

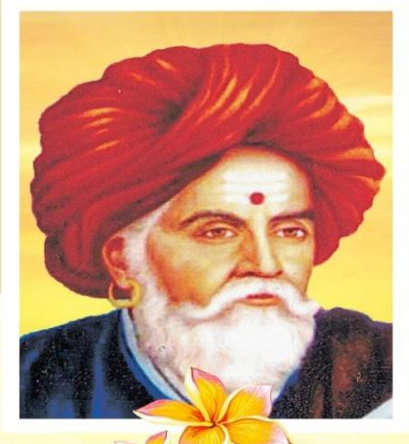
Prin. Dr. Sudhakar Jadhavar Arts, Commerce & Science College
Narhe-Dhayari, Pune

SAVITRIBAI PHULE FESTIVAL



Seminar On Lahuji Vastad Salawe

क्रांतीची
धगधगती
धगधगतीमहाल



शिक्षण प्रसाराची चळवळ,
अस्पृश्यता निवारणाच्या चळवळीला
ताकद देण्याचं महत्वपूर्ण कार्य करणारे
क्रांतिकारक

लहुजी वस्ताद साळवे

यांना पुण्यतिथीनिमित्त विनम्र
अभिवादन!
- 17 फेब्रुवारी -

Yoga Shibir



जाधवर ग्रुप ऑफ इन्स्टिट्यूट्स,
पुणे
आयोजित



दहा दिवसीय ऑनलाईन योग शिबीर

दिनांक : २५ जुलै ते ०३ ऑगस्ट, २०२१ वेळ : सकाळी ६.०० ते ७.०० वा.

♦ प्रशिक्षक ♦

डॉ. बिजमोहन दायमा **डॉ. सारीका दायमा**
(पतंजली योगपीठ हरिद्वार, शाखा : लातूर)

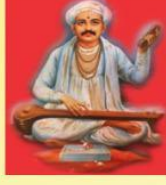
♦ संयोजक ♦

प्राचार्य डॉ. सुधाकरराव जाधवर
अॅड. शार्दुल सुधाकरराव जाधवर



प्रसारण → Youtube : Jadhavar Group-School & Colleges

Kirtan Series



शिक्षणमहर्षी प्राचार्य डॉ. सुधाकरराव जाधवर (सर) यांच्या वाढदिवसानिमित्त
जाधवर ग्रुप ऑफ इन्स्टिट्यूट्स, पुणे आयोजित

२ रा कीर्तन महोत्सव

दिनांक : ३ ते ८ जून २०२१
दररोज सायं. ७ वाजता



राष्ट्रीय कीर्तनकार
ह.भ.प. चारुदत्तबुवा आफळे

कार्यक्रमाचे मार्गदर्शक



प्राचार्य डॉ. सुधाकरराव जाधवर
अध्यक्ष : जाधवर ग्रुप
व्यवस्थापन परिषद सदस्य :
सावित्रीबाई फुले पुणे विद्यापीठ, पुणे



संयोजक

कीर्तन केसरी शिवशंभो व्याख्याते
ह.भ.प. राजेंद्र महाराज येप्रे
साधक वर्ग



आयोजक



अॅड. शार्दुल सुधाकरराव जाधवर
उपाध्यक्ष : जाधवर ग्रुप

प्रसारण : <https://youtube.com/c/JadhavarGroupAdvShardulraoSudhakararaoJadhavar>
You Tube - Jadhavar Group Of Institutes Pune Maharashtra India

Women's Day





Prayer



Social Awareness Through The Kirtan



Jadhavar Group of Institute presents



संत कीर्तन आणि समाजप्रबोधन

By
Omkar Gaikwad

Join us
On 28th Jan
at 5pm

On YouTube :Jadhavar Group schools-colleges

Seminar

JADHAVAR GROUP OF INSTITUTE



BANKING TRANSACTION

QUALIFICATION
MBA Finance from MITSOM
Certified Financial Planner **Mr. Sanket Patil**
Certified In Investment Banking Professional
Italian Language Expert-B1 Level



EXPERIENCE
HDFC Bank, Indusind Bank,
Bank of New York Mellon.
Currently working with
Axa Business Services.

Online Class



Environmental Studies (AECC)

Unit 1 : Introduction to environmental studies

- ☐ Multidisciplinary nature of environmental studies;
- ☐ Scope and importance; Concept of sustainability and sustainable development.

Unit 2 : Ecosystems

- ☐ What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 3 : Natural Resources : Renewable and Non-renewable Resources

- ☐ Land resources and land use change; Land degradation, soil erosion and desertification.
- ☐ Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- ☐ Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- ☐ Energy resources : Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4 : Biodiversity and Conservation

- ☐ Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- ☐ India as a mega-biodiversity nation; Endangered and endemic species of India
- ☐ Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- ☐ Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5 : Environmental Pollution

- ☐ Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- ☐ Nuclear hazards and human health risks
- ☐ Solid waste management : Control measures of urban and industrial waste.
- ☐ Pollution case studies.

Unit 6 : Environmental Policies & Practices

- ☐ Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

- ☐ Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- ☐ Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Unit 7 : Human Communities and the Environment

- ☐ Human population growth: Impacts on environment, human health and welfare.
- ☐ Resettlement and rehabilitation of project affected persons; case studies.
- ☐ Disaster management : floods, earthquake, cyclones and landslides.
- ☐ Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- ☐ Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- ☐ Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Unit 8 : Field work

- ☐ Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- ☐ Visit to a local polluted site---Urban/Rural/Industrial/Agricultural.
- ☐ Study of common plants, insects, birds and basic principles of identification.
- ☐ Study of simple ecosystems---pond, river, Delhi Ridge, etc.

4. MASTER OF ARTS IN GENDER, CULTURE AND DEVELOPMENT STUDIES (TWO YEARS) (FULL TIME)

Eligibility

- Graduate degree
- The intake capacity being limited, candidates will be selected through an Admission Test (Written and Interview) conducted by the Krantijyoti Savitribai Phule Women's Studies Centre.

Course Description

This Degree Course (64 credits) is spread over four semesters in two years including four papers of 100 marks each (4 credits) in each semester. For each paper, there will be internal evaluation for 50 marks and the external evaluation for 50 marks. Special workshops, films and visits will be organized as part of the course. Each student is required to complete supervised dissertation (with viva voce) as part of this course. In each semester, students can opt for 4 credits outside the Department.

- Total marks for evaluation are 1600.

Objectives of the New Masters in Gender, Culture and Development Studies

This Degree Course is launched with the following aims:
It seeks to provide the participants the knowledge, skills and information in the field of gender, culture and development so as to enable them-

1. to engage in research nationally and internationally in gender studies at the levels of policy and practice,
2. to work as gender experts in the fields of media- print and electronic- and that of information and communication technology,
3. to work in the development sector in various capacities, and to pursue career in the area of Corporate Social Responsibility.

This Course intends to engage participants in the following:

1. Mapping and analyzing perspectives, issues and debates in the field of development from gender perspectives,
2. Examining through a gender lens, the inter-linkages between cultural practices, social processes and development approaches,
3. Understanding feminisms in global and local contexts and mapping feminist interventions in knowledge,
4. Doing a dissertation and presenting and defending its major arguments.

Bridging Gaps: Assignments and Workshops for Skill Building

The courses will be supported by workshops and bridge modules to help students in

- Concretizing and locating a theoretical perspective in material conditions, Analyzing contemporary issues/ legal cases using feminist perspectives, Tracing many paths to feminism, Mapping feminist scholarship emerging from women's movement, academy and NGOs
- Reading and analyzing statistical reports; Summarizing reports, policy recommendations; Preparing resource list; Writing press notes, newspaper features, blogs etc.
- Analysing structures, strategies and semiotic codes in film/television serial/any cultural practice; Collating and collecting visual, oral, literary documents; Audio-visual presentation of cultural practices
- Using primary sources - archives, literary texts, oral narratives; Revisiting secondary sources to rewrite feminist history; Mapping feminist tour of sites in villages, cities and towns
- Critical review of the research reports of NGOs, research institutes and fact-finding reports of the movement; Rereading texts: making critical notes (drawing information from the available research); Documenting development alternatives; Documenting inequalities through quantitative methods and local surveys
- Understanding processes and procedures of campaign building; Preparing small handbills, speeches, posters, skits, role-plays to democratize knowledge of law to diverse groups

SEMESTER I

Core Courses

WS 1 : Feminisms: Global and Local

WS 2 : Development: Gender Perspectives

WS 3 : Gendering Social History

Optional Courses

WS 4: Legal Terrains: Gender Concerns

WS 5: Course (Thematic)

WS 23: Inequalities and Exclusions : Gender Perspectives

SEMESTER II

Core Courses

WS 6: Feminist Thought and Feminist Theory

WS 7: Gender, Culture and Development: Theoretical Perspectives

Optional Courses

WS 8: Culture: Gender Perspectives

WS 9: Gender and Dalit Studies

WS 10: Course (Thematic)

WS 24: Conceptualizing Violence

SEMESTER III

Core Courses

WS 11: Theory of Gender in India

WS 12: Feminist Research Methodology

Optional Courses

WS 13: Gender, Nation and Community

WS 14: Gender and Sexualities: Perspectives and Issues

WS 15: Caste and Gender: History and Memory

WS 16: Course (Thematic)

WS 25: Literature in Comparative Context

SEMESTER IV

Core Courses

WS 17: Globalization: Gender Concerns

WS 18: Dissertation OR Research Essay/ Research Report

Optional Courses

WS 19: South Asia: An Introduction through Gender Perspectives

WS 20: Gender and Cultural Studies in India

WS 21: Gender, Production and Reproduction in South Asia

WS 22: Course (Thematic)

WS 26: State, Civil Society and Law : Gender Perspectives

SPECIAL FEATURES OF POST-GRADUATE MA/DIPLOMA COURSE IN GENDER, CULTURE AND DEVELOPMENT STUDIES

Modular Training and Micro Teaching: Developing Skills and Practice

The Centre is committed to integrating a strong skill building component into the teaching practices and pedagogy of the MA programme in Gender, Culture and Development Studies. These skills include those required in the academia and expanding sector of development and culture- in fact the Centre sees this initiative as one of building dialogue across the different government, NGO, Industry and social movement organisations that are ‘doing gender’ in different ways. Towards this end, the Centre floats thematic courses every semester which seek to integrate training in academic skills with training required for working in different specialised sectors in the field of development and media.

Training in academic skills of reading, writing and presentation is conducted through micro teaching, mentorship programmes and writing courses. The faculty members at the Centre are assigned students who they meet one-to one for developing skills ranging from building a bibliography, working out annotated bibliographies, making critical notes, reading and reviewing and writing and presenting an essay. The Writing Course is built around a specific theme and introduces students to skills of exploring a new field, diverse resources, delineating specific areas of interest and articulating this interest in the form of a proposal.

The second significant component of skill development is designed through a series of ‘Modular Training Workshops’ by practitioners and professionals in the field. These workshops have grown from the Centre’s sustained dialogue with more than 40 organizations in the development, media and CSR sectors. The on-going dialogue seeks to understand the gaps between university education and the requirements of the field and to evolve ways of meaningful partnerships between the centre and various organizations and professionals. The modular workshops are an integral part of the course work and the objectives of the workshops are as follows:

- Draw out maps of development of specific sectors
- Outline processes and work involved in the sector and skill sets required for the same
- Introduce students through exercises to issues, practices and dilemmas that are encountered in practice in different sectors
- Allow students and ‘potential employers’ to interact in a non-recruiting scenario.

