	3	2	2.4
MGDSCSR225.4	2	3	3	3	2	2	2	2	3	2	2.4
Average (PLO)	2.5	2.75	2.75	1.75	2.0	1.5	1.75	1.5	3.0	2.25	2.175



Unit I Basics of Social Research

- Meaning, Pure and Applied Research
- Scientific Method: Definition, Objectives, Application to Social Sciences, Issues of Subjectivity-Objectivity
- Conceptual Foundations: Concepts and Constructs, Fact and Theory; Hypothesis: Features, Types, Induction & Deduction
- Ethics in Research

Unit II Process of Research

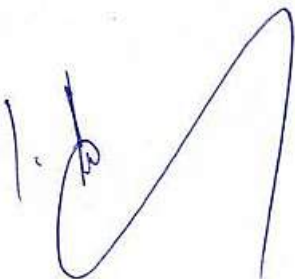
- Steps of Research
- Formulation of Research Problem
- Data: Meaning and Types
- Data Collection: Observation, Interview, Questionnaire and their types

Unit III: Research Design

- Definition & Types (Exploratory, Descriptive, Experimental, Explanatory)
- Steps in Research Design
- Issues in Experimental Research Design
- Sampling: Probability & Non-Probability, their types

Unit IV Data Processing

- Variables – Discrete and Continuous; Independent and Dependent
- Levels of Measurement-Nominal, Ordinal and Interval
- Central Tendency-Mean, Median and Mode
- Range, Variance and Standard Deviation, Data Editing, Coding, Tabulation and Report Writing



Readings

- Babbie, E. R. (2020). *The practice of social research* (15th ed.). Cengage Learning.
- Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices* (2nd ed.). University of South Florida Scholar Commons.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*. McGraw-Hill.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). Sage.
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- Outhwaite, W., & Turner, S. P. (Eds.). (2007). *The SAGE handbook of social science methodology*. Sage.
- Payne, G., & Payne, J. (2004). *Key concepts in social research*. Sage.
- Punch, K. F. (2014). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). Sage.
- Sarantakos, S. (2013). *Social research* (4th ed.). Palgrave Macmillan.
- Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.
- Walliman, N. (2017). *Social research methods: The essentials* (2nd ed.). Sage.
- Young, P. V. (1960). *Scientific social surveys and research*. Prentice Hall.
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research methods* (9th ed.). Cengage Learning.



Semester II

Women and Human Resource Management:

Course Code:

MGDSCHR225

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs.60

Course Learning Outcomes (CLOs)

CLO1: Understand the Foundations and Evolving Context of Human Resource Management

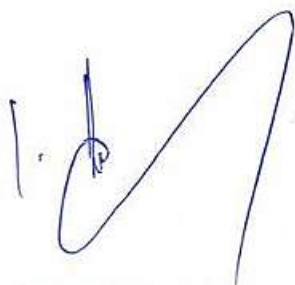
CLO2: Develop Skills in HR Planning, Recruitment, and Talent Acquisition

CLO3: Analyze and Apply Performance Management and Assessment Tools

CLO4: Apply Theoretical Knowledge through Field-Based Learning

CLO-PLO Matrix for the Course MGDSCHR225

UNIT – WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCHR225.1	3	1	1	1	2	1	2	1	1	1	1.40
MGDSCHR225.2	2	3	3	2	2	1	2	2	2	2	2.10
MGDSCHR225.3	2	3	3	2	3	2	2	2	2	3	2.40
MGDSCHR225.4	2	3	3	3	3	2	3	3	3	3	2.70
Average (PLO)	2.25	2.50	2.50	2.00	2.50	1.50	2.25	2.00	2.00	2.25	2.15



Unit – I: Human Resource Management: Context, Concept and Boundaries

- The Changing Social Context and Emerging Issues.
- The Concept and Functions of Human Resource Management
- Structuring Human Resource Management
- Special Focus on Women

Unit – II: Getting Human Resources

- Job Analysis and Job Design
- Human Resource Planning
- Attracting the Talent: Recruitment – Selection – Outsourcing.
- Human Resources and Women

Unit – III: Field Work in Human Resource Management

- Internship
- A field study report

This Unit III shall be of 2 credits wherein the students will be evaluated on the basis of attendance and study report.



Readings

- Armstrong, M. (2019). *Armstrong's handbook of human resource management practice* (15th ed.). Kogan Page.
- Armstrong, Michael. *Armstrong's Handbook of Human Resource Management Practice* (15th Edition). Kogan Page.
- BiswajeetPattanayak :Human Resource Management, (Prentice Hall of India)
- Budhwar, P. S., & Debrah, Y. A. (Eds.). (2001). *Human resource management in developing countries*. Routledge.
- Budhwar, Pawan S., and Debrah, Yaw A. (Eds.) *Human Resource Management in Developing Countries*. Routledge.
- David A. Decenzo and Stephen P. Robbins: Personnel / Human Resource Management
- DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of human resource management* (14th ed.). Wiley.
- Decenzo, David A., Robbins, Stephen P., and Verhulst, Susan L. *Fundamentals of Human Resource Management* (14th Edition). Wiley.
- Dessler, G. (2017). *Human resource management* (15th ed.). Pearson Education.
- Dessler, Gary. *Human Resource Management* (15th Edition). Pearson Education.
- Gary Dessler: Human Resource Management, Prentice Hall India Pvt. Ltd.
- International Labour Organization (ILO). (n.d.). *Gender and work reports*. <https://www.ilo.org>
(Include actual publication year and title if referring to specific reports.)
- Kochan, T. A., & Dyer, L. (1993). *Human resources and the changing social context*. ILR Press, Cornell University.
- Kochan, Thomas A., and Dyer, Lee. *Human Resources and the Changing Social Context*. Cornell University ILR Press.
- MN RudraBasava Raj, Dynamic Personnel Administration, Himalaya Publishing House
- Monappa, A., & Saiyadain, M. S. (2001). *Personnel management* (2nd ed.). Tata McGraw-Hill.

Semester II
Gender and Health

Course Code:
Credits: 04
Max. Marks: 100

MGDSCGH225
Tutorial (T): 4
Total Contact Hrs.60

Course Learning Outcomes

CLO1: Critically analyze the concept of health as a gendered experience by examining the intersections of class, caste, race, and sexuality, and differentiate between biological and sociocultural constructions of gender within medical discourse.

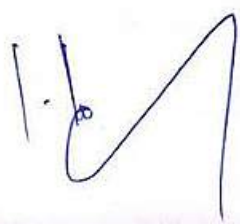
CLO2: Interpret key national and international data sources (e.g., NFHS, ICRW) to evaluate the status of women's health in India and appraise the impact of policies, programmes, and socio-economic factors on women's morbidity and mortality.

CLO3: Demonstrate an in-depth understanding of women's mental health issues, including psychosomatic conditions and disorders across life stages, and assess their sociocultural implications and treatment approaches.

CLO4: To provide students with exposure to professional counselling practices in the domain of health and bridge classroom learning with real world practices of care and support.

CLO-PLO Matrix for the Course MGDSCGH225

UNIT – WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCGH225.1	3	2	3	2	3	2	2	2	3	2	2.4
MGDSCGH225.2	3	2	3	2	3	3	2	1	2	2	2.3
MGDSCGH225.3	3	3	3	3	2	2	2	2	3	3	2.6
MGDSCGH225.4	3	3	3	3	3	3	3	3	2	3	2.9
Average (PLO)	3.0	2.5	3.0	2.25	3.0	2.5	2.25	2.0	2.5	2.5	2.55



Unit 1: Conceptualizing Gender and Health

- Gender as a social determinant of health
- Intersectionality: Class, caste, race, and sexuality in health
- Biological vs. sociocultural constructions of gender in medical sciences.
- The Gendered Body: Medicalization, Reproductive Health and Intimate Partner Violence.

UNIT II: Status and Statistics of Women's Health in J s& K

- Status and Statistics of women's health in India,
- NFHS, ICRW Reports, sex ratio, mortality, morbidity, Linkages between women's health and family welfare
- National health and population policies and programmes in India
- Issues of menstruation, ailments related to pregnancy, work related health problems of women, men's partition in health concerns of women.

Unit III: Mental Health and Women

- Mental Illness among women, principles of mental health
- Psychosomatic indicators, menopause and pre-menstrual syndrome
- Issues of old age, Alzheimer and depression,
- Anxiety disorders, major anxiety disorders, phobia, eating disorders, causes, symptoms and treatment, madness and women

Unit IV: Field Work Practicum

- Observation of counselling processes related to reproductive health, mental health, marital conflict and intimate partner violence in nearby counseling centres/health clinics
- Reflective field notes and report writing connecting field experiences to theoretical frameworks discussed in the class.

Readings:

- Baru, R. V., Acharya, A., Acharya, S., Kumar, A. K. S., & Nagaraj, K. (2010). Inequities in access to health services in India: Caste, class and region. *Economic and Political Weekly*, 45(38), 49–58.
- Chandra, P. S., & Herrman, H. (2007). Mental health and human rights: Vision, praxis, and courage. *Indian Journal of Medical Research*, 126(4), 365–368.
- Courtenay, W. H. (2000). Constructions of masculinity and their influence on men's well-being. *Social Science & Medicine*, 50(10), 1385–1401. [https://doi.org/10.1016/S0277-9536\(99\)00390-1](https://doi.org/10.1016/S0277-9536(99)00390-1)
- Doyal, L. (2001). Sex, gender, and health: The need for a new approach. *BMJ*, 323(7320), 1061–1063. <https://doi.org/10.1136/bmj.323.7320.1061>
- Glezerman, M. (2016). Gender medicine: The groundbreaking new science of gender and sex related diagnosis and treatment. Overlook Press.
- George, A. (2008). 'By papers and pens, you can only do so much': Views about accountability and human resource management from Indian government health administrators and workers. *International Journal of Health Planning and Management*, 23(3), 205–218. <https://doi.org/10.1002/hpm.931>
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- Niaz, U. (2006). Women's mental health in Pakistan. *World Psychiatry*, 5(1), 60–62.
- Patel, V., & Kleinman, A. (2003). Poverty and common mental disorders in developing countries. *Bulletin of the World Health Organization*, 81, 609–615.
- Petchesky, R. P. (2003). *Global prescriptions: Gendering health and human rights*. Zed Books.
- Sen, G., Östlin, P., & George, A. (2007). *Unequal, unfair, ineffective and inefficient: Gender inequity in health*. World Health Organization.
- United Nations. (2015). *Sustainable Development Goals*. <https://sdgs.un.org/goals>

Semester II
Gendering History of India

Course Code:
Credits: 02
Max. Marks: 50

MGDSDGI225
Tutorial (T): 02
Total Contact Hrs.30

Course Learning Outcomes

CLO1: Understand feminist historiography and its global and Indian developments.

