

The University of Burdwan
Department of Women's Studies



Modified Syllabus for the M.A. Degree/Course in Women's Studies
(To be effective from the academic session 2020-'22 onwards)

Principles & Guidelines:

1 Lecture of 1 hour per week × 16 weeks = 1Credit
1 Lecture of 1 hour = 2 Tutorials /Practicals/ Remedial Coachings
Core Paper --75 Credits; Major Electives – 20 Credits; Minor Elective – 4 Credits, Community Engagement—2 Credits (Total:101)
Credit requirement for a PG Programme: Minimum 101 Credits
Each Course has a nomenclature and an alpha-numeric code
Each student has to take any two Major Elective courses in Semester – III and two in Semester – IV among options offered by the Department at the beginning of the session.
Each student has to take any one Interdisciplinary Elective course of 4 Credits in Semester–III from another Department of this University or opt for a course from SWAYAM
Each paper is of 50 marks, and has an Internal Assessment/viva voce of 10 marks (viz. Written: 40, Internal/viva voce:10). In case of Community Engagement, 10 marks for Report Writing and 10 marks for <i>viva voce</i>

Nature and Duration of the Course:

Regular PG MA Course of 2 Years, Distributed into 4 Semesters

Our Mission:

The present syllabus is prepared with the mission to familiarize and sensitize (already graduated) students, irrespective of sex, with the discipline of Women's Studies. Women's Studies is a discipline that involves not only its historical, conceptual and theoretical dimensions, but also its political and socio-cultural antecedents, ideologies and movements. The aim is to bring in a deeper understanding of the gender-related issues that concern women and people of so called third gender. It even includes the males who encounter gender-related oppression in some other ways. It will explore the various contexts and concepts that help to identify the sexist, androcentric and/or patriarchal biases. Such an exploration will help us to gain a conceptual and theoretical clarity on this subject and consequently, will help to frame courses of actions to get rid of this age-old inequity and injustice.

Objectives:

1. To help students to get systematic understanding of the discipline.
2. To encourage students understand the emerging dimensions within the field of gender and women's studies.
3. To take students to understand the social, economic, political, intellectual or cultural contributions of women, which patriarchal history of thought often disregards.

4. To compare women and other oppressed groups across cultures and at different contexts, like race, caste, nationality, etc., using the newly commissioned methodology of intersectionality.
5. To instill confidence in them to find themselves as an indispensable part of the society.
6. To develop an attitude of help and support to other women and oppressed classes to secure equality position in their societies.
7. To equip students to apply these modes of knowledge in furthering their careers and in seeking a respectful livelihood at par with males, both in the Government sector and in the NGOs.
8. And to help them cracking different competitive examinations, like NET/SET, IAS, WBCS, etc.

Future of Women's Studies:

Women Studies has by now become a core discipline in the present-day university education. As an academic discipline, the subject is getting popular day by day, as the gender and women's issues get priority areas of operation in the modern socio-cultural and political spheres, and also from the point of view of policy initiatives. As the subject helps imparting interests among the students, both males, females or third gender persons, and as such, the students from different disciplines get interested on different types of issues compiled in this curriculum of Women's Studies for post-graduate education. The increasing popularity of this new discipline has led UGC to encourage establishing Women's Studies and Research Centres at universities and colleges, so that the so far neglected ideological layers of patriarchy and androcentricity may be taken up to fight for the causes of people who are being oppressed and discriminated due to their sex, and thereby achieve the Millennium Goal of sustainable development.

A Glimpse of the Programme:

1. Aggregate Marks of the M.A. programme is 1025 marks, divided into 4 semesters.
2. Each semester comprises 5 courses of 50 marks each.
3. Each course of 50 marks (except Interdisciplinary elective, which is of 4 credits) will be of 5-credits, with 80% for final written examination and 20% for internal assessment (which includes written tests, presentations, topic-specific assignments, group discussions and other mid-term tests as a part of continuous evaluation, maintaining the UGC norms.)
4. There are some optional courses (here called Major Electives) providing students with a wider set of choices, as well as encouraging interdisciplinary learning.
5. This M.A. programme has one core course on Research Methodology and one in Community Engagement programme.