The modular workshops become a site on which the students in dialogue with practitioners think through and explore ways in which their post-graduate interdisciplinary training in Gender, Culture and Development Studies can contribute to their future career prospects most directly through the block placement initiative. For the Centre, the modular workshops are an important platform to learn about the new developments in the ‘field’ and develop sustained dialogues through collaborative research and training. The workshops open with daylong sessions with experts like Ramesh Awasthi, Manisha Gupte and Milind Bokil introducing students to the historical emergence of the voluntary and NGO sector in India. This is combined with sessions by Kiran Moghe on tracing the development of mass movements in India.

Modular workshops are planned across four semesters to cover sectors of health, sexuality and media, livelihoods, child rights and education, dalit rights, disaster management and

communication and documentation. Within the health sector, there have been trainings on public health in India by ICCHN, on health equity and issues of gender within health by SATHI. In the field of sexualities, there have been trainings on major issues within the field by Sangama, Bangalore, debates within Sex Work/Prostitution by SANGRAM, Sangli and on Masculinities by Samyak, Pune. The students have also completed the 4 Day Chakrabhed Training organized by MASUM on the theme of working with domestic violence. Within the media sector, modular workshops have included training on issues of gender in cybercultures by Nishant Shah of Centre for Internet and Society (Bangalore) on Critical Media Literacy by Bishakha Dutta of Point of View (Mumbai) and Madhusree Datta of Majlis (Mumbai). In the coming semesters, modular workshops include among others those on themes of Livelihoods- Gender and Water concerns by SOPPECOM (Pune), Gender issues in Livelihoods- issues of urban reforms, EGS by Prayas (Pune) and Food Security and Livelihood Concerns by Vikas Adhyayan Kendra (Mumbai). Trainings on Dalit and Tribal Rights by Navsarjan (Gujarat), AIDMAM (New Delhi), NACDOR (New Delhi), VAK (Mumbai) and Insight (Delhi) are an important component of the Centre's focus on issues of caste and gender. The upcoming semesters will also include trainings on Documentation and Communication by Aalochana and Stree-Samya; on Advocacy by NCAS and Action Aid as also on Child Rights and Education by CRY, Nirantar. The list of sectors and trainers continue to grow as the Centre seeks to dialogue with new partners in the field.

Bridge Course

The Bridge Course runs as a co-curricular course in every semester and has been conceptualised as distinct from 'English Language Courses' and 'Remedial English Programmes'. At the Centre of this course is an effort to wedge open the inequalities that are articulated through the 'language question' in higher education. The course addresses both the immediate and urgent needs of students and the long term goal of transforming the very processes involved in learning and teaching.

The University of Pune attracts equal number of students from the urban and rural areas and more than 50% of the students in the Social Science classrooms of the University including ours come from socially and economically disadvantaged backgrounds. Many of our students come from the drought-prone backward areas and aspire for career opportunities in teaching-research, State and Union Public Services and the development sector. However, almost all of them have Marathi as their language of instruction, reading and examination up to the graduation level. Hence developing reading, comprehension, writing and communication skills in English is an urgent need. The major theoretical debates, discussions on contemporary social issues are largely available in English. This leads to a major gap in the theoretical, analytical and writing skills of the students belonging to the above mentioned categories. Many of the students have not had access to computers and therefore do not have a hands-on experience with basics of data entry and processing and efficient use of web resources. On the other hand the English Medium student in this classroom often mistakes fluency of language with accuracy of argument and excellence. Often these students need special training in skills of reading, making notes, building arguments and most importantly in locating issues in social history and the everyday lived reality. Many of these students have very little idea of the rich debates in Marathi/Indian languages happening inside and outside the academia and rarely reflect on own location of privilege and its relation to knowledge and power. The gaps caused by disengaged scholarship and fractured understanding of the middle class English educated

students of issues in Indian society is also a matter of concern in the formulation of this course as is the over dependency on web resources that leads to 'download' mode of learning and writing.

The Bridge course was started therefore with the following objectives:

- To improve the linguistic skill of English language by teaching basic grammar and phonetics by using readings from the classroom as 'texts' for reading and comprehension skills.
- To enhance analytical skills through learning skills of discussion and presentations.
- To develop skills of argumentation and presentation of subject matter.
- To develop basic skills of data entry, use of web resources and processing through social science packages.
- To develop Social Science and Humanities Vocabulary in Marathi /Indian Languages.
- To 'reflect' on social location and processes of knowledge.
- To recognize that diverse groups work more efficiently and creatively and transform knowledges.

The Bridge course has been designed around the following five modules:

- Oral, Written, Aural and Visual Comprehension in English
- Basic Comprehension of English Grammar
- Instructional Sessions to navigate real and virtual spaces in English
- Individual and group exercises to develop skills of critical note-taking, reviewing and presentation of subject matter
- Foster respect for diversities through understanding inequalities and creating equal opportunities

The Bridge Course involves at least twice a week classes plus contact hours with the faculty for addressing individual queries and issues. The contact hours work like tutorial sessions. The Centre is committed to this project and in keeping with the stated aims of the Bridge Course we have also begun writing and publishing teaching-learning manuals for each semester to suit the needs of the course.

Block Placements and Internship Programme

The Masters and Diploma programmes in Gender, Culture and Development Studies are framed within the context of changing social composition of our classroom and the opening up of disciplinary boundaries. The programmes seek to address some of the challenges facing contemporary higher education, more specifically the questions raised about the relevance and 'employability' of postgraduates in social sciences and humanities. There has been in recent times, considerable debate on increasing number of unemployed/underemployed postgraduates in Social Sciences and Humanities and research programmes for many are no longer a choice but a way to escape

unemployment. Goals of higher education have often come to be posed as either training for labour market or shaping of sensibilities. The programmes at the Women's Studies Centre seek to move out of this posed binary and are committed to curricula and pedagogies that integrate critical knowledge with skill development for 'employability'.

The Block Placement and Internship programme which introduces students to the critical areas of practice in the fields of development and culture is an effort to make higher education more adaptive and imaginative and has evolved through seminars, meetings and focused dialogue with the State, Corporate and Non- Governmental Sector to explore mutually beneficial partnerships. The Centre believes that the best of talent from diverse social groups needs to be brought into Social Sciences and Humanities and this is possible only if sustainable partnerships can be built with Development, corporate and media houses. With this in view, the Centre through its project on 'Reimagining Higher Education: Issues of Employability and Partnership' has been in dialogue with over 40 organizations in India across the following sectors: Documentation for Change, Alternate Media, Youth, Health, Education, Human Rights and Law, Sexuality and Sex Work, Livelihoods, Publishing/Translation, Microfinance, Dalit rights and relatively newer fields that include disaster management, CSR and Innovation.

The Block Placement Programme is closely linked to intensive semester long training programmes that are integrated in the curriculum through specially designed theme/sector based modular workshops. These modular workshops constitute an important part of the skill development and practice component of the programme and are conducted by renowned practitioners in the above-mentioned sectors.

In a voluntary capacity, the centre is being assisted in the process of conceptualizing and concretizing the block placement programme by an expert Vijay Wavare who has rich experience of working in the development and CSR sectors and is a trained social worker.

The idea of the block placement programme is to place students for a period of one month with various organizations working in diverse fields, with a view of matching the requirements of the organizations and the interests of the students. The block placement is located in the summer vacations between the first and second year of the MA programme. The block placement seeks to break away from regular models that envisage 'the field' as separate from the classroom and as an exposure to the 'real world'. Rather the bridge course, modular workshops and block placement components are integrated as a part of reflexive learning – of seeing the 'field' in the classroom and experiencing the 'classroom' in the field. In this process, doing block placement becomes a way of knowing not just about the concerned sector but also about one's own strengths and limitations. It is envisaged in terms of giving students a space to practice the skills that they possess, identify gaps in skills and work on these during the semester. Students also undergo special training and one-to-one guidance sessions before being placed for blocks and after completing block placement assignments. The block placement is followed by a 2-3 month long internship at the end of their second year of MA. The block placement-internship programme is a step towards building a Placement Cell in the near future.

The first batch of the MA students did their block placements with Action-Aid India, MASUM, Pune; Samyak, Pune; SWaCh, Pune; Navsarjan, Ahmedabad; SOPPECOM, Pune; Sangama, Bangalore; Aalochana, Pune; SATHI, Pune; Manuski, Pune among other organisations working with issues as diverse as livelihoods, sexualities, health, masculinities and dalit rights. At the organisations, students have been involved in preparing bibliographies, field based research, documentation, designing and implementing sessions with specific groups, web campaigning apart from participation in the on-going activities of the organizations.

Apart from this, organizations like Drishti Media Collective, Ahmedabad; Centre for Social Justice, Ahmedabad; Olakh, Baroda; ANANDI, Gujarat; Jagori and Jagori Rural, New Delhi and Himachal Pradesh; Saheli, New Delhi; AIDMAM, New Delhi have agreed to be partners in the Internships Programme in the coming years.

SYLLABUS

Semester I

WS 1- Feminisms: Global and Local

Objectives : This course will

- Seek to internationalize the understanding of Feminism
- Guide students to understanding the linkages between global distribution of power and ‘difference’ in feminisms

Module I

Global distribution of power, European modernity and feminist thought in the late nineteenth century. An Introduction to Vintage Feminisms in Europe and USA, Latin America, West Asia, South Asia, Africa and Far East

Module II

Beyond Feminist Classics in Europe and USA: Reading ‘Difference’

Module III

The Colonial Heritage and Feminisms- Africa, the Middle East/West Asia, the Caribbean

Module IV

Colonial Heritage, Empire and War: Feminisms in South Asia and South East Asia

Module V

Authoritarianism and Feminisms in Latin America, the Dilemmas of Post-Communist States of Central and Eastern Europe

Readings:

- Basu A. (ed), The challenge of Local Feminism: Women’s Movement in Global perspective, Boulder Co, West view Press, 1995.
- Clough P, Feminist Thought, Oxford, Blackwell, 1994.
- Smith B., Global Feminisms since 1945: Rewriting Histories, London, Routledge, 2000.
- Nicholson L. (ed.), The Second Wave: A Reader in Feminist Theory, New York, Routledge, 1997.
- Schneir M, The Vintage Book of Historical Feminism, London, Vintage, 1972.

- South Asian Feminisms: Negotiating New Terrains: Feminist Review: Issue 91 (Feminist Review)
- Anzaldúa, G (ed.) Making Face, Making Soul, Haciendo Caras: Creative and Critical Perspectives by Women of Color ,San Francisco: Aunt Lute Foundation Books, 1990.
- Brooke Ackerly, Political theory and Feminist Social Criticism , London, Cambridge University Press, 2000.
- McCann, Carole Ruth and Seung-Kyung Kim, Feminist Theory Reader: Local and Global Perspectives, London, Routledge,2003.