CLO2: Analyze the challenges in recovering women's voices from traditional sources

CLO-PLO Matrix for the Course MGDSDGI225

UNIT –WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSDGI225.1	3	1	1	2	2	1	2	1	2	1	1.6
MGDSDGI225.2	2	2	2	2	3	2	2	2	3	2	2.2
Average (PLO)	2.5	1.5	1.5	2	2.5	1.5	2	1.5	2.5	1.5	1.9



Unit I: Feminist Historiography and the Challenge of Writing Women's History

- Global emergence of feminist historiography
- Joan Scott: Gender as a category of historical analysis
- Gerda Lerner and the recovery of women's pasts
- Challenges of archival silences, orality, and feminist critiques of objectivity

Unit II: Gendering Ancient Indian History

- Women in Vedic and early Buddhist literature
- Gender and caste: Labor, purity, and patriarchy
- Goddesses and their discontents: Religious symbolism vs. social realities
- Reading epics and oral traditions through a feminist lens



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Readings:

- Alavi, Seema, ed. *Islam and Healing: Loss and Recovery of an Indo-Muslim Medical Tradition, 1600–1900*. New Delhi: Permanent Black, 2008. (Selected chapters)
- Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. New York: Oxford University Press, 2003.
- Chakravarti, Uma. *Gendering Caste through a Feminist Lens*. Calcutta: Stree, 2003.
- Chatterjee, Partha. "The Nationalist Resolution of the Women's Question." In *Recasting Women: Essays in Colonial History*, edited by Kumkum Sangari and Sudesh Vaid, 233–253. New Delhi: Kali for Women, 1989.
- Lal, Ruby. *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge University Press, 2005.
- Lerner, Gerda. *The Majority Finds Its Past: Placing Women in History*. New York: Oxford University Press, 1979.
- Mani, Lata. *Contentious Traditions: The Debate on Sati in Colonial India*. Berkeley: University of California Press, 1998.
- Pande, Rekha. *Divine Sounds from the Heart: Singing Unfettered in their Own Voices – Bhakti Movement and its Women Saints (12th–17th Century)*. Newcastle: Cambridge Scholars Publishing, 2010.
- Roy, Kumkum. *The Power of Gender and the Gender of Power: Explorations in Early Indian History*. New Delhi: Oxford University Press, 2010..
- Sarkar, Tanika. *Hindu Wife, Hindu Nation: Community, Religion, and Cultural Nationalism*. Bloomington: Indiana University Press, 2001.
- Scott, Joan Wallach. "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91, no. 5 (1986): 1053–1075. <https://doi.org/10.2307/1864376>.
- Sinha, Mrinalini. *Colonial Masculinity: The "Manly Englishman" and the "Effeminate Bengali" in the Late Nineteenth Century*. Manchester: Manchester University Press, 1995.
- Smith, Bonnie G. *The Gender of History: Men, Women, and Historical Practice*. Cambridge, MA: Harvard University Press, 1998.
- Thapar, Romila. *Sakuntala: Texts, Readings, Histories*. New Delhi: Kali for Women, 1999.
- *Women Writing in India: 600 B.C. to the Present*, edited by Susie Tharu and K. Lalita. Vol. 1. New Delhi: Oxford University Press, 1991.

Semester II
Women's Livelihood Issues: Emerging Debates

Course Code:

MGDSDWL225

Credits: 02

Tutorial (T): 02

Max. Marks: 50

Total Contact Hrs.30

Course Learning Outcomes

CLO1: Understand the concept of livelihood from a gendered and intersectional perspective.

CLO2: Examine the socio-economic, cultural, and political factors influencing women's access to and control over livelihood resources in India.

CLO-PLO Matrix for the Course MGDSDWL225

UNIT –WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSDWL225.1	3	1	1	1	2	2	1	1	2	1	1.5
MGDSDWL225.2	3	2	2	1	3	2	2	1	2	2	2.0
Average (PLO)	3.0	1.5	1.5	1.0	2.5	2.0	1.5	1.0	2.0	1.5	1.75

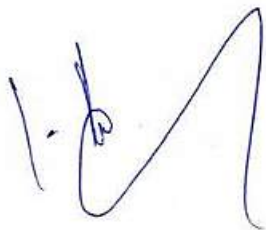


Unit I: Conceptual Framework and Livelihood in India

- Understanding livelihood: Definitions and gendered interpretations
- The sustainable livelihoods approach (SLA) and its relevance to women
- Intersectionality: Caste, class, gender, and region in shaping livelihood opportunities
- Agricultural livelihoods and women: Feminization of agriculture, Urban informal sector: Domestic work, street vending, home-based work

Unit II: Structural Barriers and Policy Challenges

- Impact of land rights, inheritance laws, and access to credit
- Social norms, care economy, and time poverty
- Gender implications of government schemes: MGNREGA, NRLM, PMMY
- Role of NGOs, CSOs, and development organizations



Readings

- Agarwala, R. (2008). Reshaping the social contract: Emerging relations between the state and informal labor in India. *Theory and Society*, 37(4), 375–408. <https://doi.org/10.1007/s11186-007-9059-4>
- Benería, L., Berik, G., & Floro, M. (2015). *Gender, development and globalization: Economics as if all people mattered* (2nd ed.). Routledge.
- Chopra, D. (2015). Balancing paid work and unpaid care work to achieve women's economic empowerment. *IDS Policy Briefing*, 83. Institute of Development Studies. <https://doi.org/10.19088/1968-2015.141>
- Deshpande, A. (2020). *The COVID-19 pandemic and lockdown: First effects on gender gaps in employment and domestic work in India*. Ashoka University.
- Ghosh, J. (2009). Informalization and women's workforce participation: A consideration of recent trends in Asia. *UNDP Human Development Report Office, Occasional Paper*. https://hdr.undp.org/system/files/documents//ghosh_jayati.pdf
- Government of India. (2020). *Annual Report 2019–20: Ministry of Women and Child Development*. <https://wcd.nic.in>
- ILO (International Labour Organization). (2018). *Care work and care jobs for the future of decent work*. https://www.ilo.org/global/publications/books/WCMS_633135/lang--en/index.htm
- Jain, D., & Banerjee, N. (Eds.). (2011). *Women, work and poverty: Women's work and the global economy*. Orient Blackswan.
- John, M. E. (2020). The pandemic, labour and women. *Indian Journal of Labour Economics*, 63, 879–884. <https://doi.org/10.1007/s41027-020-00256-y>
- Kapadia, K. (2002). *The violence of development: The politics of identity, gender and social inequalities in India*. Zubaan.
- Mazumdar, I., & Neetha, N. (2011). Gender dimensions: Employment trends in India, 1993–94 to 2009–10. *Economic and Political Weekly*, 46(43), 118–126. <http://www.epw.in>
- Neetha, N. (2020). Women workers in India: Labour market trends and policy challenges. *Indian Journal of Labour Economics*, 63, 771–791. <https://doi.org/10.1007/s41027-020-00242-4>
- Rao, N. (2011). Women's access to land: An Asian perspective. *Expert Group Meeting: Enabling rural women's economic empowerment: Institutions, opportunities and participation*.
- UN Women & FAO
- Standing, G. (1999). Global feminization through flexible labor: A theme revisited. *World Development*, 27(3), 583–602. [https://doi.org/10.1016/S0305-750X\(98\)00151-X](https://doi.org/10.1016/S0305-750X(98)00151-X)
- Swaminathan, M. (2009). The impact of economic reforms on women's work and rights. *Indian Journal of Gender Studies*, 16(1), 39–76. <https://doi.org/10.1177/097152150801600103>



Semester II
Women and Disability

Course Code:

MGDSDWD225

Credits: 02

Tutorial (T): 02

Max. Marks: 50

Total Contact Hrs.30

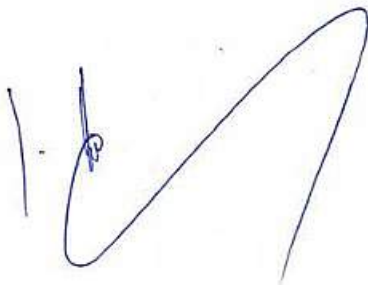
Course Learning Outcomes

CLO1: To understand the Intersectionality of gender and physical/mental impairments, with a focus on challenging dominant discourses of victimhood and dependency.

CLO2: Analyze the socio-cultural and structural vulnerabilities faced by women with disabilities in India, including issues of victimization, access to justice, healthcare, education, and employment.

CLO-PLO Matrix for the Course MGDSDWD225

UNIT – WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSDWD225.1	3	2	2	2	3	2	2	3	2	3	2.4
MGDSDWD225.2	3	3	3	2	3	3	2	2	2	3	2.6
Average PLOs	3.0	2.5	2.5	2	3.0	2.5	2	2.5	2	3.0	2.5

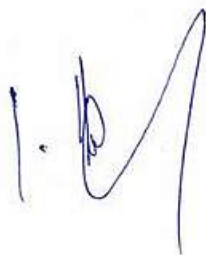


Unit 1: Disability and Feminism

- Feminist Perspectives on Disability
- Issues Related to Victimization and Vulnerability of Physically/Mentally Challenged Women
- Addressing Gender Equality in the Context of Disability (UN Women)
- Intersectionality and the Lived Experiences of Women with Disabilities

Unit 2: Women and Disability in India

- Addressing-Vulnerabilities of Women with Disabilities in India.
- Disabled Women and Sexuality Issues.
- Bollywood Portrayal of Women with Disabilities.
- Policy Responses and Legal Frameworks for Women with Disabilities in India