Structure of the Syllabus and Distribution of Credits and Marks

Discipline	Level	Course No.	Course Type	Course Code	Title of the Course	Credit: Marks
MA SEMESTER--I						
Women's Studies	Semester-I	101	Core Course	WS 101	Fundamentals of Women Studies	5: 50
Women's Studies	Semester-I	102	Core Course	WS 102	Strands of Feminist Theory	5: 50
Women's Studies	Semester-I	103	Core Course	WS 103	Family, Community and State	5: 50
Women's Studies	Semester-I	104	Core Course	WS 104	Women and Social Issues	5: 50

Women's Studies	Semester-I	105	Core Course	WS 105	Women and the Economic Domain	5: 50
MA SEMESTER-II						
Women's Studies	Semester-II	201	Core Course	WS 201	Socio-Political Movements and Women	5: 50
Women's Studies	Semester-II	202	Core Course	WS 202	Women's Participation in Politics	5: 50
Women's Studies	Semester-II	203	Core Course	WS 203	Women's Education	5: 50
Women's Studies	Semester-II	204	Core Course	WS 204	Women: Health, Environment, Science and Technology	5: 50
Women's Studies	Semester-II	205	Core Course	WS205	Feminist Philosophy	5: 50
MA SEMESTER-III						
Women's Studies	Semester-III	301	Core Course	WS 301	Women and Law in India	5: 50
Women's Studies	Semester-III	302	Core Course	WS 302	Women in Literary and Communicative Media	5: 50
Women's Studies	Semester-III	303A	Major Elective	WS303A	Gender, Violence and Resistance	5: 50
Women's Studies	Semester-III	303 B	Major Elective	WS303B	Gender and Governance	5: 50
Women's Studies	Semester-III	304 A	Major Elective	WS304B	Intersectional Feminism	5: 50
Women's Studies	Semester-III	304 B	Major Elective	WS304B	Discourses on Marginalized and <i>Dalit</i> Women	5: 50
Women's Studies	Semester-III	305A	Interdisciplinary Elective	WS305A	Basics of Women's Studies and Feminist Thought	4: 50
MA Semester-IV						
Women's Studies	Semester-IV	400	Compulsory course		Community Engagement	2:25
Women's Studies	Semester- IV	401	Core Course	WS 401	Research Methodology	5: 50
Women's Studies	Semester-IV	402	Core Course	WS 402	Religion and Women	5: 50
Women's Studies	Semester -IV	403 A	Major Elective	WS403A	Politics of Body	5: 50
Women's Studies	Semester-IV	403 B	Major Elective	WS403B	Gender Roles and Psychology	5: 50
Women's Studies	Semester-IV	404A	Major Elective	WS404A	Women and Ecology	5: 50
Women's	Semester-IV	404B	Major	WS404B	Gender and Poverty	5: 50

Studies			Elective			
Women's Studies	Semester-IV	405	Core Course	WS 405	Project Writing	5: 50

FIRST SEMESTER

WS 101: FUNDAMENTALS OF WOMEN STUDIES [Core Course]

[This core paper is the startup basics of the discipline of women's studies. It aims at defining the subject, both in the global and Indian perspectives, with its rationale. It also introduces some very basic concepts/notions, necessary for any further move in understanding women's studies.]

Unit 1: Defining Women Studies

- 1.1.1.1 Women Studies as Academic Discipline—Meaning, Rationale and Scope
- 1.1.1.2 Evolution of Women Studies – Global Perspective
- 1.1.1.3 Evolution of Women Studies – Indian Perspective
- 1.1.1.4 Different Waves of Feminist Movement: Global and Indian
- 1.1.1.5 Women Studies: Challenges it Faces and the Future it Envisions

Unit 2: Basic Concepts

- 1.1.2.1 Sex and Gender – Social Construction
- 1.1.2.2 Patriarchy and Gender Discrimination
- 1.1.2.3 Phallocentrism and Androcentricism
- 1.1.2.4 Women Empowerment
- 1.1.2.5 Intersectionality

WS 102: STRANDS OF FEMINIST THEORY [Core Course]

[This core paper is exploration of major strands/interpretations of feminist thought, both in the global and local perspectives, since, as we think, without the umbrella discourse of feminism (irrespective of whether we like this terminology or not) the discipline of women's studies can never adequately be understood. This will, consequently, help them to apply this knowledge to their social surroundings and daily lives. As it is not possible to include all different strands/ types of feminist thought, we have to be selective.]