WS 2 - Development: Gender Perspectives

Objectives : This course will

- Introduce students to the concepts and Debates in engendering development studies
- Build a theoretical and issue based understanding of the different sites of development in India

Module I

Gender Critiques of Development: Historical Journey of the Concept of Development, Feminisms in Development

Module II

Gender, Development and the Indian Nation State: Landmark Policies, Plans, Reports and Commissions

Module III

Household, Production and Reproduction: Formal and Informal Labour, Gender and Livelihood

Module IV

Gender and Citizenship: Law and Politics as Subversive Sites, Health and Education - Issues of Access and Content

Module V

Women Organizing for Social Transformation: Shifts in Forms and Strategies

Readings:

- Ghosh J., Never Done and Poorly Paid: Women's Work in Globalizing India, New Delhi, Women Unlimited, 2009.
- Kabeer N., Reversed Realities, London, Verso 1995.

- Kapadia K. (ed.), Violence of Development: The Politics of Identity, Gender and Social Inequalities in India, New Delhi, Zubaan, 2002.
- Menon, N. (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 1999.
- Rai S., Gender and the Political Economy of Development, UK, Polity Press, 2002.
- Rao, N., Rurup, L and R Sudarshan (eds), Sites of Changes, New Delhi, UNDP and Friedrich Ebert Stiftung, 1995.
- Visvanathan N., Duggan L., Nisonoff L. and N. Wiegersma (eds.), The Women, Gender and Development Reader, New Delhi, Zubaan, 1997.

WS 3 - Gendering Social History

Objectives - This course will

- Introduce students to theoretical debates in feminist social history
- Equip students with methodological tools to do social history

Module I

In Search of Our Pasts: Why Social History, Theoretical Debates in Feminist Historiography

Module II

Rewriting Histories: Feminist Interrogation of Periodization of Indian History

Module III

Recasting of Women: Controversies and Debates on Gender in Modern Indian History

Module IV

Routes of Feminist Consciousness: Reading from Women's Voices and Writings on the Woman Question

Module V

Doing Feminist History: Lineages and Paths Cleared- Reading Key Texts in Social History in India

Readings:

- Geetha V. and S. Rajadurai, Towards Non-brahman Millenium, Calcutta, Samya, 1998.
- Morgan S. (ed.), The Feminist History Reader, London, Routledge, 2006.

- Roy K. (ed.), *Women in Early Indian Societies*, New Delhi, Oxford University Press, 2001.
- Scott J. (ed.), *Feminism and History*, New York, Oxford University Press, 1996.
- Vaid S and K. Sangari, *Recasting Women*, New Delhi, Kali for Women, 1989.
- Chakravarti U., *Rewriting History: Life and Times of Pandita Ramabai*, New Delhi, Kali for Women, 1994.
- Sangari K., 'Mirabai and the Spiritual Economy of Bhakti', *Economic and Political Weekly*, July 7, 1990, 1464-75 and July 14, 1990, 1537-52.
- Thapar R., *Sakuntala: Texts, Readings, Histories*, New Delhi, Kali for Women/ Women Unlimited, 2005.
- Omvedt g., *Dalits and the Democratic Revolution : Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi, Sage, 2004.
- Moon M. and Pawar U., *We also Made History*, New Delhi, Zubaan, 2008.

WS 4 - Legal Terrains: Gender Concerns

Objectives : This course will

- Introduce students to feminist debates on legal terrains
- Equip students with an understanding of major events and cases in India

Module I

Introduction to Feminist Theory and Their Perspectives on Law, Turning the Gaze back on Itself: Race and Gender in International Human Rights Law

Module II

Feminist Terrains in Legal Domain: Introduction to Legal Campaigns and Legal Studies in India, Law as a Subversive Site: Feminist Perspectives

Module III

Women and Law in Colonial India: A Feminist Social History (Labour Legislation, Personal Laws), Social Reform, Sexuality and the State

Module IV

Sexual Violence and the Binary Logic of Law (Rape, Sexual Harassment)
 Women, Citizenship, Law and the Indian State (Ameena Case)
 Outlaw Women (Phoolan Case)

Module V

Enforcing Cultural Codes (Case of 'Honour Killings')
 Women between Community and the State: Uniform Civil Code Debate

Readings:

- Butalia, U. and T Sarkar, (eds.), *Women and the Hindu Right*, New Delhi, Kali for women, 1996.
- Cossman, B. and R. Kapur (eds.), *Subversive Sites*, New Delhi, Sage, 1996.
- Wing, A.K., (ed.), *Feminism: An International reader*, New York, University Press, 2000.
- Hasan, Z. (ed.), *Forging Identities: Gender, Communities and the State*, New Delhi, Kali for Women, 1994.
- Menon, N., *Recovering Subversion: Feminist Politics Beyond the Law*, New Delhi, Permanent Black, 2004.
- Sangari, K., *Politics of the Possible*, New Delhi, Tulika, 1999.
- Sunder Rajan, R., *The Scandal of the State: Women, Law and Citizenship in Postcolonial India*, New Delhi, Permanent Black, 2004.

WS 5: Course (Thematic)

Course (Thematic) would focus on themes outlined as priority areas under the Women's Studies Programme sanctioned by the University Grants Commission and themes of applied knowledge. The theme would be decided by the Departmental Committee in consultation with students and the course would have the following structure:

- Background, concepts and theoretical perspectives
- Debates on the theme at the global level: Issues and perspectives
- Debates at the national and regional levels: Comparisons and reflections
- Issues in practice
- Working on the theme through field work, archival work, audio- visual materials

WS 23: Inequalities and Exclusions : Gender Perspectives

Objectives

This course will

- Outline the links between economic, political and social resource control and other manifestations of power that create exclusions based on stigmatized identities and the manner in which these two axes can reinforce each other, criss- cross each other or cut across the other in different contexts through an understanding of certain key exclusions**
- Map gender as a focal point linking all other exclusions as patriarchal domination creates hierarchies and exclusions within class, caste community and nation.**
- Understand how the dominant groups have the capacity to lay down norms, creating 'others' by stigmatizing certain categories of people and regarding them as non normative.**

Module I

Meaning of social exclusion

Key concepts: difference, stigma and notions of othering; the concept and experience of exclusion, intersectionality.

Module II

Exclusions based on control over material resources: land, water, forests, minerals;
Creating unequal life chances: fragile livelihoods

Historic inequalities in resource control: failure of land reform and struggles over resources: the demand for land, wages, conditions of labour; forest use. Denotified and Nomadic communities and historic inequalities and new struggles in the era of predatory capital: forests and mines.

Module III

Caste Based Exclusions

Caste based exclusions, denial of land and water Stigma as the basis of permanent exclusions, the role of violence in the perpetuation of inequalities.

Module IV

The Nation and its Periphery

The nation and its periphery: exclusions based on race, ethnicity, region, culture, religion: The cultural other: normative people at the centre and the 'other' at the periphery: manifesting difference through class, region and state power as the basis of unequal control over territory, people and resources: The South Asian experience.

Module V

Citizenship and Exclusions

The socially excluded subordinate citizen: creating the disabled by social and civil invisibilisation.

Module VI

Sexualities and Exclusions

Sexual preference as the basis of difference: the powerful normative stigmatizes the other.

Readings :

- Addlakha Renu (2007) *Gender, Subjectivity, and Sexual Identity: How Young People with Disabilities conceptualise the body, sex, and marriage in urban India*, New Delhi, CWDS.
- Butalia Urvashi (2002) *Speaking Peace*, New Delhi: Kali for Women (introduction).
- Chakravarti Anand, (2004) 'Caste and Agrarian Class: A view from Bihar' in Mohanty (ed), *Class, Caste and Gender*, New Delhi: Sage Publications.
- Chowdhry Prem (ed), (2009) *Gender Discrimination in Land Ownership*, New Delhi: Sage (introduction and chapters 4, 6 and 10).
- D'souza Dilip, (2001) *Branded by Law*. New Delhi: Penguin.
- Dalit Women Speak, Report by AIDMAM, Zubaan, 2011.
- Deshpande Ashwini (2011) *The Grammar of Caste*, New Delhi: Oxford (chapter6).
- Frontline: Volume 15, Issues 1-8; Volume 15, Issues 1-8 (for Forests, mines and predatory capital).
- Ghai Amita (2003) *(Dis)-embodied Form: Issues of Disabled Women*, New Delhi: Haranand Publications.

- Guru Gopal (2005) 'Citizenship in Exile: A Dalit Case' in Rajeev Bhargava, Helmut Reifeld and Konrad-Adenauer-Stiftung (eds) *Civil Society, Public sphere, and Citizenship: Dialogues and Perceptions*, New Delhi: Sage.
- Hassan Zoya (2009) *The Politics of Inclusion*, New Delhi : Sage (chapters 6 and & 7)
- Jayal Niraja (2011) *The Oxford Companion to Politics in India*. New Delhi: Oxford, (chapters 1, 11 12 and 15).
- Kirsch Max (2006) *Inclusion and Exclusion in the Global Area*. Oxford: Rutledge (Read Introduction for structural violence and power in exclusion).
- Klasing Insa, (2007) *Disability and social exclusion in Rural India*, Jaipur: Rawat (introduction).
- Krishna Sumi, (2004) *Livelihood and gender: Equity in Community Resource Management*, New Delhi: Sage.
- Mehrotra, Deepti Priya (2009) *Burning Bright: Irom Sharmila and Struggle for Peace in Manipur*, New Delhi: Penguin Books.
- Menon Nivedita (ed) (200 *Sexualities*, New Delhi : Women Unlimited (introduction and Section V).
- Mohanty Manoranjan (ed), (2004) 'Introduction' in *Class, Caste and Gender*, New Delhi: Sage Publications.
- Narain Arvind and Gupta Alok (2011) *Law like Love*, New Delhi : Yoda Press (chapters 1,10,16 and 24).
- Natrajan Balmurli and Paul Greenough (eds), (2009) 'Introduction' in *Against Stigma: Studies in Caste, Race and Justice since Durban Hyderabad*, Orient Blackswan.
- Patnaik Prabhat, Ghosh Jayoti et al (2004) 'The Role of the Indian Capitalist Class' in Mohanty (ed), *Class, Caste and Gender*, New Delhi : Sage Publications.
- Rao, Anupama (ed) (2003) *Gender and Caste*, New Delhi: Women Unlimited (Introduction, section 5 on land and labour).
- Rege, Sharmila (2006) *Writing Caste/Writing Gender*, New Delhi: Zubaan (Read extracts from testimonies of Dalit and DT/NT women).
- Sainath P. (1996) *Everyone Loves a Good Draught* .New Delhi: Penguin.
- Sen Amartya, *Social Exclusion, Concept Application and Scrutiny*, Social Development Papers – No. 1, Asian Development Bank, June 2002. http://housingforall.org/Social_exclusion.pdf
- Sinha B.K and Pushpendra, (2000) *Land Reforms in India: An unfinished agenda*, Delhi: Sage.
- Teltumbde Anand (2010) *The Persistence of Caste*, New Delhi: Navyana.
- Thorat S and Umakant (eds) (2004) *Caste, Race and Discrimination*, New Delhi: IIDS and Rawat (Introduction, Chapter 1, 15, 25).
- Thorat Sukhdeo and Kumar Narendra, (2008) *B.R Ambedkar: Perspectives on Social Exclusion and Inclusive Policies*, New Delhi: Oxford University Press, pp.1-59.
- Xaxa Virginus. 'Women and Gender in the Study of Tribes in India.' in *Indian Journal of Gender Studies*, October 2004; Vol. 11 (3): 345–67.