Readings

- Addlakha, R. (Ed.). (2013). *Disability studies in India: Interdisciplinary perspectives*. Routledge.
- Addlakha, R. (2007). Gender, subjectivity, and sexual identity: How young people with disabilities conceptualise the body, sex, and marriage in urban India. *Centre for Women's Development Studies*.
- Begum, N. (1992). Disabled women and feminist agenda. *Feminist Review*, 40(1), 71–84. <https://doi.org/10.1057/fr.1992.8>
- Garland-Thomson, R. (2002). Integrating disability, transforming feminist theory. *NWSA Journal*, 14(3), 1–32. Ghai, A. (2003). *Disembodied form: Issues of disabled women*. Shakti Books, Har-Anand Publications.
- Ghai, A. (2015). *Rethinking disability in India*. Routledge India. Grech, S., & Soldatic, K. (Eds.). (2016). *Disability in the global South: The critical handbook*. Springer. <https://doi.org/10.1007/978-3-319-42488-0>
- Hans, A. (2003). *Women, disability and identity*. Sage Publications. Hillyer, B. (1993). *Feminism and disability*. University of Oklahoma Press. Kafer, A. (2013). *Feminist, queer, crip*. Indiana University Press. Lonsdale, S. (1990). *Women and disability: The experience of physical disability among women*. Macmillan Education.
- Meekosha, H. (2006). What the hell are you? An interrogation of the intersection of feminism and disability. *Australian Feminist Studies*, 21(49), 33–45. <https://doi.org/10.1080/08164640500470643>
- Mehrotra, N. (2013). Disability, gender and caste intersections in Indian economy. *Indian Journal of Gender Studies*, 20(2), 191–212. <https://doi.org/10.1177/0971521513485206>
- Mishra, S. (2021). Cinematic representation of women with disabilities in Indian cinema. *Journal of Media and Gender Studies*, 4(2), 50–67.
- Morris, J. (1996). *Encounters with strangers: Feminism and disability*. Women's Press. Shakespeare, T. (2013). *Disability rights and wrongs revisited* (2nd ed.). Routledge. Siebers, T. (2008). *Disability theory*. University of Michigan Press. UN Women. (2019). *The empowerment of women and girls with disabilities: A global overview*. <https://www.unwomen.org/en/digital-library/publications/2019/03/the-empowerment-of-women-and-girls-with-disabilities>
- World Health Organization & World Bank. (2011). *World report on disability*. WHO Press. <https://www.who.int/publications/i/item/9789241564>

Syllabus for M.A Gender Studies

Semester III

(Under NEP-2020)

From Academic Session 2025



Centre for Women's Studies and
Research University of Kashmir

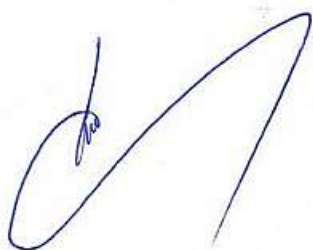
Srinagar, 190006

27/11/2025
13rd Sem - Syllabus / NEP / 2020
27/11/2025

Table of Contents

S. No.	Title of Papers	Course Code	Credits	Page No.
1.	Feminist Research Methodology	MGDSCFR325	04	
2.	The United Nations and Women's Issues	MGDSCUN325	04	
3.	Gender and Politics	MGDSCGP325	04	
4.	Women, Science and Technology	MGDSCWS325	04	
5.	Gender Mainstreaming and Budgeting	MGDSDGM325	02	
6.	Women Entrepreneurship and Development	MGDSDWE325	02	
7.	Men in Feminism	MGDSDMF325	02	

Minimum 2 DCE Course Papers to be selected

Semester – III

Feminist Research Methodology

Course Code:

MGDSCFR325

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs.60

Course Learning Outcomes (CLOs)

CLO 1: Explain feminist epistemologies and critique mainstream positivist methods.

CLO 2: Apply feminist methods such as ethnography and PAR in gender research: Concept and Construct.

CLO 3: Conduct fieldwork using feminist interviewing and writing practices.

CLO 4: Analyze Indian feminist research initiatives, institutions, and case studies.

CLO-PLO Matrix for the Course MGDSCFR325

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCFR325.1	3	1	2	1	3	1	2	1	2	2	1.80
MGDSCFR325.2	2	3	3	1	2	2	1	2	3	3	2.20
MGDSCFR325.3	2	3	3	2	2	3	1	2	3	3	2.40
MGDSCFR325.4	3	2	2	2	3	2	2	2	2	3	2.30
Average(PLO)	2.50	2.25	2.50	1.5	2.50	2.00	1.50	1.75	2.50	2.75	2.18



Unit I: Feminist Epistemologies and the Critique of Positivism

- Meaning and significance of feminist methodology.
- Feminist critiques of mainstream/positivist research paradigms, Concept and Construct, Fact and Theory, Hypothesis.
- Feminist epistemologies: standpoint theory, intersectionality (Crenshaw).
- Objectivity vs. subjectivity debate in feminist research, Feminist Empiricism.

Unit II: Methodological Approaches in Feminist Research

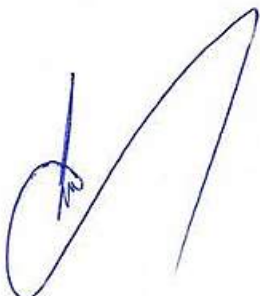
- Qualitative vs. quantitative methods: feminist critiques and adaptations.
- Ethnography and feminist ethnographic practices.
- Case studies, life histories, oral narratives and Diaries.
- Participatory Action Research (PAR) and feminist approaches to fieldwork.

Unit III: Feminist Research Practice and Fieldwork

- Feminist interviewing: power dynamics and rapport building; Focused Group Discussion.
- Data collection, interpretation, and representation.
- Writing as a feminist act: voice, narrative, and ownership.
- Ethics and accountability in feminist research.

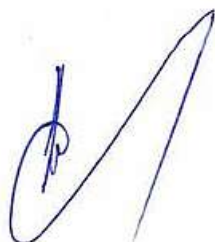
Unit IV: Feminist Research in the Indian Context

- Women's studies and feminist research in India.
- Role of UGC, ICSSR, Indian universities, NGOs, and autonomous women's movements.
- Case studies: Gender and development, gender-based violence, reproductive rights, digital gender divide.
- Emerging debates: Decolonizing feminist research.



Suggestive Readings:

- Chakravarti, U. (2003). *Gendering caste through a feminist lens*. Calcutta: Stree.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.
- DeVault, M. L. (1999). *Liberating method: Feminism and social research*. Philadelphia: Temple University Press.
- Dhar, A. (2017). Decolonizing research: Whose knowledge, whose truth? *Economic and Political Weekly*, 52(42), 79–85.
- Fonow, M. M., & Cook, J. A. (2005). Feminist methodology: New applications in the academy and public policy. *Signs: Journal of Women in Culture and Society*, 30(4), 2211–2236.
- Harding, S. (1987). *Feminism and methodology: Social science issues*. Bloomington: Indiana University Press.
- Haraway, D. J. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575–599.
- Jayawardena, K. (1986). *Feminism and nationalism in the Third World*. London: Zed Books.
- 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.
- Mohanty, C. T. (2003). *Feminism without borders: Decolonizing theory, practicing solidarity*. Durham: Duke University Press.
- Oakley, A. (1981). Interviewing women: A contradiction in terms. In H. Roberts (Ed.), *Doing feminist research* (pp. 30–61). London: Routledge.
- Rege, S. (Ed.). (2003). *Sociology of gender: The challenge of feminist sociological knowledge*. New Delhi: Sage Publications.
- Sangari, K., & Vaid, S. (Eds.). (1990). *Recasting women: Essays in Indian colonial history*. New Brunswick: Rutgers University Press.
- Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271–313). Urbana: University of Illinois Press.
- Stanley, L., & Wise, S. (1993). *Breaking out again: Feminist ontology and epistemology*. London: Routledge.
- Visweswaran, K. (1994). *Fictions of feminist ethnography*. Minneapolis: University of Minnesota Press



Semester – III

The United Nations and Women's Issues

Course Code:

MGDSCUN325

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs.60

Course Learning Outcomes (CLOs)

CLO 1: Analyze the UN's structure and its agencies' roles in advancing women's rights.

CLO 2: Evaluate the impact of UN World Conferences on global gender equality agendas.

CLO 3: Examine how major UN conferences integrated women's issues into global policy frameworks.

CLO 4: Assess key international conventions and treaties promoting women's rights and empowerment.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCUN325.1	3	2	2	1	3	2	2	1	2	2	2.00
MGDSCUN325.2	2	2	2	2	3	2	1	1	2	3	2.00
MGDSCUN325.3	2	3	2	2	3	2	1	2	2	3	2.20
MGDSCUN325.4	2	2	2	2	2	2	2	2	2	3	2.10
Average(PLO)	2.25	2.25	2.00	1.75	2.75	2.00	1.50	1.50	2.00	2.75	2.10



Unit I: United Nations

- Charter,
- Structure of the United Nations.
- Organs and Specialized Agencies working on Women's Issues (Economic and Social Council, CSW, UN Women).
- UNESCAP, UNDP, INSTRAW.

Unit II: UN Conferences on Women

- Mexico,
- Copenhagen,
- Nairobi,
- Beijing and follow up

Unit III: Other World/ UN Conferences with a Focus on Women's Issues

- UN Conference on Environment and Development,
- Vienna Conference on Human Rights,
- International Conference on Population and Development,
- World Summit on Social Development.

Unit IV: Conventions and Treaties with a special focus on women

- Convention on the Political Rights of Women,
- Convention on the Elimination of All Forms of Discrimination Against Women and Optional Protocol
- Declaration on the Elimination of Violence Against Women,
- Sustainable Development Goals

Shafiqul Malek

[Signature]

Suggestive Readings:

United Nations Documents:

- United Nations and the Advancement of Women (1945-1996).
- Convention on the Elimination of All Forms of Discrimination against Women, (CEDAW) 1979.
- Nairobi Forward Looking Strategies (1980).
- United Nations Conference on Environment and Development (UNCED-1992).
- Vienna Declaration and Programme of Action (1993).
- International Conference on Population & Development (ICPD-1994).
- The World Summit on Social Development, 1995.
- Platform for Action and the Beijing Declaration, 1995.
- Beijing +5 Political Declaration and Outcome Document, 2000.
- World Summit on Sustainable Development, 2002.
- Basu, Amrita (ed.), **The Challenge of Local Feminisms: Women's Movements in Global Perspective**, Westview, 1995.
- Brownlie, Ian, **Basic Documents in International Law**, Oxford, New York, 2009.
- Deckard, Barbara Sinclair, **Women's Movement: Political, Socio-economic and Psychological Issues**, Harper and Row, New York, 1975.
- Jain, Devaki, **Women Development and the UN: A Sixty Year Quest for Equality and Justice**, Orient Longman, Delhi, 2006.
- Patel, Krishna-Ahooja, **Development has a Woman's Face: Insights from within the UN**, APH Pub., New Delhi, 2007.
- Renzetti, Claire M., Edleson, Jeffrey L. and Bergen, Raquel, Kennedy, **Source book on Violence against Women**, Sage Publications, London, 2011.
- Rowland, Robyn (ed.), **Women Who Do and Women Who Don't Join the Women's Movement**, Routledge and Kegan Paul, London, 1984.
- Subramaniam, A., **Shorelines: Space and Rights in South Asia**, Yoda Press, New Delhi, 2013.
- Sinha, M.K., **Implementations of Basic Human Rights**, Lexis Nexis, Gurgaon, 2013.
- Sagade, J., **Child Marriage in India : Socio-Legal and Human Rights Dimensions**, Oxford University Press, New Delhi, 2012.
- Threlfall, Monica (ed.), **Mapping the Women's Movement: Feminist Politics and Social Transformation in the North**, Verso, London, 1996.
- Wortis, Helen and Rabinowitz, Clara (eds.) **Women's Movement: Social and Psychological Perspectives**, AMS Press, New York, 1972.