Unit 1: Feminist Theories: Global

- 1.2.1.1. Liberal Feminism
- 1.2.1.2. Marxist Feminism
- 1.2.1.3. Psycho-Analytic Feminism
- 1.2.1.4. Radical Feminism
- 1.2.1.5. Socialist Feminism

Unit 2: Later Feminist Thought

- 1.2.2.1 Postcolonial Feminism
- 1.2.2.2 Black Feminism
- 1.2.2.3 Cultural feminism
- 1.2.2.4 Postmodern Feminism
- 1.2.2.5 Post-Feminism

WS 103: FAMILY, COMMUNITY AND STATE [Core Course]

[This core course aims to capture and critique the central roles of women in the family, community and state. It explores caste, class, and community ties which influence understanding gender. It opens up discussion on how community identities become more and more central in post-colonial India, with women and the family serving as symbols of the "authentic" cultural traditions that underpin these identities. The acceptance of gender ideology around women's sexuality is discussed here, while the standards governing marriage, remarriage, divorce, and maintenance are also taken into task. Different forms of communities, ideologies of the state, and the issue of minority and personal laws are considered from the lens of gender.]

Unit-1: Women and Family

- 1.3.1.1 Family and its Institutionalization
- 1.3.1.2 Different Forms of Family: Joint & Nuclear, Patriarchal & Matriarchal
- 1.3.1.3 Gender Socialization and Family

1.3.1.4 Gender Relations in Family, Caste, Class and Community

1.3.1.5 Feminist Critique of Family

Unit-2: Women, Community & State

1.3.2.1 Forms of Community – Religious, Linguistic, Ethnic & Caste-based

1.3.2.2 Minority and Majority Communities – Colonial History

1.3.2.3 Social Reforms and the Women’s Question

1.3.2.4 Ideologies of the State: Paternalistic and Patriarchal

1.3.2.5 Women and Fundamentalism

WS 104: WOMEN AND SOCIAL ISSUES [Core Course]

[Although some positive changes are now taking place, women still face sexist challenges and risks fuelled by socio-political factors. Over the past few decades we have been seeing a succession of challenges of sex roles in labour force, invisible barriers in the workplace, migration, and trafficking from a global perspective that stops women from further move. Even when women are not explicitly acknowledged or defined, they are connected to very many social problems like dowry, domestic violence, child marriage, Khap Panchayat, untouchability, and marginalization in many cases, especially in the Indian context. These social issues will be studied in this paper, focusing on how women relate to them and how they themselves might be seen as social problems. The inclusion of LGBTQIA+ rights in this course might be a crucial first step in developing fresh perspectives on gender and sexuality in a secure environment.]

Unit-1: Women and Social Issues: Global Context

1.4.1.1. Women Labour Force in Organized and Unorganized Sectors: Rural and Urban

1.4.1.2. Women and Migration

1.4.1.3. Trafficking in Women and Children

1.4.1.4. Glass Ceiling and Women

1.4.1.5. LGBTQIA Rights

Unit-2: Women and Social Issues: Indian Context

1.4.2.1 Women in Agriculture and as Artisans

1.4.2.2 Domestic Violence

1.4.2.3 Child Marriage, Dowry, Female Foeticide, Conditions of Widows and *Devadasis*

1.4.2.4 Sexual Violence, Khap Panchayat

1.4.2.5 Marginalized Women: Problems of *Dalit*, *Mahadalit* and Tribal Women

WS 105: WOMEN AND THE ECONOMIC DOMAIN [Core Course]

[This paper/course aims to highlight the idea of women's work and household responsibilities from a gender perspective. Women are still underrepresented in several sectors of the economy, even though the wage difference between men and women has now been somewhat narrowed down. Barriers to equal opportunity and sexist workplace practices impede their further moves. In the light of neo-liberal economic changes, more recent feminist researches have focused on the need of restructuring the workplace and gender culture. Unless we think and do otherwise, we shall lose the potential of many individuals of the so called ‘second sex’ and suffer a significant loss in the economy's capacity to produce goods and services at a time when the ageing of the population and slow productivity growth is already putting pressure on economic development. This course also emphasizes the theories related to women's inclusion in the development process, inclusion in the planning or implementation of development, and individual entrepreneurship. Understanding the development discourses that affect men and women differently in society is essential. Although the practice of 5-Year plans has recently been dropped, we have included a historical discussion of it, as, we think, without referring to this history we cannot account for the present.]

Unit 1: Women and the Work Sector

1.5.1.1 Concept of Work–Productive & Non-Productive Work; Women’s Participation in Labour Market

1.5.1.2 Girl Child Labourers in Rural and Urban Areas: Issues and Remedies

1.5.1.3 Women’s Employment in Organized and Unorganized Sectors: Problems and Prospects

1.5.1.4 Government Policies and Programmes for Protection of Women Employees

1.5.1.5 Women in Professions: Struggle for Acceptance and Equality

Unit 2: Women and the Development Perspective

- 1.5.2.1 Theories of Development: Women in Development (WID), Women and Development (WAD) and Gender and Development
- 1.5.2.2 Women's Development under Five Year Plans (I–VIIth Plan): Welfare and Development Perspectives
- 1.5.2.3 Women's Empowerment under Five Year Plans (VIIIth up to XIIth Plans), and its aftermath.
- 1.5.2.4 Feminization of Poverty, Micro Enterprise, Self Help Groups and Women Empowerment
- 1.5.2.5 Women Empowerment through National Committees and Commissions for Women

