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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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–Queer theory.
- 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 Farell 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: **MGDSCWL125**
Credits: 04 **Tutorial (T): 4**
Max. Marks: 100 **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	25	1.75	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.

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.

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, Classand 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.