Semester – III
Gender and Politics

Course Code:	MGDSCGP325
Credits: 04	Tutorial (T): 4
Max. Marks: 100	Total Contact Hrs.60

Course Learning Outcomes

CLO 1: Explain feminist political concepts and the evolution of women's political participation.

CLO 2: Analyze women's roles as voters and candidates in Indian electoral politics.

CLO 3: Evaluate women's representation in political parties with case examples.

CLO 4: Examine political empowerment through local governance structures and policy initiatives.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCGP325.1	3	2	2	2	3	2	2	1	2	2	2.10
MGDSCGP325.2	2	3	2	2	3	2	2	2	2	2	2.20
MGDSCGP325.3	2	2	2	3	3	2	1	2	2	2	2.10
MGDSCGP325.4	2	2	2	3	3	3	2	2	2	3	2.40
Average(PLO)	2.25	2.25	2.00	2.50	3.00	2.25	1.75	1.75	2.00	2.25	2.20

Dr. Pratik

Dr. Pratik

Unit 1: Introduction

- Feminist Concepts of Power, Citizenship, Rights and Transformative Politics.
- Public vs Private Dichotomy.
- Women's Political Participation as a critical area of concern in Beijing Platform for Action.
- An overview of women in politics in South Asia with reference to Inter-Parliamentary Union (IPU) data

Unit 2: Women and Electoral Politics in India

- Concept: Voting Behaviour, Factors effecting voting behaviour.
- Women as Voters and Contestants.
- Women in Parliament, State Legislatures and Council of Minister.
- Obstacles to Women's Entry into electoral politics.

Unit 3: Women and Political Parties

- Recruitment and Motivation.
- Case studies of prominent women leaders of political parties in India: Indira Gandhi, Sushma Swaraj, Mayawati, Mamta Benerjee, Sumitra Mahajan.
- Women's issues taken up by political parties: Congress, BJP, CPI, CPI(M) and BSP.
- Barriers to women's representation and participation in party leadership and electoral politics.

Unit 4: Political Empowerment of Women

- Committees and Commissions on Women's participation in PRI.
- Women in Panchayati Raj Institutions (with special reference to the 73rd Constitutional Amendment).
- Women in Urban Local Bodies (With reference to the 74th Constitutional Amendment).
- Nari Shakti Abhiyan Vandan Adhiniyam Bill, 2023.



Suggestive Readings:

- Basu, A. (2016). *Women, dynasties and democracy in India*. In N. Ghosh (Ed.), *Politics and the right to appear: Women, democracy and the public sphere* (pp. 45–62). Oxford University Press.
- Bhambhri, C. P. (1992). *Indian politics since independence: A critical study*. Shipra Publications.
- Bhatia, K. (2010). *Women and political participation in India*. Abhijeet Publications.
- Bhavnani, R. R. (2009). Do electoral quotas work after they are withdrawn? Evidence from a natural experiment in India. *American Political Science Review*, 103(1), 23–35.
- Chhibber, P., & Nooruddin, I. (2004). Do party systems count? The number of parties and government performance in the Indian states. *Comparative Political Studies*, 37(2), 152–187.
- Government of India. (2001). *Report of the National Commission for Women on Panchayati Raj Institutions and women's participation*. National Commission for Women.
- Inter-Parliamentary Union (IPU). (2023). *Women in national parliaments: World and regional averages*. Retrieved from <https://www.ipu.org/wmn-e/world.htm>
- Jain, D. (2005). *Women, development and the UN: A sixty-year quest for equality and justice*. Indiana University Press.
- Kishwar, M. (1996). Women and politics: Beyond quotas. *Economic and Political Weekly*, 31(43), 2867–2874.
- Kudva, N. (2003). Engineering elections: The experiences of women in Panchayati Raj in Karnataka, India. *International Journal of Politics, Culture, and Society*, 16(3), 445–463.
- Kumar, R. (1993). *The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800–1990*. Zubaan.
- Rai, S. M. (1999). *Democratic institutions, political representation and women's empowerment: The quota debate in India*. *Democratization*, 6(3), 84–99.
- Rai, S. M. (2002). *Gender and the political economy of development: From nationalism to globalization*. Polity Press.
- Rao, N. (2005). *Representation and reservation in the Indian polity: Women's politics and the quota debate*. Working Paper, Institute of Development Studies.
- Shvedova, N. (2005). Obstacles to women's participation in Parliament. In J. Ballington & A. Karam (Eds.), *Women in parliament: Beyond numbers* (pp. 33–50). International IDEA.
- UN Women. (1995). *The Beijing Declaration and Platform for Action*. Fourth World Conference on Women, Beijing, China.
- Vijayalakshmi, V. (2002). Gender accountability and political representation in local governance. *Indian Journal of Gender Studies*, 9(1), 65–92.

Semester – III
Women, Science and Technology

Course Code:	MGDSCWS325
Credits: 04	Tutorial (T): 4
Max. Marks: 100	Total Contact Hrs.60

Course Learning Outcomes (CLOs)

CLO 1: Understand women's roles, contributions, and challenges in science and technology through a gendered lens.

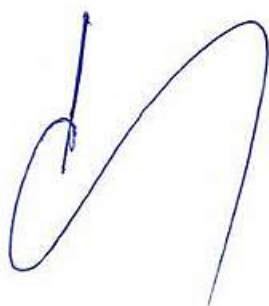
CLO 2: Analyze how information and communication technologies (ICTs) and historical developments in technology affect women's empowerment and inclusion.

CLO 3: Critically evaluate the gendered dimensions of Artificial Intelligence and digital technologies, including their positive and negative impacts on women's lives.

CLO 4: Apply theoretical insights to critically review scholarly works, case studies, and policies on women in science and technology, demonstrating analytical and research competencies.

CLO-PLO Matrix for the Course

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Avg. (CLO)
MGDSCWS325.1	3	2	2	2	3	2	2	2	2	3	2.30
MGDSCWS325.2	2	3	2	2	3	2	2	2	2	3	2.30
MGDSCWS325.3	3	3	3	2	3	2	3	2	3	3	2.80
MGDSCWS325.4	3	3	2	3	3	2	3	3	2	3	2.70
Average(PLO)	2.75	2.75	2.25	2.25	3.0	2.0	2.5	2.25	2.25	3.0	2.57



Unit 1: Women in Science – Participation, Contribution, and Critique

- Women's Capacity in Science and the Feminist Critique of Science.
- Contributions of Women in Scientific Disciplines: Medicine, Biology, Chemistry, Physics, Mathematics.
- Structural and Societal Barriers to Women's Participation in Scientific Research.
- Case Studies: Women Scientists and Innovators (Marie Curie, Janaki Ammal, Katherine Johnson, Tessy Thomas).

Unit 2: Women, Technology and Information Society

- Historical Role of Women in Technological Invention and Household Technologies.
- New Reproductive Technologies and Their Socio-Ethical Implications.
- Technology as Masculine Culture and Its Impact on Women.
- Digital Divide: Causes, Consequences, and Women's Empowerment Through ICTs.

Unit 3: Artificial Intelligence, Automation, and Gender

- Gender Bias in Algorithms and Data: How AI Reinforces Stereotypes.
- Positive Impacts of AI: Healthcare, Education, Safety, Accessibility for Women.
- Negative Impacts: Surveillance, Job Displacement, Algorithmic Discrimination.
- Cyberfeminism and Feminist Responses to Digital Capitalism.

Unit 4: Applied Reviews and Research Assignments

- Critical analysis of a selected academic article/book on feminist science studies, technology, or AI from a gender perspective.
- Examination of a woman scientist, technologist focusing on barriers, breakthroughs, and social impact.
- Evaluation of a national or international policy/program promoting women's participation in STEM, ICT, or AI sectors.
- Analytical report on representation of women in science/technology in media, or documentation of women's experiences in local STEM institutions.



Suggestive Readings:

- Cockburn, C., & Omrod, S. (1993). *Gender and Technology in the Making*. Sage.
- Fausto-Sterling, A. (2000). *Sexing the Body: Gender Politics and the Construction of Sexuality*. Basic Books.
- Haraway, D. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies*, 14(3), 575–599.
- Harding, S. (1991). *Whose Science? Whose Knowledge? Thinking from Women's Lives*. Cornell University Press.
- Mies, M., & Shiva, V. (1993). *Ecofeminism*. Zed Books.
- Nayar, P. K. (2016). *Gender, Technology and Development*. Wiley-Blackwell.
- Subramaniam, B. (2009). Moored Metaphors and Mutable Meanings: Crafting a Feminist Agenda for Postcolonial Studies of Science. In *Feminist Science Studies* (pp. 335–355). Routledge.
- Wajcman, J. (2004). *TechnoFeminism*. Polity Press.
- Noble, S. U. (2018). *Algorithms of Oppression: How Search Engines Reinforce Racism*. NYU Press.
- Hicks, M. (2017). *Programmed Inequality: How Britain Discarded Women Technologists and Lost Its Edge in Computing*. MIT Press.
- UNESCO. (2019). *Cracking the Code: Girls' and Women's Education in STEM*. Paris: UNESCO.
- Benjamin, R. (2019). *Race After Technology: Abolitionist Tools for the New Jim Code*. Polity



Semester – III
Gender Mainstreaming and Budgeting

Course Code:

MGDSDGM325

Credits: 02

Tutorial (T): 2

Max. Marks: 50

Total Contact Hrs.30

Course Learning Outcomes (CLOs)

CLO 1: Understand key strategies, tools, and frameworks in gender mainstreaming and analysis.

CLO 2: Evaluate gender budgeting initiatives globally and in India from a gender equity perspective.

CLO-PLO Matrix for the Course

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Avg. (CLO)
MGDSDGM325.1	3	2	2	2	3	2	2	2	2	3	2.30
MGDSDGM325.2	2	3	2	2	3	2	2	2	2	3	2.30
Avg. (PLO)	2.5	2.5	2.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.30



Unit 1: Gender Mainstreaming and Policy Integration

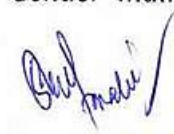
- Definition and Strategies of Gender Mainstreaming.
- Difficulties Accompanying Mainstreaming.
- Developing Gender Equality Action Plans, Gender Sensitive Indicators, and Logical Frameworks.
- Gender Mainstreaming in Programme Implementation, Monitoring, and Evaluation.