Semester II

WS 6: Feminist Thought and Feminist Theory

Objectives

This course will

- a. Introduce students to Feminist thought in different locations**
- b. Equip students with an understanding of feminist social and political theory**

Module I

Sex and Gender: Different Locations and Feminists Debates

Module II

Rights, Violence and Sexuality and Difference: Feminists Debates in Liberalism and Radical and Dominance Approaches, post structuralism

Module III

Why Class Matters: Feminist Debates in Marxist and Materialist Feminisms

Module IV

Why Race Matters: Feminist Debates on race, class and nation

Module V

Feminist Postcolonial Theory: Gendering Colonialism and Redefining Third world

Readings:

- Bhagwat Vidyut, *Feminist Social Thought*, New Delhi: Rawat Publications, 2004
- John Mary , *Discrepant Dislocations* , New Delhi, OUP, 1996
- Collins, P. H., *Black Feminist Thought*, London, Routledge, 2000.
- Brooke Ackerly, *Political theory and Feminist Social Criticism* , London, Cambridge University Press, 2000
- Acker Joan, *Class questions : Feminist Answers*, Maryland, Rowwman and Littlefield, 2006
- Narayan U., *Dislocating Cultures: Identities, Traditions and Third World Feminism*. London, Rout ledge, 1997.
- Mohanty Chandra Talpade, *Feminism Without Borders: Declonizing Theory, Practising Solidarity*, New Delhi, Zubaan 2003
- Nicholson L. (ed.), *The Second Wave: A Reader in Feminist Theory*, New York, Routledge, 1997.
- Bhavnani Kumkum, (ed) *Feminism and Race* , New York, Oxford University Press ,2003
- Weedon, Chris, *Feminism, Theory and politics of Difference*, London, Blackwell, 1999.
- Chadhuri, Maitreyee, *Feminism in India*, New Delhi, Women Unlimited,2003

WS 7: Gender, Culture and Development: Theoretical Perspectives

Objectives

This course will

- a. Introduce students to the theoretical approaches to gender, culture and development.**
- b. Equip students to understand different approaches and alternatives through case analysis.**

Module I

Trends in Development Theory and the Cultural Turn: Conceptual and Practical Foundations of the Role of Culture in Development

Module II

Alternative Development, Post-Development and Supply Side Approaches: Critique of Development from Southern Feminist Perspectives

Module III

Women, Development and Feminist Development Theory: Critical Analysis of 'Gender Myths' and 'Feminist Fables' in Development

Module IV

Feminist Post- Development Approaches and their Critiques: Review of Shiva, Datar, Dietrich, Agarwal and Nanda

Module V

The Science and Body Question in Development: Sexuality, Reproduction and Interrogating the 'Female Body'

Readings:

- Agarwal B., A Field of Her Ones Own: Gender and Land Rights in South Asia, Cambridge, Cambridge University Press, 1994
- Cornwall A., Harrison E., Whitehead A. (Eds.), Feminisms in Development: Contradictions, Contestations and Challenges, New Delhi, Zubaan, 2008.
- Grewal I., Kaplan C., An Introduction to Women's Studies: Gender in Transnational World, New York, McGraw Hill, 2002.
- Mies M and V. Shiva, Ecofeminism, Halifax, Fernwood Publications, 1993.
- Pieterse J. N., Development Theory: Deconstructions/Reconstructions, New Delhi, Vistaar, 2001.
- Rai s., The Gender Politics of Development: Essays in Hope and Despair, Zed Books, 2008.
- Rao V. (ed), Culture and Public Action, Delhi, Permanent Black, 2004.
- Saunders K. (ed), Feminist Post-Development Thought: Rethinking Modernity, Post-colonialism and Representation, London, Zed Books, 2002.
- Schech S. and Haggis J., Culture and Development: A Critical Introduction, UK, Blackwell Publisher, 2000.

- Escobar and Harcourt, Place Politics and Justice: Women Negotiating Globalization, Development Vol. 45.1, 2002

WS 8: Culture: Gender Perspectives

Objectives

This course will

- Introduce students to gender perspectives on popular culture; with an emphasis on the discourse and practices of cinema, television, magazine, calendar art, popular music and counter publics as sites of modernity in India.**
- Seeks to explore the gendered contours of modernity in India by placing within historical and cultural context the production and consumption of popular practices.**
- Explore a number of approaches to thinking about and analyzing popular cultural phenomena.**

Module I

Culture, Gender and Modernity in India

Basic concepts, approaches to the study of culture, the emergence of culture studies in India, 'emergence of culture' in gender studies.

Module II

Studying Cultural Practices: Nation, Nation-state and Gender

Understanding practices of state, Popular Cinema and borderless television as social histories of the nation.

Module III

Studying Cultural Practices: Democracy, Modernity and Gender

Gender, State and Democracy: Whose news?, capitalism, gender and print media, reinvention of 'regional' and 'local' news, Gender, State and censorship debates, mapping feminist alternate media.

Module IV

Studying Cultural Practices: Consumption, Community, Class and Sexual Economies

Analyzing Calendar Art, women's magazines, footpath pornography and C-grade films, technology and gendered reinventions of popular music.

Module V

Studying Cultural Practices: Gender, Caste and Culture

Anti caste publics and reinvention of the popular, reading performance and print cultures of the anti-caste publics (Satyashodhak and Ambedkarite Jalsa, women heroes of the booklet cultures of U.P, Dalit writings).

Readings:

- Alam, Javed. (2004) The Vulnerable Populations and Democracy in *Who Wants Democracy?* Orient Longman: New Delhi. pp. 26 to 44.
- Appadurai, Arjun (1999) Public Culture in Veena Das (ed.) *Oxford India Companion to Sociology and Social Anthropology*, Oxford University Press: New Delhi.
- Bhagwat, Vidyut. "Sanskriti": Sankalpana aani Charchavishwa (M).
- Biswas, Samata (2005). "The Classical Debate Continues... Culture and Caste in CIEFL", *The Insight*, pp. 30-32.
- Bose, Brinda (ed.) (2006) Introduction in *Gender and Censorship*, Women Unlimited: New Delhi, pages 13 to 46.
- Das, Veena (2005) Communities as Political Actors: The Question of Cultural Rights in *Critical Events: An Anthropological Perspective on Contemporary India*, Oxford University Press: Delhi.
- Dwyer, Rachel (2005) The Religious and the Secular in the Hindi Film in *Filming the Gods: Religion and Indian Cinema*, Routledge: London and New York.
- Ghosh, Anjan. The Problem in *Seminar*, No. 446, October 1996: 12-15.
- Guru, Gopal (2001) The Interface Between Ambedkar and the Dalit Cultural Movement in Maharashtra in Ghanshyam Shah (ed.) *Dalit Identity and Politics: Cultural Subordination and the Dalit Challenge*, Sage: New Delhi.
- Ilaiah, Kancha (2007) *Turning the Pot, Tilling the Land*, Navayana: Pondicherry.
- Jeffrey, Robin (2000). Capitalism, Politics and the Indian-Language Press, 1977-99 and Conclusion in *India's Newspaper Revolution*, Oxford University Press: New Delhi.
- Julluri, Vamsee (2003) Introduction in *Becoming a Global Audience*, Orient Longman: Hyderabad, pp 1-27 and 95-117
- Mazumdar, Ranjani (2007) Desiring Women in *Bombay Cinema*, Permanent Black: New Delhi.
- Naqvi, Farah (2008) In the Shadow of the Spotlight in *Waves in the Hinterland*, Zubaan: New Delhi, pp13 to 20.
- Narayan, Badri (2006). Jhalkaribai and the Koris of Bundelkhand in *Women heroes and Dalit Assertion in North India: Culture, Identity, and Politics*, Sage: New Delhi.
- Naregal, Veena (2004) Bollywood and Indian Cinema: Changing Contexts and Articulations of National Cultural Desire in Downing, J. (ed.) *Sage Handbook of Media Studies*, Sage: New Delhi.
- Nayar, Pramod K. (2006) Introduction in *Reading Culture: Theory, Praxis and Politics*, Sage Publications: New Delhi.
- Nayar, Pramod K. (2008) Cultural Studies: Scope, Aim, Methods in *An Introduction to Cultural Studies*, Viva Books: New Delhi.
- Ninan, Sevanti (2007) Overview: Reinventing the Public Sphere in *Headlines from the Heartland*, Sage: New Delhi, pp 13 to 32 and 290 to 299.
- Niranjana, Tejaswini (2006) Question for Feminist Film Studies in Bose, Brinda (ed) *Gender and Censorship*, Women Unlimited: New Delhi.

- Rajadhyaksha, Ashish (2007). 'You Can See Without Looking': The Cinematic 'Author' and Freedom of Expression in the Cinema in Mathew John and Kakarala Sitharamam (ed.) *Enculturing Law: New Agendas for Legal Pedagogy*, Tulika Books: New Delhi.
- Roy, Srirupa (2007). Moving Pictures: The Films Division of India and the Visual Practices of the Nation-State in *Beyond Belief: India and the Politics of Postcolonial Nationalism*, Permanent Black: New Delhi.
- Sen, Geeti (2003) Iconising the Nation: Political Agendas in *A National Culture*, Sage: New Delhi.
- Singh, Bhri Gupta (2003) A Life in the Theatre, *Seminar*, No 525, pp 65-70.
- Singh, Kavita (2003) The Museum is National in Geeti Sen (ed.) *A National Culture*, Sage: New Delhi.
- Srivastava, Sanjay (2007) *Passionate Modernity: Sexuality, Class, and Consumption in India*, Routledge: New Delhi.
- Storey, John (2003) Popular Culture as an Arena of Hegemony in *Inventing Popular Culture: From Folklore to Globalization*, Wiley-Blackwell: Oxford.
- Uberoi, Patricia (2003) Chicks, Kids and Couples: The Nation in Calendar Art in Geeti Sen (ed.) *A National Culture*, Sage: New Delhi.
- Uberoi, Patricia (2006) 'Beautyfull Wife, Denger Life' Engaging with Popular Culture in *Freedom and Destiny: Gender, Family, and Popular Culture in India*. Oxford University Press: New Delhi.
- Vaidehi (1988) (Tr Tejaswini Niranjana) *Gulabi Talkies and Other Stories*, Penguin Books: New Delhi.
- Vasudevan, Ravi (2003) Cinema in Urban Space, *Seminar*, No 525, pp 21-27.
- Viridi, Jyotika (2003). *The Cinematic ImagiNation*, Permanent Black: New Delhi, pp 1 – 120.
- Vitali, Valentina (2008) Women in Action Films in the 1920s and 1930s in *Hindi Action Cinema*, Oxford University Press: New Delhi.