SECOND SEMESTER

WS 201: SOCIO-POLITICAL MOVEMENTS AND WOMEN [Core Course]

[Women's socio-political movements have driven national and international interventions in gender equality. Studying about these movements helps to comprehend the challenges women and girls confront and their critical knowledge and capacity for fighting for their rights. The requirements of women that result from their social subordination to males are referred to as strategic gender needs. They are connected to institutionalized forms of prejudice. Anyhow, the socio-political movements and social reforms have different backgrounds in the case of the India. This core paper aims to understand and contextualize both the international and national feminist movements. In global scenario women's suffrage movements, civil right movements, along with different world conferences, are incorporated in Unit-I. Examining gender inequalities in modern India and the women's movement's response to it is the focus of Unit-II. The women's rights movement's goals, nature, dynamics, methods of operation, and various ideological flows are discussed here.]

Unit-1: International Scenario

- 2.1.1.1. Women's Suffrage Movements
- 2.1.1.2. Civil Rights and Women's Movements
- 2.1.1.3. World Conferences on Women: 1975, 1980, 1985, 1990&1995
- 2.1.1.4. Women's Rights and the Millennium Development Goals
- 2.1.1.5. Recent Use of Social Media on Women's issues

Unit-2: Indian Scenario

- 2.1.2.1. Women and the Social Reform Movements in the 19th Century
- 2.1.2.2. Women's Movements in India: from *Swadeshi* to Gandhi
- 2.1.2.3. Women's Movements in Post-Independent India, including *Chipko* and *Appiko* Movements
- 2.1.2.4. *Dalit* Women's Movements in India
- 2.1.2.5. Issue-based Movements –Anti-Price Rise, Anti-Dowry, Anti-Rape, Anti-Alcohol Movements

WS 202: WOMEN'S PARTICIPATION IN POLITICS [Core Course]

[This course explores the discourses on women's participation in politics both in the global and Indian contexts. The primary objective of this course is to raise the students' political consciousness and investigate ways to undermine unequal social and political norms in a more general sense, as participation in decision-making processes is another prime concern for women's political emancipation. This paper will contextualise women's effective participation, leadership in national political parties, the implementation of the 73rd and 74th Amendment Acts, and regular election to PRIs and ULBs in India. A few areas of concern include increased political representation of women ensuring the enforcement of women's economic rights, but it also generates patriarchal backlash. An attempt has here been made in Unit-II to discuss Grievance Redressal mechanisms for women and the role of State and National Women's Commissions. All these topics are highly significant issues from the standpoint of the Government's policy implementation by the administrators. Students should have a firm grasp of all these matters.]

Unit 1: Women's Participation in Politics: Global Context

- 2.2.1. Political Participation of Women: Meaning, Scope and Nature
- 2.2.2. Women's Effective Participation in Decision-making Structures: Issues, Problems and Remedial Measures
- 2.2.3. Low Political Participation of Women in National Legislatures: Reasons and Remedies
- 2.2.4. Women Leadership: National and Regional parties
- 2.2.5. Challenges faced by Women for Political Participation

Unit 2: Women and Policy-Making in Indian Context

- 2.2.2.1. Role of Women in Decentralized Planning: Impact, Problems and Prospects
- 2.2.2.2. 73rd and 74th amendments to the Constitution of India and Reservation of Seats for Women in Panchayati Raj and in Municipalities– Provisions of Reservation for SC / ST Women
- 2.2.2.3. Women's Share in Politics through NGOs
- 2.2.2.4. Grievance Redressal Mechanisms for Women: National and State Women's Commissions
- 2.2.2.5. Social Inclusion of the Marginalized Women in Governance: Problems and Prospects

WS 203: WOMEN'S EDUCATION [Core Course]

[The course on women's education will outline some of the contributions and challenges in the history of women in education in India, and in particular, in West Bengal. Gender, class, religion, and nationality have always impacted education. Studies on the development of women's conventional education over time allow readers to comprehend women's educational experiences, the widespread implications of female education in society, and gender biases. The course also looks at the educational experiences of culturally, racially, or ethnically underrepresented women. Another issue that draws attention is the recent trends and changing paradigm in formal and non-formal education which raises critical questions about the increasing enrolment to bridge the gender gap.]