Unit 2: Gender Budgeting – Global and Indian Perspectives

- Introduction, Objectives and Origin of Gender Budgeting.
- Gender Budgeting Initiatives in India.
- Case Studies on Gender Budgeting in Local Governance (e.g., Panchayats, Municipalities).
- Challenges and Innovations in Gender-Responsive Budgeting.

Suggestive Readings:

- Benería, L., Berik, G., & Floro, M. (2015). *Gender, development and globalization: Economics as if all people mattered* (2nd ed.). Routledge.
- Budlender, D., & Hewitt, G. (2003). *Engendering budgets: A practitioners' guide to understanding and implementing gender-responsive budgets*. Commonwealth Secretariat.
- Budlender, D., & Sharp, R. (1998). *How to do a gender-sensitive budget analysis: Contemporary research and practice*. Australian Agency for International Development (AusAID).
- Chopra, D. (2015). *Connecting the dots: Women's unpaid care work, macroeconomic policies, and gender budgets*. UN Women.
- Commonwealth Secretariat. (2004). *Gender mainstreaming in education: A reference manual for governments and other stakeholders*. Commonwealth Secretariat.
- Elson, D. (2002). *Gender responsive budget initiatives: Key dimensions and practical examples*. UNIFEM.
- Government of India. (2007). *Gender budgeting handbook*. Ministry of Women and Child Development, Government of India.
- Jain, D. (2005). *Budgeting for gender equity*. In D. Jain & C. Elson (Eds.), *Harvesting feminist knowledge for public policy* (pp. 186–203). Sage Publications.
- Kabeer, N. (2008). *Mainstreaming gender in social protection for the informal economy*. Commonwealth Secretariat.
- Mukhopadhyay, M., & Meer, S. (2004). *Creating voice and carving space: Redefining governance from a gender perspective*. Royal Tropical Institute (KIT).
- Nussbaum, M. C. (2003). *Capabilities as fundamental entitlements: Sen and social justice*. *Feminist Economics*, 9(2–3), 33–59.
- Rai, S. M. (2003). *Institutional mechanisms for the advancement of women: Mainstreaming gender, democratizing the state?* United Nations Research Institute for Social Development (UNRISD).
- UN Women. (2015). *Progress of the world's women 2015–2016: Transforming economies, realizing rights*. United Nations Entity for Gender Equality and the Empowerment of Women.
- United Nations. (2001). *Gender mainstreaming: Strategy for promoting gender equality*. Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI).
- United Nations Development Programme (UNDP). (2006). *Gender mainstreaming: A key driver of development in environment and energy*. UNDP.



Semester – III
Women Entrepreneurship and Development

Course Code:

MGDSDWE325

Credits: 02

Tutorial (T): 2

Max. Marks: 50

Total Contact Hrs.30

Course Learning Outcomes (CLOs)

CLO 1: Understand key concepts and dimensions of women entrepreneurship and empowerment.

CLO 2: Assess policy frameworks and institutional support systems for women entrepreneurs.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSDWE325.1	3	2	2	1	2	2	2	2	2	3	2.10
MGDSDWE325.2	2	3	2	2	2	2	1	1	2	2	1.90
Average(PLO)	2.50	2.50	2.00	1.50	2.00	2.00	1.50	1.50	2.00	2.50	2.00



Unit I: Concept and Dimension

- Concept, Definition and Significance of women entrepreneurship, Entrepreneurial traits.
- Factors contributing to women Entrepreneurship – social, cultural, economic and political.
- Relevance between Entrepreneurship and empowerment.
- Expansion of Women entrepreneurship in India.

Unit II: Policy and Institutional Framework (Global and Indian Contexts)

- International frameworks and initiatives: UN Women, ILO, World Bank, and SDG-5 on gender equality and economic participation.
- National-level policies in India: Start-Up India, Stand-Up India, PMEGP, MUDRA Yojana, and Women Entrepreneurship Platform (WEP).
- Role of institutions: NIESBED, Ministry of MSME, NCW, NABARD and SIDBI.
- Women-centric industrial policies and schemes by state governments.

Suggestive Readings:

- Agarwal, S., Lenka, U., & Singh, K. (2020). Women's entrepreneurship in India: Research review and future directions. *Journal of Business Research*, 116, 411–419.
- Basargekar, P. (2011). Women entrepreneurs: Challenges and strategies. *Journal of Global Entrepreneurship Research*, 1(1), 33–45.
- Brush, C. G., de Bruin, A., & Welter, F. (2009). A gender-aware framework for women's entrepreneurship. *International Journal of Gender and Entrepreneurship*, 1(1), 8–24.
- International Labour Organization. (2015). *Women's entrepreneurship development in India: Insights and recommendations*. ILO Office for India.
- Manimala, M. J., & Kumar, M. S. (2012). Women entrepreneurship in India: A review. *Journal of Business and Management*, 1(2), 14–24.
- Ministry of MSME. (2019). *Framework for development of women entrepreneurs*. Government of India. Retrieved from <https://msme.gov.in>
- Ministry of Skill Development and Entrepreneurship. (2020). *National policy for skill development and entrepreneurship*. Government of India.
- NABARD. (2018). *Promoting rural women entrepreneurship through SHGs: A study*. Retrieved from <https://www.nabard.org>
- Niesbud. (2014). *Handbook for women entrepreneurs*. National Institute for Entrepreneurship and Small Business Development.
- Pandey, M. (2021). Women entrepreneurship and empowerment in India: An analytical study. *Economic Affairs*, 66(1), 133–140.
- Roy, S. (2013). Women entrepreneurship in India: Challenges and prospects. *International Journal of Research in Commerce, Economics and Management*, 3(12), 73–76.
- Sharma, M., & Jain, R. (2013). Women entrepreneurship in India: Issues and problems. *International Journal of Management and Social Sciences Research*, 2(2), 1–6.
- SIDBI. (2019). *SIDBI support for women entrepreneurs*. Small Industries Development Bank of India. Retrieved from <https://www.sidbi.in>
- UN Women. (2018). *Turning promises into action: Gender equality in the 2030 Agenda for Sustainable Development*. UN Women. Retrieved from <https://www.unwomen.org>
- World Bank. (2020). *Supporting women entrepreneurs in India: Lessons from initiatives and reforms*. World Bank Group. Retrieved from <https://www.worldbank.org>

Semester – III
Men in Feminism

Course Code:

MGDSDMF325

Credits: 02

Tutorial (T): 2

Max. Marks: 50

Total Contact Hrs.30

Course Learning Outcomes (CLOs)

CLO 1: Analyze the evolution of masculinities within feminist discourse.

CLO 2: Assess the impact of feminist movements on male identities and roles.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSDMF325.1	3	2	2	2	3	1	2	2	2	2	2.10
MGDSDMF325.2	2	2	1	2	3	2	2	1	2	2	1.90
Average(PLO)	2.50	2.00	1.50	2.00	3.00	1.50	2.00	1.50	2.00	2.00	2.00



Unit I: Understanding Men and Masculinities in Feminist Discourse

- Definitions and types of masculinities: hegemonic, subordinate, complicit (Connell).
- Patriarchy and male privilege: feminist critiques.
- Myths and realities of gender roles and male identity formation.
- Impact of Feminist Movements on Men Reverse Marginalization.

Unit II Role of Men in International and Indian Feminist Movements

- The emergence of pro-feminist men's movements globally.
- Profeminists, Male Feminists and Men in Feminism.
- Pro-feminist Men in three waves of feminisms, J. S. Mill (Advocated the Amendment of Reform Bill), Michael Kimmel (Pro-Feminist American Thinker)
- Social Reform Movements- Rajaram Mohan Roy and the Brahmo Samaj, B. R. Ambedkar-Jyotibha Phule; Movements and initiatives involving men in India: MASVAW, MAVA, etc.

Suggestive Readings:

- Bhattacharyya, R. (2016). Analyzing patriarchy through Bollywood films: A feminist perspective. *South Asia: Journal of South Asian Studies*, 39(3), 640–653.
- Butler, J. (2004). *Undoing gender*. Routledge.
- Clatterbaugh, K. (1990). *Contemporary perspectives on masculinity: Men, women, and politics in modern society*. Westview Press.
- Connell, R. W. (1995). *Masculinities*. University of California Press.
- Das, V. (2010). Listening to voices: An ethnographic critique of methodology. *Anthropological Theory*, 10(4), 387–404.
- Digby, T. (Ed.). (1998). *Men doing feminism*. Routledge.
- Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. Sage Publications.
- Flood, M. (2003). Men's collective struggles for gender justice: The case of anti-violence activism. In M. Kimmel, J. Hearn, & R. W. Connell (Eds.), *Handbook of studies on men and masculinities* (pp. 458–466). Sage.
- hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
- Kimmel, M. S. (1994). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In H. Brod & M. Kaufman (Eds.), *Theorizing masculinities* (pp. 119–141). Sage.
- Kimmel, M. S. (2008). *Guyland: The perilous world where boys become men*. Harper.
- Kumar, N. (2014). Engaging with 'masculinities' and 'men': Implications for gender equality. *Indian Journal of Gender Studies*, 21(1), 1–10.
- MASVAW. (2012). *Toolkit for working with men and boys to prevent gender-based violence*. Centre for Health and Social Justice.
- MenEngage Alliance. (2018). *Engaging men in gender equality: A global toolkit*. Retrieved from www.menengage.org



- Messner, M. A. (1997). *Politics of masculinities: Men in movements*. Sage Publications.
- Messner, M. A. (2000). Politics of masculinities: Men in movements. *Gender and Society*, 14(6), 776-777.
- Roy, R. (2016). *Constructing masculinities: Masculinity and socio-political change in India*. Routledge India.
- Segal, L. (2007). *Slow motion: Changing masculinities, changing men*. Palgrave Macmillan.
- Sen, A., & Mukherjee, P. (2014). Gender sensitization campaigns in India: Reflections from the field. *Indian Journal of Social Work*, 75(3), 317-334.
- Sen, S. (2002). *Women and the colonial state: Essays on gender and modernization*. Kali for Women.
- Stoltenberg, J. (2000). *Refusing to be a man: Essays on sex and justice*. Routledge.