WS 9: Gender and Dalit Studies

Objectives

This course will

- Introduce students to the 'new' field of dalit studies and its significance for doing gender studies.**
- Equip students to understand debates on caste and gender through materials from the dalit public sphere**

Module I

Emergence of Dalit Studies and Relationship to Gender Studies in India

Module II

Nation, Caste and Gender: Reviewing Classics on Woman's Question and Caste Question in Colonial India

Module III

Caste, Class and Community (Debates on Violence of Brahmanical Patriarchy, Caste and Marxism, Caste and Hindutva, Conversion, Caste and Woman's Question)

Module IV

Gender, Caste and the Public Sphere: Reading Dalit Literatures, Researching *Jalsas*, Gayan Parties, Testimonios, Pamphlets, Manifestos, Blogs, Performance Cultures.

Module V

Caste, Gender and Democracy in India

Questions of Citizenship, Political Representation, Internationalization of the Caste Question, Reservation Debate

Readings:

- Bandopadhyaya S., Caste, Culture and Hegemony, Sage, New Delhi, 2003.
- Geetha V. and S.V. Rajadurai, Towards Non-Brahmin Millennium, Samya, Calcutta, 1999.
- Gopal Guru, Atrophy in Dalit Politics, VAK, Bombay, 2005.
- Illiah Kancha, Why I am not a Hindu, Samya, Calcutta, 1998.
- Kumar Arun and Sanjay Kumar (eds), Dalit Studies in Higher Education, Deshkaal Publication, 2005.
- Narayan Badri, Documenting Dissent, IAS, Shimla,
- Omvedt Gail, Dalits and the Democratic Revolution, Sage, New Delhi, 1994.
- Shah G. (ed), Dalit Identity and Politics, Sage, New Delhi, 2001.
- Thorat Sukhdeo and Umakant (eds), Caste, Race and Discrimination, Rawat, Jaipur, 2004.

WS 10: Course (Thematic)

Course (Thematic) would focus on themes outlined as priority areas under the Women's Studies Programme sanctioned by the University Grants Commission and themes of applied knowledge. The theme would be decided by the Departmental Committee in consultation with students and the course would have the following structure:

- Background, concepts and theoretical perspectives
- Debates on the theme at the global level: Issues and perspectives
- Debates at the national and regional levels: Comparisons and reflections
- Issues in practice
- Working on the theme through field work, archival work, audio- visual materials

WS 24: Conceptualizing Violence

Objectives

This course will

- Introduce students to a historical view of violence**
- Examine experiences of violence from the point of view of the idea of 'bodily integrity' and demands for justice and dignity.**

- c. **Bring to the classroom contingent as well as long-term discussions on violence, from within the women's movement, women's studies, and more generally the work of feminist scholars.**

Module I

Introduction to Forms of Violence

Perspectives on Violence from the women's movements – issue of consent, dowry, sexual harassment, violence of state, caste, religion

Module II

Gendered Violence: Contexts of Caste, Tribe, Religion and Class

The question of caste, so call 'crimes of honour or custodial killing, witch hunting, atrocities against SC and ST and sexual assault, reinvention of Sati, violence in communal riots, surveillance of labour

Module III

State and Violence against women

The Gendered logic of Partition and the Birth of the Two Nations, developmental violence of the state and reproduction, violently gendered basis of nationhood – focus on North East and Kashmir

Module IV

Responding to Violence

Violence and the Law: Expanding the Idea of Violence, Sexual Assault and Harassment, Domestic Violence, Women in armed struggles and feminist concerns, Mothers against Violence, Feminist Lawyering and counselling

Module V

Languages and discourses of Violence

Reflecting on the languages and discourses of violence - violence as enabling metaphor: the violence of development; Delinking sex from violence – notions of choice, agency and pleasure in queer feminism Units.

Readings

- Agnes Flavia (2008) *Law and Gender Inequality: the Politics of Women's Rights in India*, New Delhi: OUP.
- Agnes Flavia (2008) *My Story...Our Story of rebuilding broken lives*, Forum Against Oppression of Women (F.A.O.W.); (reprint).
- Ahluwalia Kiranjit and Gupta Rahil (2007) *Provoked*, New Delhi: Harper Collins.
- Bardhan Kalpana and Aghnihotri, Anita (2001) *Forest Interludes: A collection of journals and fiction*, New Delhi: Zubaan.
- Bhasin Kamla and Menon Ritu (2000) *Borders and Boundaries: Women in India's Partition*, New Delhi, Kali for Women.
- Butalia Urvashi (2002) 'Confrontation and Negotiation: The women's Movement Responses to Violence Against Women', in Kapadia Karin (ed) *The Violence Of Development*, New Delhi: Palgrave-Macmillan.

- Chakravarti Uma (2007) 'Burdens of Nationalism: some Thoughts on South Asian Feminists on the Nation State' in De Mel Nilofeur and Selvy Thiruchandran (eds) *At The Cutting Edge: Essays in Honour of Kumari Jaywardene*, New Delhi: Women Unlimited.
- Chatterjee Piya, (2003) *A time for Tea: Women. Labor and postcolonial politics in Indian Plantation*, New Delhi: Zubaan.
- Chowdhry Prem (2007) *Contentious Marriages/Eloping Couples: Gender, Caste and Patriarchy in Northern India*, New Delhi: OUP.
- Datar Chayya (1995) *Struggle Against Violence*, Calcutta: Stree.
- Domestic Violence Bill: A campaign (2003), New Delhi: Indian Social Institute.
- Extracts from *Amnesty International's report* on the Assam rifles /Kashmir, 1998.
- Extracts from the international tribunal's report on sexual violence in Gujarat.
- Gandhi Nandita and Shah Nandita (1992) *Issues at Stake: Theory and Practice of Women's Movement in India*, New Delhi: Kali for Women.
- Gangoli Geetanjali (2007) *Indian Feminisms: Law, Patriarchies and Violence in India*, Ashgate Publications (Bhanwari Devi Campaign).
- Gender Group Report of the Delhi University on Sexual Harassment.
- *How has the Gujarat Massacre Affected Minority Women: Survivors Speak*, Citizen's Initiative, Ahmadabad; April 16, 2002. (Read extracts from the report).
- Kannabiran Kalpana (2005) *Violence of Normal Times*, New Delhi Women Unlimited.
- *Lawyers Collective*, Women's Rights Initiative, Campaign For Civil Act on Domestic Violence, 2002.
- Mangubhai Jayashree and Aloysius I (2011) *Dalit women speak out: Violence against Dalit Women in India*, Vols I, II, and III: New Delhi, IDEAS.
- Menon Nivedita (2004) *Recovering Subversion: Feminist Politics Beyond the Law*, New Delhi: Sage.
- Omvedt Gail (1990) *Violence against Women: New movements and New Theories in India*, New Delhi: Kali for Women.
- Sakshi (1996) *Gender and Judges*, New Delhi: Sakshi.
- Sarkar Tanika, 'Semiotics of Terror: Women and Children in Hindu Rashtira' in *Economic and Political Weekly*, Vol. 37, No. 28 (Jul. 13-19, 2002), pp. 2872-2876.
- Sharma Kalpana, 'The Other Half', in *The Hindu* 7 the Jan 2012.
- Teltumbde Anand (2008) *Khairlanji: A Bitter Crop*, New Delhi: Navyana.
- Urvashi Butalia (1998) *Other Side of Silence: Voices from the Partition*, New Delhi, Penguin.
- V. Geetha (1998) 'On Bodily Love and Hurt' in Mary John and Janaki Nair (eds). *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali For Women.
- Vaid Sudesh and Sangari Kumkum 'Institutions, Beliefs and Ideologies: Widow Immolation in Contemporary Rajasthan' in *Economic and Political Weekly*, Vol. 26, No. 17, Apr. 27, 1991, pp. WS2-WS18.
- Vasantha and Kannabiran Kalpana (1995) *De-Eroticising Violence: Essays in Modesty, Honour and Power*, Calcutta: Stree.

Semester III

WS 11: Theory of Gender in India

Objectives

This course will

- a. Introduce students to the different trends in feminist theorization in India**
- b. Map debates on different themes and sites**

Module I

Engendering Disciplines and Theorizing Gender in India

Module II

Family, Kinship and Household
Debates on Sexuality

Module III

Nation and Community
Constitution and Law as Subversive Sites

Module IV

Voices, Memory and Writings
Myths, Media and Markets

Module V

Caste, Class and Community

Readings:

- Chakravarti, U. and K. Sangari (Eds.), *Myths and Markets*, New Delhi, Manohar, 1999.
- Cossman, B. and R Kapur (Eds.), *Subversive Sites*, New Delhi, Sage, 1996.
- CWDS, Collection of Papers on 'Engendering Disciplines: Disciplining Gender', February 2001.
- Dube L. (Series Ed.), *Women and Household in Asia*: Series of five volumes,
- *Feminification of Theory*, Debate in EPW Issues, March 25, 1995, June 3, 1995, June 10, 1995, July 1, 1995, August 26, 1995, June 17, 1995.
- Hasan, Z. (Ed.), *Forging Identities: Gender, Communities and the State*, New Delhi, Kali for Women, 1994.
- Sangari, K., *Politics of the Possible*, New Delhi, Tulika, 1999.
- Uberoi, P. (Ed.), *State, Sexuality and Social Reform*, New Delhi, Sage, 1996.

WS 12: Feminist Research Methodology

Objectives

This Course will

- a. Introduce students to debates in feminist epistemology**
- b. Equip students with feminist methods and techniques of research**

Module I

Science, Nature and Gender
Feminism and Paradigm Shift

Module II

Quantitative and Qualitative Research: An Introduction
Feminist Epistemology, Methodology and Method
What is Distinctive about Feminist Method?

Module III

Feminist Reworking of: Case Study, Participatory and Action Research, Interview and Focus Group Discussion

Module IV

Feminist Reworking of: Oral History, Discourse Analysis
Debates in Feminist Ethnography

Module V

Reflexive Research: Feminist Contributions, Dilemmas and Ethics

Readings:

- Denzin N. and Y. Lincoln (eds.), Handbook of Qualitative Research, California, Sage Publications, 2000.
- Harding S. (ed.), Feminism and Methodology, Bloomington, Indiana University Press, 1987.
- Hesse- Biber S. (ed.), Handbook in Feminist Research: Theory and Praxis, California, Sage Publications, 2006.
- Keller, E.F. and H. Longino, Feminism and Science, Oxford, Oxford University Press, 1996.
- Oakley A., Experiments in Knowing: Gender and Method in the Social Sciences, London, Polity Press, 2000.
- Ramazanoglu C. and J. Janet Holland Feminist Methodology: Challenges and Choices, Sage Publications, 2002.
- Stanley L. (ed.), Feminist Praxis: Research Theory and Epistemology in Feminist Sociology, Routledge, 1990.
- Visvesaran, K., Fictions of Feminist Ethnography, New Delhi, Oxford University Press, 1999.

WS 13: Gender, Nation and Community

Objectives

This course will

- a. Introduce students to debates on engendering the nation and community**
- b. Equip students to analyse the critical events like riots, and tensions between political and cultural rights**

Module I

Colonialism, Nationalism, and the Woman Question-

The debates around anti-colonial and nationalist movements, ideas, and theories.

How ideas about the masculinity and femininity are constantly reworked in the project

Module II

Gender, Nation and State- The influence of state and religious communities on the construction of gendered identities.

Gender a lens to interpret the actions of the state.

Sexual and gendered imageries in religious and ethnic communities.

Module III

The Everyday and the Local

Religion as a lived experience.

The relationship between religious and political life.

The extent of influence of the state on women's daily lives at the local level.

Module IV

Agency and Activism

Women's agency in everyday life and women's activism in political movement.

Mapping different forms of women's activism.

Religious and ethnic differences among women.

Module V

Globalization, Development, Citizenship

Investigating new alliances, complexities and formations of power.

Women's agency enabled and disabled by them.

Readings:

- Bhasin et al (Eds.), *Against all odds: Essays on Women, Religion and Development in India and Pakistan*, Delhi, Kali for Women, 1993.
- Bacchetta Paula (ed.), *Gender in the Hindu Nation: RSS women as Ideologues*, New Delhi Women Unlimited, 2004.
- Sarkar Tanika and U. Butalia (Eds.), *Women and the Hindu Right: A Collection of Essays*, Delhi, Kali for Women, 1995.
- Leslie J. and M. McGee (Eds.), *Invented Identities: The Interplay of Gender, Religion and Politics in India*, Delhi, Oxford University Press, 2000.
- Hasan Zoya (Ed.), *Forging Identities: Gender, Communities and the State*, New Delhi, Kali for Women, 1994.

- Zavos J., A. Wyatt and V. Hewitt (Eds.) *The Politics of Cultural Mobilisation in India*, New Delhi, Oxford University Press, 2004
- Jaffrelot Christophe, *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s – Strategies of Identity- building, Implementation and Mobilisation*, Delhi, Viking, 1996.

WS 14: Gender and Sexualities: Perspectives and Issues

Objectives

This course will

- Introduce students to different theoretical perspectives in Sexuality studies**
- Equip students to analyse the centrality of sexualities in cultural, social and political institutions and practices.**

Module I

Theoretical Perspectives: Liberationist, Identity Politics, Difference, Social Constructionism, Queer Theory- Focus on Post- 1970s Developments

Module II

Sexualities, Modernity and History: Colonial and Post- Colonial Debates: Normative and Counter- Hegemonic Sexualities- Recasting of Family, Caste, Community and Nation

Module III

Sexualities and Cultural Practices: Reading Literature, Oral Traditions, Performance, Print Media, Films

Module IV

State, Market and Sexualities: Engaging with Issues of Violence and Desire, Debating Sexual Citizenship, Sexualization of Work

Module IV

Sexualities, Movements and Rights: Debating Sex –Work, Same Sex Love and Friendships, AIDS Discrimination, Reproductive Health and Technology- Reading Campaign Documents

Readings:

- Bose Brinda and Subhabrata Bhattacharyya (Eds.), 2007, *The Phobic and the Erotic: The Politics of Sexualities in Contemporary India*, London: Seagull.
- Jackson Stevi and Sue Scott (Eds.), 1998, *Feminism and Sexuality: a Reader*, Columbia University Press.
- John Mary and Janaki Nair (Ed.), 1998, *A Question of Silence: Sexual Economies of Modern India*, New Delhi: Kali for Women
- Menon Nivedita (Ed.), 2007, *Sexualities*, New Delhi: Women Unlimited
- Richardson Diane, 2000, *Rethinking Sexuality*, London: Sage Publications

WS 15: Caste and Gender: History and Memory

Objectives

This course will

- a. Introduce students to debates on the relations between history and memory**
- b. Equip students to understand caste and gender through dalit testimonies**

Module I

Inscribing Gender and Caste in the Public Sphere:

Reading the Classics- Jotiba Phule, Dr. B. R. Ambedkar, Periyar, Tarabai Shinde testimonies, reports and resolutions, writings from Self Respect and Ambedkar movement

Module II

Caste and Dalit Life Worlds: Memory and History

Debates on History and memory, Reading Growing Up Untouchable in India (Vasant Moon), The Prisons we Broke (Baby Kamble), Selections from For us this Day and Night (Shantabai Dani) The Outcaste – (Sharan Kumar Limbale), Joothan (Om Prakash Valmiki), Selections from 'Closed doors' (Mukta Sarvagod) and Karakku (Bama).

Caste, Kinship and Patriarchy

Module III

Women and Caste, Caste and matriliney in Kerala, Caste and Kinship In Harayana, Theorizing Brahmanical Patriarchy. Reading, Urmila Pawar - The Weave of my Life, Shantabai Kamble- Our Lives Selections and Joseph Macwan- The stepchild.

Module IV

Gender, Sexuality and Violence: From Chunduru to Khairlanji ,Dalit women Speak out Caste and the gendered body, love ,caste and Violence, (Reading Aravind Mallagati-Government Brahmana

Module V

Reconstructions : History and Politics ,Reconstructing the archive -Reading Fragments of Life , Outcaste – Narendra Jadhav, Rewriting History of Caste Culture and Hegemony in Bengal , Discovering Dalit Women Heroes in U.P, Reconstructing subjectivity and Politics

Readings :

- All the Dalit Life Narratives Listed in the course
- Cubitt, G, History and Memory, New York, Manchester University Press, 2007
- Rege, S, Writing Caste/Writing Gender, New Delhi, Zubaan, 2007
- Kumar, R, Venomous Touch: Notes on Caste, Culture and Politics, Kolkatta, Samya.
- Chakravarti,U, 2003, Gendering Caste, Kolkatta, Samya
- Teltumbde, A , 2008, Khairlangi: A strange and Bitter Crop , New Delhi, Navayana

WS 16: Course (Thematic)

Course (Thematic) would focus on themes outlined as priority areas under the Women's Studies Programme sanctioned by the University Grants Commission and themes of applied knowledge. The theme would be decided by the Departmental Committee in consultation with students and the course would have the following structure:

- Background, concepts and theoretical perspectives
- Debates on the theme at the global level: Issues and perspectives
- Debates at the national and regional levels: Comparisons and reflections
- Issues in practice
- Working on the theme through field work, archival work, audio- visual materials

WS 25 : Literature in Comparative Context

Objectives

This course will

- a. Develop an understanding of women's literary expressions across India,**
- b. Focus on creative expressions across time, cultures, and oral and literary modes in order to understand gendered aspects involved in their production as well as circulation**
- c. See literature as offering methods for cross-cultural study of society and life within a multilingual context like India,**
- d. See that the study of literature within the Indian context is therefore enhanced if viewed in relation to its many regions and languages as well as in relation to other arts and social sciences.**

Module I

Women and the Politics of Literary Canons

Literary Canons and the exclusion of women's writings; reconstitution of patriarchies across cultures of colonialism, revivalism, reform, and nationalism.

Module II

Women's Narratives of Self, and Life-Writing

Women's literary expressions from different contexts, regions, histories, and genres. The study of each text should be preceded by an introduction which explains the differing historical contexts as well as the crosscutting relations and/or affinities between and across regions and times.

Module III

Writing Culture

Writings of women from different cultures and sub-cultures in India. These will include fiction, poetry and testimonies from women across castes, tribes, locations and time.

Module IV

Women Writing on Society and Politics

Writings as challenge to oppressive structures and systems such as of class, caste, patriarchy and even the state. Testimonies relating to their involvement in uprisings, movements and prison stints too have been written.

Module V

Within and Across Borders

Women's writings about their location in religious communities and the nation, and perspectives across communities as well as nation states -- how the borders separating communities and nations, as well as the identification of the "other" community with the enemy across the borders of the nation state, impact women's lives – also how women's writings challenge such borders.

Readings

- Abbott J. E (2010) Bahina Bai: A Translation of Her Autobiography and Verses. Cosmo Publications.
- Bama (2011) Karukku, (Translated by Lakshmi Holmstrom), Delhi: Oxford University Press.
- Devi Jyotirmoyee (2005) The River Churning: A Partition Novel. New Delhi: Women Unlimited.
- Halder Baby (2006) A Life Less Ordinary (Translated Urvashi Butalia in English), Delhi: Zubaan in collaboration with Penguin India.
- Hyder Qurratulain (1999) A Season Of Betrayals: A Short Story and Two Novellas. New Delhi: Kali for Women.
- Joanna Russ (1984) How to Suppress Women's Writing. London: Women's Press. (Excerpt from the same).
- Kamble Baby (2008) The Prisons We Broke. Hyderabad: Orient Blackswan.
- Manikuntala Sen (2001) In Search Of Freedom: An Unfinished Journey. Kolkata: Stree and Samya Books. (Tr. From Bengali).
- Mazumdar Vina (2010) Memories of a Rolling Stone, New Delhi: Zubaan.
- N Ravi Shankar Bhaskaran (2004) Mother-forest: The Unfinished Story of C.K. Janu. New Delhi: Kali for Women.
- Pawar Urmila (2008) Weave of My Life: a Dalit woman's memoirs, Kolkata: Stree & Samya Books.
- Pritam Amrita and Sabharwal Jyoti (2001) Shadows of Words: An Autobiography, New Delhi: Macmillian India Ltd.
- Ray Renuka (2005) My Reminiscences: Social Development during Gandhian era and after, Kolkata: Stree and Samya Books.
- Sabitri Roy (2006) Harvest Song, Kolkata: Stree and Samya Books.
- Sanyal Sulekha (2001) Nabankur: The Seedling. Kolkata: Stree and Samya Books.
- Sidhwa Bapsi (2000).Ice Candy Man, New Delhi: Penguin.
- Stree Shakti Sanghatana (1994) We Were Making History: Life Stories of Women in the Telangana People's Struggle. New Delhi: Kali for Women.
- Temsula Ao (2007) These Hills Called Home Zubaan and Penguin.
- Tharu Susie & K.Lalita (Eds.) (1997) Women Writing in India- Volume 1, Delhi: Oxford University Press.
- Tyler Mary (1978) My Years in an Indian Prison, New Delhi: Penguin.

- Woolf Virginia (2003) *A Room of One's Own*, UBS Publisher and Distributor.

Semester IV

WS 17: Globalization: Gender Concerns

Objectives

This course will

- a. Introduce Students to feminist theorization of global restructuring capital**
- b. Map the different sites , sightings and resistance of gender and globalization**

Module I

Global Restructuring of Capital: Feminist Perspective

Module II

Globalisation and Changing Patterns of Employment in the Third World

Gender, Work and Migration in the Context of Globalization

Globalisation of Poverty – Feminisation of Poverty

Module III

Globalization and State: Weakening Welfare

Module IV

Issues in Globalisation and Culture – Industry

Cultural Nationalisms, Religious Fundamentalisms and Globalisation

Module V

Another World Is Possible: Different Struggles

Emergence of Transnational Feminist Movements

Readings:

- Alexander, Jacqui M., and Chandra Talpade Mohanty (Eds.), *Feminist Genealogies, Colonial Legacies, Democratic Futures*, New York and London, Routledge, 1997.
- Chossudovsky, M., *The Globalisation of Poverty*, Goa, Madhyam, 2001.
- Deshmukh-Ranadive J. (ed.), *Shifting Sands: Women's Lives and Globalization*. Calcutta, Stree, 2000.
- EPW Issues of June 30 – July 6, 2001; March 24 – 30, 2001; June 24 – 30, 2000; Jan 15 – 21, 2000; Oct. 30 – Nov. 5, 1999; June 17 – 23, 2000; July 29 – Aug. 4, 2000.
- Meridians (Sp. issue) – *Feminism, Race and Transnationalisms*, Vol. 1, No. 1, Autumn 2000.
- Swaminathan M., *Weakening Welfare*, New Delhi, Leftword, 2000.
- Vikalp, Vol VII/No, 3,4,5, Mumbai, VAK, 1999/2000.
- Wolkowitz, C., *Bodies at Work*, London, Sage Publications, 2006.