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**Syllabus for M.A Gender
Studies
Semester IV
(Under NEP-2020)
From Academic Session 2025**



**Centre for Women's
Studies and Research
University of Kashmir
Srinagar, 190006**

27/11/2025
4th Sem - Syllabus
according to NEP-2020
27/11/2025

Table of Contents

PG (CW+CW)

S. No.	Title of Papers	Course Code	Credits	Page No.
1.	Eco-Feminism	MGDSCEF425	04	
2.	Women and Law	MGDSCWL425	04	
3.	Women and Human Rights	MGDSCHR425	04	
4.	Women and Digital Spaces	MGDSCWD425	04	
5.	Women and Globalization	MGDSDWG425	02	
6.	Women and Migration	MGDSDWM425	02	
7.	Women and Agriculture	MGDSDWA425	02	

Minimum 2 DCE Course Papers to be selected

The three semesters shall be similar for (CW+CW) and (CW+CR). Students who opt for CW+R shall have to opt following structure in Semester IV

PG (CW+R)

S. No.	Title of Papers	Course Code	Credits	Page No.
1.	Dissertation/Field Report	MGDSPDI425	16	
2.	Tools for Qualitative Research in Gender Studies	MGDSCTQ425	04	




Semester – IV

Ecofeminism

Course Code:

MGDSCEF425

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs.60

Course Learning Outcomes (CLOs)

CLO 1: Explain the foundational principles, key thinkers, and debates in ecofeminist theory.

CLO 2: Analyze the impacts of key movements from India and the World from ecofeminist lens.

CLO 3: Evaluate the relationship between science, technology, and gendered environmental knowledge systems.

CLO 4: Apply ecofeminist theory to contemporary environmental activism, policy, or artistic expression.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCEF425.1	3	2	2	1	3	1	2	2	2	1	1.90
MGDSCEF425.2	2	3	3	2	3	2	2	2	3	3	2.50
MGDSCEF425.3	2	2	3	2	2	2	1	2	2	2	2.00
MGDSCEF425.4	3	2	2	2	3	2	2	2	2	2	2.20
Average(PLO)	2.50	2.25	2.50	1.75	2.75	1.75	1.75	2.00	2.25	2.00	2.20



Unit I: Foundations of Ecofeminism

- Emergence and evolution of ecofeminism.
- Nature-culture dualism and feminist critiques.
- Contributions of key ecofeminist thinkers: Vandana Shiva, Carolyn Merchant, Maria Mies.
- Ecofeminism and the critique of anthropocentrism and patriarchy.

Unit II: Ecofeminist Movements in India and the World

- Grassroots ecofeminist movements in India: Chipko Movement, Appiko, Narmada Bachao Andolan.
- Global ecofeminist actions: Green Belt Movement (Kenya), Extinction Rebellion (global).
- Role of women in Indigenous environmental struggles: Bina Agarwal and Greta Thunberg.
- Transnational ecofeminist networks and resistance to climate colonialism.

Unit III: Ecofeminism, Science, and Knowledge Systems

- Feminist critiques of Western scientific rationality and objectivity.
- Traditional knowledge systems and women's ecological wisdom.
- Biotechnology, reproductive technologies, and ecofeminist responses.
- Food sovereignty, seed politics, and resistance to GMO's.

Unit IV: Ecofeminist Activism and Praxis

- Ecofeminist ethics and environmental justice movements.
- Climate change, eco-anxiety, and the feminization of climate vulnerability.
- Gender and environmental governance: participation and policy.
- Artistic and cultural representations in ecofeminist praxis.



Suggestive Readings:

- Agarwal, B. (1992). The gender and environment debate: Lessons from India. *Feminist Studies*, 18(1), 119–158.
- Gaard, G. (Ed.). (1993). *Ecofeminism: Women, animals, nature*. Temple University Press.
- Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575–599.
- Mies, M., & Shiva, V. (1993). *Ecofeminism*. Zed Books.
- Merchant, C. (1980). *The death of nature: Women, ecology, and the scientific revolution*. Harper & Row.
- Plumwood, V. (1993). *Feminism and the mastery of nature*. Routledge.
- Shiva, V. (1989). *Staying alive: Women, ecology, and development*. Zed Books.
- Sontheimer, S. (Ed.). (1991). *Women and the environment: A reader*. Zed Books.
- Warren, K. (1990). The power and the promise of ecological feminism. *Environmental Ethics*, 12(2), 125–146.
- Warren, K. (Ed.). (1997). *Ecofeminism: Women, culture, nature*. Indiana University Press.



Semester – IV

Women and Law

Course Code:

MGDSCWL425

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs.60

Course Learning Outcomes (CLOs)

CLO 1: Explain the constitutional provisions and principles ensuring women's equality and analyze the role of law as an agent of social change in India.

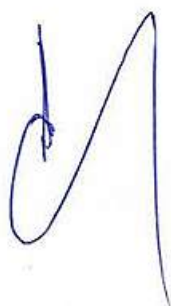
CLO 2: Compare and evaluate gender perspectives in Hindu, Muslim, and general personal laws concerning marriage, divorce, maintenance, and inheritance.

CLO 3: Identify major legal safeguards addressing crimes against women and assess their effectiveness in protecting women's rights.

CLO 4: Examine key labor legislations and legal mechanisms ensuring women's rights and protection in the workplace.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCWL425.1	3	2	3	1	3	1	1	1	2	2	1.90
MGDSCWL425.2	2	2	3	2	3	2	1	1	2	2	2.00
MGDSCWL425.3	2	3	3	2	3	3	1	1	2	2	2.20
MGDSCWL425.4	3	2	2	2	2	2	2	1	2	2	2.00
Average(PLO)	2.50	2.25	2.75	1.75	2.75	2.00	1.25	1.00	2.00	2.00	2.03



Unit I: Constitutional Rights of Women in India

- Law as an agent for Social Change,
- The Constitution of India and the Gender Question
- Fundamental Rights and Fundamental Duties
- Directive Principles of State Policy

Unit II: Personal Laws

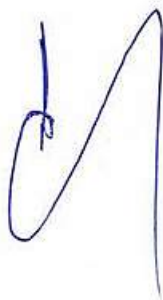
- Hindu Law: Marriage, Divorce, Maintenance of Wife
- Muslim Law: Marriage, Divorce; (Types), Maintenance of Wife, Property Rights.
- General Personal Laws, Special Marriage Act 1954.
- Succession Act as amended in 2005, Triple Talaq.

Unit III: Crime against Women and Law in India

- Indian Penal Code (Rape, Molestation, Kidnapping and Abduction, Importation of Girls, Sexual Harassment).
- Dowry Prohibition Act, 1961 (as amended in 1984 and 1986), Domestic Violence Act, 2005;
- Pre-Conception and Pre-Natal Diagnostic Techniques (Regulation and Prevention) Act, 1994 as Amended in 2004.
- Protection of Children from Sexual offences Act, 2012.

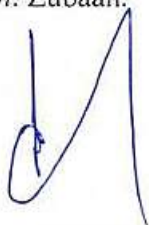
Unit IV: Provisions for Women under Labor Laws

- Equal Remuneration Act, 1976
- Maternity Benefit Act, 1961
- Factories Act, 1948
- Legal response to sexual harassment at work (Vishaka guidelines, POSH Act).



Suggestive Readings:

- Agarwal, N. (2002). *Women and law in India*. New Century Publications.
- Ahuja, R. (1987). *Crime against women*. Rawat Publications.
- Bakshi, P. M. (2006). *Constitution of India*. Universal Law Publishing.
- Basu, D. D. (2001). *Introduction to the Constitution of India*. Wadhwa and Company.
- Basu, S. (Ed.). (2005). *Dowry and inheritance: Issues in contemporary Indian feminism*. Women Unlimited.
- Bhandari, A., & Mehta, R. (2009). *Women, justice and the rule of law*. Serials Publications.
- Chawla, M. (2006). *Gender justice: Women and law in India*. Deep & Deep Publications.
- Crites, L. L. (1987). *Women, the court and equality*. Sage Publications.
- Desai, A. R. (1986). *Women's liberation and politics of religious personal laws in India*. C. G. Shah Memorial Trust.
- Diwan, P. (1983). *Family law: Law of marriage and divorce in India*. Sterling Publishers.
- Diwan, P. (1987). *Dowry and protection to married women*. Deep & Deep Publications.
- Ghosh, S. K. (1984). *Women in changing society*. Ashish Publishing House.
- Gill, K. (1986). *Hindu women's right to property in India*. Deep & Deep Publications.
- Goel, S., & Dhillon, B. S. (2014). *Burning issues on family law in India*. Walden Publishers.
- Gupta, R. (2014). *Sexual harassment at workplace*. LexisNexis.
- Jaising, I. (Ed.). (1996). *Justice for women: Personal laws, women's rights and law reforms*. The Other India Press.
- Jayalakshmi, G. (2011). *Dissolution of Hindu marriage in transition: A quest for better future*. The Associated Publishers.
- Kannabiran, K. (2014). *Women and law*. Sage Publications.
- Kant, A. (2008). *Women and the law*. A.P.H. Publishing Corporation.
- Kapur, R. (Ed.). (1996). *Feminist terrains in legal domain: Interdisciplinary essays on women and law in India*. Kali for Women.
- Kapur, R., & Crossman, B. (1996). *Subversive sites: Feminist engagements with law in India*. Sage Publications.
- Khan, N. P. (2013). *Child rights and law*. University Law Publishing Company.
- Krishna Iyer, V. R. (1984). *Law and religion*. Deep & Deep Publications.
- Mishra, P. (2006). *Domestic violence against women: Legal control and judicial response*. Deep & Deep Publications.
- Mitter, D. N. (2006). *The position of women in Hindu law*. Cosmo Publications.
- Mukhopadhyay, S. (1998). *In the name of justice: Women and law in society*. Manohar Publishers.
- Parashar, A. (2008). *Redefining family law in India*. Routledge.
- Ratra, A., Kaur, P., & Chhikara, S. (2006). *Marriage and family: In diverse and changing scenario*. Deep & Deep Publications.
- Sarkar, T., & Butalia, U. (1996). *Women and Hindu right*. Kali for Women.
- Shenoy, M. (2007). *Domestic violence: Issues and perspectives*. Aavishkar Publishers.
- Singh, I. P. (1989). *Women, law and social change in India*. Radiant Publishers.
- Swapna Mukhopadhyay, S. (1998). *In the name of justice: Women and law in society*. Manohar Publishers.
- T. Brettel, D. (Ed.). (1990). *Women, law and social change: Core readings and current issues* (2nd ed.). Captus Press.
- Uma Devi, K. (Ed.). (2006). *Property rights of women*. Serials Publications.
- Welchman, L., & Hossain, S. (Eds.). (2005). *Honour: Crimes, paradigms and violence against women*. Zubaan.



Semester – IV

Women and Human Rights

Course Code:

MGDSCHR425

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs.60

Course Learning Outcomes (CLOs)

CLO 1: Explain the evolution and feminist critique of women's human rights.

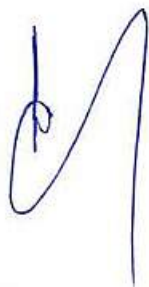
CLO 2: Examine the international mechanisms, conventions, and world conferences that promote and safeguard women's human rights.