WS 18: Dissertation

OR

WS 18: Research Essay/ Research Report

Both the courses would involve course work and internal evaluation (50 marks) of the same. The students opting for Dissertation will complete Dissertation for 50 marks. The students opting for Research Essay/ Research Report will complete Research Essay/ Research Report for 25 marks and semester-end examination for 25 marks.

The course work for WS 18 involves

Objectives

This course will

- a. a resource for the semester IV students who will not pursue dissertation**
- b. a training for students who seek to read, understand and appreciate the research process of feminist research.**
- c. a way of concretizing and practicing the research process by reflecting over, sharing and discussing the process of research.**

Module I

Basic step in doing research i.e. identifying the area of research in which one's interest will be sustained by having knowledge about the development in the field as well as expanse of the subject matter, narrowing it down, Locating reading materials in research area and following three R's – Reviewing available material, Rapid Reading of the selected readings and then Reading (in-depth) to make detailed notes, preparing an annotated bibliography.

Module II

Prepare literature review of selected material, Building of annotated bibliography, Survey of available works- comments on subject matter of the book as well as on how it is useful for one's research.

Module III

Research as 'radical inquiry'- outlining various steps in doing social research - from formulating research area and questions, seeking to address those by collecting evidence/ data and interpreting and then reporting the research findings, Delineation of research problem and formulation of research questions- Significance of research questions, its types, its distinction from field and schedule questions, and the process of formulating research questions.

Module IV

Identification of sources and analysis of the collected material: Location and selection of different kinds of sources of knowledge to address the research questions asked, Organization and analysis of the collected data, different methods to interpret the data

(more specifically qualitative data) collected through these sources- how to select a particular kind of analyses depending on one's research questions.

Module V

Reporting of research and writing research paper: Writing the argument, and explaining research situation, analytical and practical issues involved in reporting- such as outlining one's relationship to research topic or writing for audience, Nuts and bolts of finalizing the research report- writing introduction and conclusion, synopsis and abstract, finalizing section headings, referencing (textual, audio-visual, digital sources), writing acknowledgement etc.

Readings :

- Arksey, Hillary and David Harris. 2007. How to Succeed in Your Social Science Degree. Sage: Los Angeles.
- Clough, Peter and Cathy Nutbrown. 2008. A Student's Guide to Methodology, London: Sage Publications.
- Glendinning Eric H. and Beverly Holmstrom. 2004. Study Reading. Cambridge University Press.
- Hamp-Lyons Liz and Heasley Ben. 2006. Study Writing. Cambridge University Press.
- Henn, Matt, Mark Weinstein and Nick Foard. 2010. A Critical Introduction to Social Research. London: Sage Publications.
- Kamler Barbara and Thomson Pat. 2006. Helping Doctoral Students Write. London and New York:Routledge.
- Marvasti, Amir B. 2004. Qualitative Research in Sociology: An Introduction, London: Sage Publications.
- O' Leary, Zena. 2004. The Essential Guide to Doing Your Research Project. Sage: New Delhi.
- Redman Peter. 1998. Good Essay Writing. London: Sage Publications.

WS 19: South Asia: An Introduction through Gender Perspectives

Objectives

This course will

- Introduce students to feminist perspectives on South Asia**
- Build a comparative understanding of Issues and Perspectives**

Module I

Introduction to South Asia: Polity, Economy and Society
Human Development and Gender Indices

Module II

Family, Marriage and Kinship
Economy and Labour

Module III

Ethnicity, Identity and the State
Militarism, Violence and Peace

Module IV

Social Movements, Feminist Movements and the State

Module V

Reading Culture: Literatures, Cinemas and Popular Traditions

Readings:

- Manderson Lenore and Linda Rae Bennett (ed.), Violence Against Women in Asian Societies, Routledge, 2003.
- Human Development in South Asia 2000: The Gender Question, Oxford University Press, 2000.
- Dube Leela (series editor), The Women and Household in Asia, series of five volumes.
- Khanam R. and Abida Samiuddin (ed.), Muslim Feminism and Feminist Movement: South Asia (In 3 Volumes), Global Vision Publishing House, 2002.
- Srivastava Sanjay (ed.), Sexual Sites, Seminal Attitudes: Sexualities, Masculinities and Culture in South Asia, New Delhi, Sage Publications, 2004.

WS 20: Gender and Cultural Studies in India

Objectives

This course will

- Introduce the students to the field of Cultural studies and its significance for doing gender**
- Equip the students with methodologies of analyzing popular cultural practices**

Module I

Cultural Studies in India -Culture Studies as a Field and Contributions of Feminist Cultural Theory, Critical Internationalization, Inter-Asia Cultural Studies and (Mapping the Field and Intersections with Feminist Perspectives on Materializing Culture)

Module II

Gender, 'Popular Culture' and Colonial Modernity in India: The Nautanki Theatre of North India, the 'Other' Women as Heroines of Early Hindi Cinema, Politics of Voice and Emergence of Classical

Module III

Reading Popular Films, Documentaries and Transnational Television, Fashion as Social History of Gender, Community and the Nation

Module IV

Reading Print Cultures- Maps, Magazines, Footpath Pornography, Posters Photographs, Calendar Art and Newspapers– As Social History of Gendered Class, Sexuality and the Family

Module V

Reading Studies of Dalit- Bahujan Cultures – Social History of Relational Identities and Modernity in India

Readings:

- Chen, K and Huat, C (Eds) The Inter- Asia Cultural Studies Reader, Oxon, Routledge, 2007.
- Mcwan, J et al (eds) . The Silken Sing: The Cultural Universe of Dalit women , Kolkta, Stree, 2000.
- Niranjana T, V. Dhareshwar (eds), Interrogating Modernity: Culture and Colonialism in India, Calcutta, Seagull, 1993.
- Tharu S, and K Lalitha, Women Writing in India (600 BC to the Present), New Delhi, Oxford University Press, 1991.
- Uberoi P., Freedom and Destiny. Gender, Family, and Popular Culture in India, New Delhi, Oxford University Press, 2006.

WS 21: Gender, Production and Reproduction in South Asia

Objectives

This course will

- Introduce students to comparative perspectives on South Asia**
- Focus on issues and campaigns on poverty, reproduction and collective action.**

Module I

Rethinking South Asia: Analyzing Contemporary Issues from Gender Perspective
Sex Ratio, Health and Nutrition, Girl Child and Education

Module II

Production, Reproduction and Kinship: Continuities and Differences

Module III

Women and Work: Regional Patterns and Perspectives on Informalization of Labour

Module IV

Feminization of Poverty: Issues and Strategies

Module V

Voices, Strategies and Collective Actions across the Region

Readings:

- Agarwal B, (ed), Structures and Patriarchy: State, Community and Household in Modernising Asia, New Delhi, Kali for Women, 1988.

- Agarwal B., *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge, Cambridge University Press, 1994.
- Basu S., *She Comes to Take her Rights: Indian Women, Property and Propriety*, New Delhi, Kali for Women, 2001.
- Chanana K and Krishnaraj M. (eds), *Gender and the Household Domain*. Sage, New Delhi, 1989.
- Chatterjee I., *Unfamiliar Relations: Family and History in South Asia*. Permanent Black, 2004.
- Dube L. and Palriwala R. (eds), *Structures and Strategy: Women, Work and Family*, New Delhi, Sage, 1990.
- Guha Thakurtha M., *Contemporary Feminist Perspectives*, Dhaka, University Press Limited, 1997.
- Raju S. and Bagchi D. (eds), *Women and Work in South Asia*, London, Routledge, 2004.

WS 22: Course (Thematic)

Course (Thematic) would focus on themes outlined as priority areas under the Women's Studies Programme sanctioned by the University Grants Commission and themes of applied knowledge. The theme would be decided by the Departmental Committee in consultation with students and the course would have the following structure:

- Background, concepts and theoretical perspectives
- Debates on the theme at the global level: Issues and perspectives
- Debates at the national and regional levels: Comparisons and reflections
- Issues in practice
- Working on the theme through field work, archival work, audio- visual materials

WS 26 : State, Civil Society and Law: Gender Perspectives

Objectives

This course will

- To provide a background to the understanding of women/gender and law in India, and that of citizenship, social location, the law and the state.**
- To give an introduction to the historical context in which rights are located, to the constitutional guarantee of equality and non discrimination, to the difficulties and complexities in securing constitutional guarantees**
- To establish the connections between the feminist campaigns and advocacy, the formulation of legislation, and the struggles to put in place effective institutional mechanisms to work legislation.**
- To offer an opportunity to explore issues of deliberative politics, state policy, constitutionalism, justice through projects and field work**

Module I

Background to understanding law in independent India

Gender underpinning of formulation of law and justice in independent India, Debates since 19th century on the age of consent; enforced widowhood; child marriage; devadasi

abolition; caste; untouchability etc. and Constituent assembly debates on women's equality and the rights enshrined in the Constitution.

Module II

Understanding Justice and law

Protective legislation, justice and the constitution, Texts of various legislations and landmark judgements of the High Courts and Supreme Court, Open letters and other materials on specific formulations of law , Feminist response and critique of protective legislation both in their formulation and practice.

Module III

Social exclusion and law

Critical review of the dynamic of disadvantage, marginality and exclusion with notions of citizenship, rights and justice , Unravelling the intersections between gender and other forms of exclusion, the implications for citizenship and rights.

Module IV

Women, family and law

Reduction of formal law concerning the family to “family laws”; Family as foundational institution figuring in every branch of law—contract, commercial laws, international law etc. Women's movement and securing women's rights within the family.

Module V

Working with Issues /Cases

Field based Project work/assignments to provide exposure to the ways in which the foregoing issues discussed in the modules play out on the ground; Tracing, building legal campaigns or analyses of cases and judgements.