CLO 3: Evaluate the constitutional and institutional frameworks in India for the protection of women's human rights.

CLO 4: Analyze emerging issues and challenges in women's human rights.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCHR425.1	3	2	2	2	3	1	2	2	1	1	1.90
MGDSCHR425.2	2	2	2	2	2	2	1	2	1	1	1.60
MGDSCHR425.3	2	3	3	2	2	2	2	2	2	2	2.20
MGDSCHR425.4	3	2	2	2	2	2	2	3	2	2	2.20
Average(PLO)	2.50	2.25	2.25	2.00	2.25	1.75	1.75	2.25	1.50	1.50	2.00



Unit I: Human Rights

- Concept, Typology and Evolution.
- Women's human rights: Historical Background, Need and Importance.
- Principles of Women's Human Rights.
- Feminist Critique of the Rights Discourse including three generations of Human rights.

Unit II: Promotion of Women's Human Rights: International

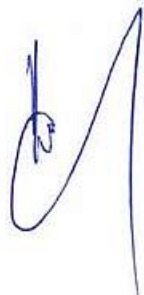
- UN and Women's Human Rights, International Bill of Rights.
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and Optional Protocol.
- Women's Rights in World Conferences: Women's human rights as a Critical Area of Concern in the 4th World Conference on Women
- Vienna Conference on Human Rights.

Unit III: Promotion of Women's Human Rights: National

- Constitutional Provisions.
- Role of National Human Rights Commission of India.
- National Commission for Women (NCW).
- National Commission for the Child Rights, POSCO Act.

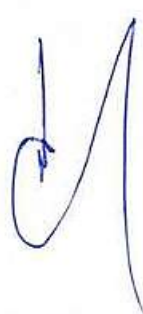
Unit IV: Emerging Issues in Women's Human Rights

- Violence Against Women as a violation of women's human rights.
- Reproductive Rights, Right to Development.
- Addressing Violence against women with disability (UN Women, UNCRRPD).
- Sexual Harassment at workplace.



Suggestive Readings:

- Bakshi, P. M. (2006). *Constitution of India*. Universal Law Publishing.
- Basu, D. D. (2001). *Introduction to the Constitution of India*. Wadhwa and Company.
- Cook, R. J. (1994). *Human rights of women: National and international perspectives*. University of Pennsylvania Press.
- Goonesekere, S. (Ed.). (2004). *Violence, law and women's rights in South Asia*. Sage Publications.
- Jogdand, P. G. (Ed.). (2013). *Dalit women: Issues and perspectives*. Gyan Publishing House.
- Kapoor, S. K. (2009). *International law and human rights*. Central Law Publications.
- Karmakar, M. R. (2014). *Conflict and human rights: Role of women's organisations in North East India (Manipur and Nagaland)*. Akansha Publishing House.
- Khan, S. (2004). *Human rights in India: Protection and violation*. Devika Publications.
- Krishna, S. (2007). *Women's livelihood rights: Recasting citizenship for development*. Sage Publications.
- Narayan, R. S. (2007). *Advancing women and human rights*. Indian Publications.
- Peters, J., & Wolper, A. (1995). *Women's rights: Human rights*. Routledge.
- Poonacha, V. (1995). *Gender within the human rights discourse*. Research Centre for Women's Studies, SNDT Women's University.
- Sagade, J. (2012). *Child marriage in India: Socio-legal and human rights dimensions*. Oxford University Press.
- Sinha, M. K. (2013). *Implementation of basic human rights*. LexisNexis.
- Subramaniam, A. (2013). *Shorelines: Space and rights in South Asia*. Yoda Press.
- The United Nations and the advancement of women, 1945–1996. (1996). Department of Public Information, United Nations.
- Tiwari, R. K. (2011). *Introduction to human rights*. Neeraj Publishing House.
- Van der Gaag, N. (2005). *The no-nonsense guide to women's rights*. Rawat Publications.



Semester – IV

Women and Digital Space

Course Code:

MGDSCWD425

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs.60

Course Learning Outcomes (CLOs)

CLO 1: Understand gendered experiences in digital spaces, including disparities in access and participation.

CLO 2: Analyze women's agency, representation, and activism in online platforms.

CLO 3: Evaluate digital safety, legal frameworks, and gender-sensitive cyber policies.

CLO 4: Explore women's entrepreneurship, digital skills, and engagement with emerging technologies.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCWD425.1	3	3	2	2	3	2	2	2	2	2	2.3
MGDSCWD425.2	2	3	3	3	3	2	2	2	2	2	2.4
MGDSCWD425.3	2	2	3	2	3	3	2	2	3	2	2.4
MGDSCWD425.4	2	3	3	3	3	2	2	3	2	2	2.5
Average(PLO)	2.25	2.75	2.75	2.5	3.0	2.25	2.0	2.25	2.25	2.0	2.4



Unit I: Women and Digital Space – Foundations and Framework

- Conceptualizing digital spaces: Internet, social media, virtual communities, and emerging technologies (AI, VR, blockchain).
- Historical and feminist critiques of technology and digital space.
- Women's participation and barriers in accessing digital platforms.
- Digital literacy and NEP 2020's role in inclusion and empowerment.

Unit II: Gender Gap, Representation, and Cyber Agency

- Digital divide and access disparities based on gender, caste, and geography.
- Representation of women in digital media: Stereotypes, objectification, and resistance.
- Online feminist activism: Hashtag movements and digital mobilization (#MeToo, #WhyLoiter).
- Cyberfeminism and agency: Indian and global practices.

Unit III: Online Harassment, Law, and Safety Protocols

- Gender-based online violence: Cyberbullying, trolling, stalking, and doxxing.
- Legal frameworks: IT Act, POCSO, IPC provisions and their limitations.
- Cybersecurity education: Safety, privacy, reporting, and redressal.
- Impact of harassment on women's participation in digital education and discourse.

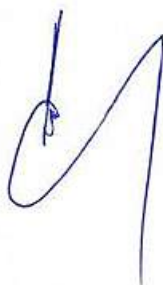
Unit IV: Women and Digital Entrepreneurship,

- Women in tech: Participation, leadership, and STEM-based digital roles.
- Digital entrepreneurship and the Gig economy: Challenges and opportunities.
- Digital skilling and innovation ecosystems under NEP 2020.
- Case studies of successful women-led digital enterprises in India.



Suggestive Readings:

- Banet-Weiser, S. (2018). *Empowered: Popular feminism and popular misogyny*. Duke University Press.
- Baumgartner, S. E., & Hartmann, T. (2011). The role of health anxiety in online health information search. *Cyberpsychology, Behavior, and Social Networking*, 14(10), 613–618.
- Gajjala, R. (2012). *Cyberculture and the subaltern: Weavings of the virtual and real*. Lexington Books.
- Haraway, D. J. (1991). *Simians, cyborgs, and women: The reinvention of nature*. Routledge.
- Jain, S. (2020). Feminist approaches to digital literacy in India. *Economic and Political Weekly*, 55(16), 23–28.
- Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. NYU Press.
- Sharma, D. (2013). Access to technology and gendered digital divides in rural India. *Gender, Technology and Development*, 17(2), 167–192.
- UN Women. (2022). *Online violence against women in Asia*.
- UNESCO. (2021). *The global report on women in digital spaces*.
- Wajcman, J. (2004). *TechnoFeminism*. Polity.



Semester – IV

Women and Globalization

Course Code:

MGDSDWG425

Credits: 02

Tutorial (T): 2

Max. Marks: 50

Total Contact Hrs.30

Course Learning Outcomes (CLOs)

CLO 1: Analyze the impact of globalization and liberalization on women's work, labour patterns, and socio-economic conditions using feminist frameworks.

CLO 2: Evaluate and critique gender-responsive policies and governance models in global and national contexts through applied policy analysis.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSDWG425.1	3	2	3	2	3	3	2	2	3	3	2.6
MGDSDWG425.2	2	3	3	3	3	3	2	2	2	3	2.6
Average(PLO)	2.5	2.5	3.0	2.5	3.0	3.0	2.0	2.0	2.5	3.0	2.6



Unit I: Globalization and Gendered Labour Dynamics

- Understanding Globalization from Feminist Perspectives
- Globalization and Shifting Employment Patterns in the Global South
- Gender Implications of Economic Liberalization and Labour Market Reforms
- Working Coordination, Wage Gaps, and the Feminization of Poverty

Unit II: Policy, Resistance, and Economic Governance

- Trade Liberalization, SEZs, BPOs and Gendered Workspaces
- Gender Budgets and Economic Governance: Institutional Interventions
- Gender Equity in Global Economic Policy: Critiques and Alternatives
- Towards Inclusive Development: Policy Advocacy and Gender Impact

Suggestive Readings:

- Banerjee, N. (2005). Globalisation and women's work in South Asia: The need for redefinition. *Indian Journal of Labour Economics*, 48(1), 77–92.
- Ghosh, J. (2004). Globalization, export-oriented employment for women and social policy: A case study of India. UNRISD.
- Kabeer, N. (2004). Globalization, labor standards, and women's rights: Dilemmas of collective (in)action in an interdependent world. *Feminist Economics*, 10(1), 3–35.
- Rai, S. M., & Waylen, G. (Eds.). (2014). *New frontiers in feminist political economy*. Routledge.
- Sen, G., & Durano, M. (2014). The remaking of social contracts: Feminists in a fierce new world. Zubaan.
- Standing, G. (1999). Global feminization through flexible labor: A theme revisited. *World Development*, 27(3), 583–602.
- UN Women. (2015). *Progress of the world's women 2015–2016: Transforming economies, realizing rights*.



Semester – IV
Women and Migration

Course Code:	MGDSDWM425
Credits: 02	Tutorial (T): 2
Max. Marks: 50	Total Contact Hrs.30

Course Learning Outcomes (CLOs)

CLO 1: Understand and analyze migration as a gendered process through feminist and intersectional perspectives.

CLO 2: Critically examine the experiences, vulnerabilities, and rights of women migrants in contemporary society.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSDWM425.1	3	3	2	2	3	2	2	2	2	2	2.3
MGDSDWM425.2	2	3	3	3	3	3	2	2	3	3	2.7
Average(PLO)	2.5	3.0	2.5	2.5	3.0	2.5	2.0	2.0	2.5	2.5	2.5

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Unit I: Gendered Dimensions of Migration

- Understanding the concepts of gender and migration.
- Feminist theories relevant to migration studies.
- Intersectionality and its application in migration discourse.
- Changing gender roles and care drain in migration dynamics.