Readings :

- Agnes Flavia (2010) *Law, Justice, and Gender: Family Law and Constitutional Provisions in India*, Delhi: Oxford University Press.
- B. R. Ambedkar, (1916) *Castes in India: Their Mechanism, Genesis and Development*.
- Cossman, B. and R. Kapur (eds.) (1996) *Subversive Sites: Feminist Engagements with Law in India*, New Delhi, Sage.
- Dhagamwar Vasudha (1999) *Law, Power and Justice: the protection of personal rights in the Indian penal code [chapter on rape law reform]*, Sage Publications.
- Flavia Agnes (2012) *Family Law II: Marriage, Divorce, and Matrimonial Litigation*, OUP.
- Grover Vrinda and Saumya Uma (2010) *Kandmahal: the law must change its course*, MARG.
- Hasan, Z. (ed.) (1994) *Forging Identities: Gender, Communities and the State*, New Delhi, Kali for Women.
- Kalpana Kannabiran, "Voices of Dissent: Gender and Changing Social Values in Hinduism" in *Hinduism in Modern Times* edited by Robin Rinehart, ABC-CLIO, 2004 (for a simple review of debates around major issues of gender justice in colonial India).
- Kannabiran Kalpana, 'The Judiciary, Social Reform and the Debate on 'Religious Prostitution' in Colonial India', in *Economic and Political Weekly*, VOL 30 No. 43, 1995, pp.WS 59-WS.
- Kannabiran Kalpana, 'The three dimensional family, Remapping a multidisciplinary approach to family studies, in *Economic and Political Weekly*, vol.41 No.42 Oct 21 2006.
- Menon, N (2004) *Recovering Subversion: Feminist Politics Beyond the Law*, New Delhi, Permanent Black.
- Mohanty Manoranjan et. al eds (2010) *Weapon of the oppressed: Inventory of people's rights in India*, Council for Social Development & Daanish Books, Pp 1-120.
- Narrain Arvind and Gupta Alok (2010) *Law like Love*, Yoda Press.
- Phule Jotirao, *Gulamgiri*.
- Rao B. Shiva, *Framing of India's Constitution: A Study*, IIPA. (Excerpts from the same for Constituent Assembly Debates on Women's Equality).
- Shinde Tarabai, *Stree Purusha Tulana*.
- Sunder Rajan, R (2004) *The Scandal of the State: Women, Law and Citizenship in Postcolonial India*, New Delhi, Permanent Black.

The syllabus

Course I

Introduction to Human Rights and Duties

Credit: 1

I) Basic Concept

- a) Human Values- Dignity , Liberty, Equality , Justice, Unity in Diversity, Ethics and Morals
- b) Meaning and significance of Human Rights Education

II) Perspectives of Rights and Duties

- a) Rights: Inherent-Inalienable-Universal- Individual and Groups
- b) Nature and concept of Duties
- c) Interrelationship of Rights and Duties

III) Introduction to Terminology of Various Legal Instruments

- a) Meaning of Legal Instrument- Binding Nature
- b) Types of Instruments: Covenant-Charter-Declaration-Treaty-Convention-Protocol- Executive Orders and Statutes

IV) United Nations And Human Rights

- a) Brief History of Human Rights- International and National Perspectives
- b) Provision of the charters of United Nations
- c) Universal Declaration of Human Rights- Significance-Preamble
- d) Civil and Political Rights-(Art. 1-21)
- e) Economic, Social and Cultural Rights-(Art.22-28)
- f) Duties and Limitations-(Art. 29)
- g) Final Provision (Art. 30)

Course II

Human rights of vulnerable and disadvantaged groups

Credit: 1

I) General Introduction

- a) Meaning and Concept of Vulnerable and Disadvantaged
- b) Groups, Customary, Socio-Economic and Cultural Problems of
- c) Vulnerable and Disadvantaged Groups

II) Social status of women and children in International and national perspective

- a) Human Rights and Women's Rights –International and National Standards
- b) Human Rights of Children-International and National Standards

III) Status of Social and Economically Disadvantaged people

- a) Status of Indigenous People and the Role of the UN
- b) Status of SC/ST and Other Indigenous People in the Indian Scenario
- c) Human Rights of Aged and Disabled
- d) The Minorities and Human Rights

IV) Human rights of vulnerable groups

- a) Stateless Persons
- b) Sex Workers
- c) Migrant Workers
- d) HIV/AIDS Victims

Course III

Human Rights and Duties in India: Law, Policy, Society and Enforcement

Mechanism

Credit: 1

I. Human Rights in Indian Context

- a) Indian Bill of Rights And Sarvodaya
- b) Preamble- Fundamental Rights- Directive Principles-Fundamental Duties

II. Human Rights- Enforcement Mechanism

- a) Human Rights Act, 1993
- b) Judicial Organs- Supreme Court (Art 32) And High Courts(Art 226)
- c) Human Rights Commission- National and State of Maharashtra
- d) Commission of Women, children , Minority, SC/ST
- e) Survey of International Mechanism

III. Human Rights Violations and Indian Polity

- a) Inequalities in society-population-illiteracy-poverty-caste-inaccessibility of legal redress
- b) Abuse of Executive Power-Corruption-Nepotism and favoritism
- c) Human Rights and Good Governance
- d)

IV. Role of Advocacy Groups

- a) Professional Bodies: Press, Media, Role of Lawyers-Legal Aid
- b) Educational Institutions
- c) Role of Corporate Sector
- d) NGO's

MEMORANDUM OF UNDERSTANDING

FOR

Academic Exchange

And Co-operation

Between

**LUTIJ's Prin.Dr. Sudhakar Rao Jadhav Arts, Commerce and Science College,
Adv.Shardul Sudhakar Rao Jadhav Educational Campus @, Pari Company Road,
Narhe -Dhyari, Pune - 411041.**

And

**Chandrakant Yashwant Dangat Patil Shikshan & Krida Mandal's
Shivchhatrapati Arts & Commerce college,
Vidyanagar, Vadgaon Bk, Pune - 411041.**

LUTIJ's Prin.Dr.Sudhakar Rao Jadhav Arts, Commerce and Science College, Adv. Shardul Sudhakar Rao Jadhav Educational Campus 2, Pari Company road, Narhe-Dhyari, Pune-411041 and Shivchhatrapati Arts & Commerce college, Vidyanagar, Vadgaon Budruk, Pune-411041, Maharashtra, India with a view to enhance academic exchange & co-operation in Teaching Facility between LUTIJ's, Prin.Dr.Sudhakar Rao Jadhav Arts, Commerce and Science College, Adv. Shardul Sudhakar Rao Jadhav Educational Campus 2, Pari Company road, Narhe-Dhyari, Pune-411041 have agreed as follows :

1. With due respect of each other's independence & mutual benefit , both the institutes will carry out the following activities :
 - Exchange of students teaching facility
 - Joint Research Projects
 - Joint conducts of workshops/ Seminars / Projects
 - Consultancy Placements
 - Exchange of teachers
2. The above said activities are to be properly planned and formulated in consultation between the two institutions.
3. The memorandum of understanding comes into effect from the date of its signing & will remain in force initially for Five years. Its validity may be extended further by mutual agreement between the two institutes.
4. This memorandum of understanding may be revised from time to time or may be terminated only in consultation with each other.
5. In witness whereof, both the institutions have executed this Memorandum of Understanding through their authorized representatives.

LUTII's Prin.Dr. Sudhakar Rao Jadhav Arts, Commerce and Science College, Narhe-Dhyari, Pune -411041 has annexed the following pertaining to the teaching & academic program.

Shiv Chhatrapati Arts & Commerce College, Vadgaon Budruk, Pune have mutually agreed to sign this annexure to linkages.

1. The annexure to the linkages supersedes all previous correspondence and discussion.
2. Broad objectives :
 - i. Use and share libraries, database, documentation & instrumental & infrastructural facilities.
 - ii. Exchange of teachers and students.
 - iii. Conducting joint workshops / seminars/Research projects.
 - iv. Exchange of visits of faculty members for lectures and research activities.
 - v. Execution of curriculum and research activities in area of Pune and Applied sciences.

ROLE AND RESPONSIBILITIES OF THE INSTITUTES :

- The institutes shall jointly undertake academic and research programs that are agreed upon by and between the institutes. Specific research topics are to be selected jointly by the faculties of both the institutes.
- The institutes shall provide financial and logistic support for conduct of joint projects.
- Visiting staff be provided the facilities of lodging boarding by the host institute.
- Joint working group shall submit reports periodically to Principal /Head of concern Department.
- Documents, records for the joint seminars, projects, workshops, etc. are to be maintained jointly. Costs and be benefits are to be shared equally by the institutes.
- Copies of relevant, publications, projects are to be made available to each other's. Output of such joint works is to be published under joint authorship and joint publications.
- The institute shall meet at least once a year to identify and develop plan of activities and to determine priorities from time to time.
- Specific mechanisms for developing or managing activities shall be decided on case-to-case basis.
- Both the institutes shall build their roles in implementing the joint project.
- Both the institutes shall co-operate with each other for generating funds for joint proposal, which are to be submitted to outside funding agencies.
- Funds raised for specific purpose are to be managed and expended to the mutual satisfaction of both the institutes. In any case, no institutes shall hold the other institutes liable for funds.
- Any amendments to this annexure shall be made after consent in writing.

In witness whereof, both the institution have consented and executed this annexure to the MOU through their authorized representatives.

Duration of MOU from academic year 2020-21 to 2024-25.

Signature of Principal

Shiv Chhatrapati Arts & Commerce College
Vadgaon Budruk, Pune - 411041.

Principal

Date : - Shiv Chatrapati Art's & Com. College--
Wadgaon (Bk), Pune-41.



Signature of Principal

LUTJF's Prin.Sudhakar Rao Jadhavar
A.C.S. College, Narhe-Dhayari, Pune -
411041.

Principal

Date Prin. Dr. Sudhakar Rao Jadhavar Arts, Commerce
& Science College, Narhe - Dhayari, Pune - 41



Signature of Coordinator, MOU committee

Signature of Coordinator, MOU committee

LUTJF's Prin.Sudhakar Rao Jadhavar A.C.S.
College, Narhe-Dhayari, Pune - 411041.

Date : -

Signature of Coordinator, MOU Committee

Signature of Coordinator, MOU Committee

Shiv Chhatrapati Arts & Commerce College

Vadgaon Budruk, Pune - 411041.

Date : -

CONFIDENTIALITY CLAUSES

Academic exchange and co-operative shall be worked out by both the institutes, with their mutual interest and overall objectives of this program. Information, Confidentiality or result of joint efforts shall be shared by both the institutes. Confidentiality shall be maintained by both the institutes in order to safeguard mutual interest.

MONITERING GROUP :

A group establishment at both the institutes, consisting of the following members, shall manage and monitor the projects undertaken jointly.

- a. LUTJF's, Prin.Dr.Sudhakarrrao Jadhavar Arts, Commerce and Science College, Narhe-Dhayari, Pune - 411041.
- b. Shiv Chhatrapati Arts & Commerce college, Vadgaon Budruk, Pune, Hon'ble Principal, Coordinator.

The monitoring group shall have joint meeting at least twice in a year alternatively in each institution.

FINANCIAL MATTERS :

1. The requirement of funds needed for the joint project, shall be worked out jointly by both the institution.
2. No monetary charges are to be demanded from each other by the institute for the use of technology, clerical, work of their own used for teaching, training, Research & Development.
3. The monetary matters are to be determined by both the institutes with mutual consent and co-operative.

NON-EXCLUCIVE NATURE OF THIS MOU :

The MOU between LUTJF's, Prin.Sudhakarrrao Jadhavar Arts, Commerce and Science College, Narhe-Dhyari,Pune-411041 and Shiv Chhatrapati Arts & Commerce college, Vadgaon Budruk, Pune is based on the principle of co-operative and mutual interest. No institute shall come in the way of either partner with third party. In every case, confidentiality clause shall be given due regards.