Unit II: Women Migrants: Rights, Challenges and Representation

- Vulnerabilities of women migrants: Violence, trafficking, and exploitation.
- Women's migration and empowerment: Economic, social, and emotional impacts.
- Legal frameworks and policy responses addressing women migrants in India.
- Representation of migrant women in media, arts, and public discourse.

Suggestive Readings:

- Agustín, L. M. (2007). *Sex at the margins: Migration, labour markets and the rescue industry*. Zed Books.
- Bastia, T. (2014). *Gender and migration: Feminist interventions*. Routledge.
- Chant, S., & Radcliffe, S. A. (1992). Migration and development: The importance of gender. In *Gender and migration in developing countries*. Belhaven Press.
- Datta, A., & Brickell, K. (2011). Introduction: Translocal geographies. In *Translocal geographies: Spaces, places, connections*. Ashgate.
- International Organization for Migration. (2022). *World Migration Report 2022*. IOM Publications.
- Parreñas, R. S. (2001). *Servants of globalization: Women, migration, and domestic work*. Stanford University Press.
- UN Women. (2017). *Gender on the move: Working on the migration–development nexus from a Gender perspective*.

Semester – IV
Women and Agriculture

Course Code:	MGDSDWA425
Credits: 02	Tutorial (T): 2
Max. Marks: 50	Total Contact Hrs.30

Course Learning Outcomes (CLOs)

CLO 1: Critically examine the socio-economic roles, challenges, and contributions of women in agriculture in India.

CLO 2: Analyze gender disparities in agricultural access and policy responses to promote women's empowerment in the sector.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSDWA425.1	3	3	3	2	3	2	2	2	2	2	2.4
MGDSDWA425.2	3	3	3	3	3	3	2	3	3	3	2.9
Average(PLO)	3.0	3.0	3.0	2.5	3.0	2.5	2.0	2.5	2.5	2.5	2.65



Unit I: Women's Participation in Agriculture

- Historical and contemporary roles of women in agriculture: farming, fisheries, and livestock.
- Socio-economic and cultural factors affecting women's participation in agriculture.
- Women's entrepreneurship in allied sectors: Horticulture, food processing, agribusiness.
- Gender inclusion in agricultural education: NEP 2020 and agricultural policy reforms.

Unit II: Challenges, Policy Frameworks and Innovations

- Gender disparities in access to land, credit, extension services, and technology.
- Health, safety, and workload challenges for women farmers; impact of climate change.
- Government schemes, SHGs, FPOs, and UN SDGs promoting women's agricultural empowerment.
- Digital literacy, skill development, and innovation in women-led agripreneurship.

Suggestive Readings:

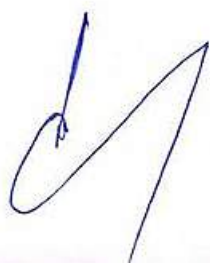
- Agarwal, B. (1994). A field of one's own: Gender and land rights in South Asia. Cambridge University Press.
- Food and Agriculture Organization. (2011). The state of food and agriculture 2010–2011: Women in agriculture—Closing the gender gap for development.
- Ghosh, M. (2018). Women's participation in agriculture in India. Economic and Political Weekly, 53(17), 32–37.
- International Fund for Agricultural Development. (2019). Creating opportunities for rural youth.
- Kumar, A., & Sharma, R. (2020). Women farmers in India: Issues and empowerment. Kurukshetra, 68(5), 18–23.
- Mahajan, V. (2014). Women's empowerment and microfinance: A case study of SHGs. Indian Journal of Economics and Development, 10(2), 53–60.
- Rao, N. (2006). Land rights, gender equality and household food security: Exploring the conceptual links in the case of India. Food Policy, 31(2), 180–193.
- United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development.



Table of Contents

PG (CW+R)

S. No.	Title of Papers	Course Code	Credits	Page No.
1.	Dissertation/Field Report	MGDSPDI425	16	
2.	Tools for Qualitative Research in Gender Studies	MGDSCTQ425	04	



Semester – IV
Dissertation / Field Report

Course Code:	MGDSPDI425
Credits: 16	Tutorial (T): 4
Max. Marks: 400	Total Contact Hrs.: 60

Course Learning Outcomes (CLOs)

CLO 1: Design and implement an independent research or fieldwork project addressing a gender issue

CLO 2: Apply feminist methodologies and ethical principles in field engagement or academic research.

CLO 3: Analyze and interpret qualitative or quantitative data using appropriate tools.

CLO 4: Communicate findings through academic writing, presentations, and viva voce evaluations.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSPDI425.1	3	2	3	1	2	2	1	1	3	3	2.10
MGDSPDI425.2	2	3	3	2	3	3	2	2	3	2	2.50
MGDSPDI425.3	2	3	3	2	3	2	1	2	3	3	2.40
MGDSPDI425.4	3	2	2	2	3	2	2	2	2	3	2.30
Average(PLO)	2.50	2.50	2.75	1.75	2.75	2.25	1.50	1.75	2.75	2.75	2.38



Option A: Dissertation (8 + 8 Credits)

Component 1: Research Process & Writing (8 Credits)

- Selection of a researchable topic aligned with gender studies.
- Framing research questions and objectives.
- Conducting literature review and theoretical framing.
- Methodology and data collection (qualitative/quantitative/mixed).
- Analysis and interpretation of findings.
- Ethical considerations in feminist research.
- Writing of dissertation (10,000–15,000 words).

Component 2: Presentation & Evaluation (8 Credits)

- Submission of written dissertation.
- Presentation of findings in a departmental colloquium/seminar.
- Viva-voce examination with internal and external examiners.
- Assessment of academic rigour, originality, methodology, writing, and gender sensitivity.

Option B: Field Report (8 + 8 Credits)

Component 1: Field Engagement & Reporting (8 Credits)

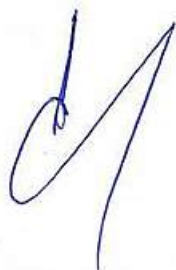
- Undertaking fieldwork (minimum 4–6 weeks) with NGOs, CBOs, government schemes, or local institutions.
- Identifying a field-based issue related to gender (e.g., gender violence, health, livelihood, education, politics).
- Observation and data collection (interviews, FGDs, case studies, ethnography).
- Field diary maintenance.
- Preparation of field report (6,000–8,000 words).

Component 2: Documentation & Presentation (8 Credits)

- Submission of field report with appended tools, transcripts, and visuals (if applicable).
- Public presentation or group discussion with faculty.
- Viva-voce examination to assess field learning, application of gender lens, and analytical ability.

Evaluation Criteria (Common to Both)

Component	Weightage
Proposal & Research Design	10%
Fieldwork/Research Implementation	30%
Final Report/Dissertation	30%
Presentation (Seminar)	10%
Viva Voce (Internal + External)	20%
Total	100%



Suggestive Readings:

- Bhattacharya, K. (2017). *Fundamentals of qualitative research: A practical guide*. Routledge.
- Chatterjee, P., & Sharma, A. (2020). *Gender and fieldwork: Navigating researcher-researched relationships*. Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE.
- Harding, S. (1987). *Feminism and methodology: Social science issues*. Indiana University Press.
- Hesse-Biber, S. N. (2014). *Feminist research practice: A primer* (2nd ed.). SAGE Publications.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE.
- Narayan, K. (1993). How native is a "native" anthropologist? *American Anthropologist*, 95(3), 671–686.
- Oakley, A. (1981). Interviewing women: A contradiction in terms. In H. Roberts (Ed.), *Doing feminist research* (pp. 30–61). Routledge.
- Reinharz, S. (1992). *Feminist methods in social research*. Oxford University Press.
- Stanley, L., & Wise, S. (1993). *Breaking out again: Feminist ontology and epistemology*. Routledge.
- Tickner, A. B. (2005). What is your research program? Some feminist answers to international relations methodological questions. *International Studies Quarterly*, 49(1), 1–21.
- UN Women. (2021). *Fieldwork ethics and safety guidelines for researchers*. Retrieved from <https://www.unwomen.org>

Semester – IV

Tools for Qualitative Research in Gender Studies

Course Code:

MGDSCTQ425

Credits: 04

Tutorial (T): 4

Max. Marks: 100

Total Contact Hrs.60

Course Learning Outcomes (CLOs)

CLO 1: Gain expertise in designing gender-sensitive qualitative tools.

CLO 2: Conduct and manage qualitative data collection and initial analysis.

CLO 3: Apply coding, thematic analysis, and interpretive strategies in gender research.

CLO 4: Design and present gender-focused research proposals using appropriate qualitative methods.

CLO-PLO Matrix for the Course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average (CLO)
MGDSCTQ425.1	3	2	2	1	3	1	2	2	2	1	1.90
MGDSCTQ425.2	2	3	3	2	3	2	2	2	3	3	2.50
MGDSCTQ425.3	3	3	3	2	3	2	2	3	3	3	2.70
MGDSCTQ425.4	3	3	3	3	3	3	3	3	3	3	3.00
Average (PLO)	2.75	2.75	2.75	2.00	3.00	2.00	2.25	2.50	2.75	2.50	2.53



Unit I: Designing Field Tools

- Framing research questions with gender sensitivity
- Preparing interview guides and FGD protocols
- Observation checklists and participatory tools (PRA, timelines, mapping)
- Pilot testing and refining tools

Unit II: : Field Engagement and Data Handling

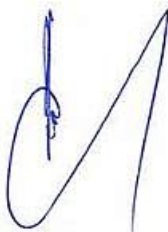
- Ethical considerations in field-based gender research
- Conducting in-depth interviews and focus groups
- Transcription, coding (manual and digital tools like NVivo)
- Initial analysis and field reporting

Unit III: Advanced Analytical Techniques

- Thematic analysis, narrative analysis, and grounded theory
- Triangulation and mixed methods approach
- Validity, reliability, and reflexivity in feminist research
- Gendered interpretation of qualitative data

Unit IV: Proposal Writing and Presentation

- Components of a qualitative research proposal
- Structuring literature review and methodology sections
- Designing tools, timeline, and ethical considerations
- Presentation of research proposals and peer feedback



Suggestive Readings:

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
- Hesse-Biber, S. N. (2014). *Feminist research practice: A primer* (2nd ed.). SAGE Publications.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.
- Oakley, A. (1981). Interviewing women: A contradiction in terms. In H. Roberts (Ed.), *Doing feminist research* (pp. 30–61). Routledge.
- Reinharz, S. (1992). *Feminist methods in social research*. Oxford University Press.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE Publications.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). SAGE Publications.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). SAGE Publications.
- Nagar-Ron, S., & Motzafi-Haller, P. (2011). "Practicing feminism in the field: Experiences and insights from Israel." *Women's Studies International Forum*, 34(6), 501–512.