Unit 1: Women's Education in India: An Overview

- 2.3.1.1 History of Women's Education in India :Early, Colonial and Modern Periods
- 2.3.1.2 Empowering Women through Education: Objectives, Significance and Scope
- 2.3.1.3 Gender Bias and Orientation in Enrolment and Curricula
- 2.3.1.4 Adult Literacy and Non-Formal Education for Women
- 2.3.1.5 Recent Trends in Women's Education

Unit 2: Women's Education in West Bengal

- 2.3.2.1. Women's Education in Bengal: An Overview
- 2.3.2.2. Challenges to Women Education – Social, Economic, Cultural and other factors
- 2.3.2.3. Primary Education of Girl Child: Problems and Prospects
- 2.3.2.4. Higher Education of Women: Changing Status
- 2.3.2.5. Education of the Less Privileged Sections of Women

WS 204: WOMEN: HEALTH, ENVIRONMENT, SCIENCE AND TECHNOLOGY [Core Course]

[This course focuses explicitly on women's health to identify the information, attitudes, behaviours, medicinal practices and beliefs regarding puberty, menstruation, pregnancy, and reproductive health to guide the development of future programmes and policies. It explores the gendered history of women's healthcare, starting from midwifery to professional gynecology. The course interprets the feminist criticism of science and technology in the second Unit. In some cases, gender disparities hinder women's access to resources and decision-making opportunities, creating challenges to sustainable development and livelihoods. So an effort is also made to capture women's potential role in managing natural resources for sustainable development. The issue of science and technology is here viewed from a gender perspective.]

Unit-1: Women: Health

- 2.4.1.1 Interrogating the Women's Body: Puberty, Menstruation, Pregnancy and Reproductive Health
- 2.4.1.2 Women and Traditional Medicine in India and Elsewhere
- 2.4.1.3 Women and Western Medicines in India and Elsewhere
- 2.4.1.4 Women Doctors in History: Journey from Midwifery to Gynecology
- 2.4.1.5 Women Workers in Unorganized Sectors and Health

Unit 2: Women: Environment, Science and Technology

- 2.4.2.1 Women and the 'Unfamiliar Domain' of Science: Feminist Science
- 2.4.2.2 Women in Science and Technology
- 2.4.2.3 Androcentricity in Science and Technology
- 2.4.2.4 Women and Environment – Nature as Feminine Principle – Rural and Urban Environment – Sustainable Environment and Impact on Women
- 2.4.2.5 Management of Natural Resources – Sustainable Environment and Impact on Women

WS 205: FEMINIST PHILOSOPHY

[This core course focuses on feminist issues through an integrated philosophical perspective. Feminist ethics, metaphysics, epistemology, aesthetics, communication are here the main points of reference. Undoubtedly, feminist philosophy can be a better conceptual-theoretical tool for questioning the institutions and structures that controls women's lives. This paper also examines the conventional approaches to rationality, selfhood, moral agency, human rights, etc. It provides a more detailed understanding of the human rights, masculinity of war, victimization of women by war, and the call for peace.]

Unit-1: Feminist Philosophy

- 2.5.1.1 Basics of Feminist Philosophy
- 2.5.1.2 Feminist Ontology/Metaphysics
- 2.5.1.3 Feminist Philosophy of Science
- 2.5.1.4 Feminist Philosophy of Language and Communication
- 2.5.1.5 Feminist Aesthetics

Unit-2: Some Issues in Feminist Philosophy

- 2.5.1.1 Critique of Rationality
- 2.5.1.2 Self and the Other
- 2.5.1.3 Moral Agency and Feminist Ethics
- 2.5.1.4 Human Rights
- 2.5.1.5 War and Peace

THIRD SEMESTER

WS 301: WOMEN AND LAW IN INDIA [Core Course]

[With the adaptation of the CEDAW India is legally bound to take necessary steps to eliminate all forms of discrimination and structural inequities suffered by women under conventional patriarchal institutions. As a matter of human rights and the condition of social justice, the Indian Constitution calls for equality for all people, regardless of gender. To protect women from exploitation, assault, discrimination, and sexual harassment, a variety of laws have been passed. This paper is expected to critically explore constitutional and legal provisions and various enforcement mechanisms that can help women and the so called third-gender people to attain their desired goal of equity and justice at par with males.]

Unit 1: Constitutional and Legal Provisions for Women

- 3.1.1.1 UN Rights of Women :CEDAW
- 3.1.1.2 Women's Rights in India-- Fundamental Rights, Duties and Directive Principles of State Policy: Protection of Rights of Women: Rights of Internally Displaced Women; Rights of Property, including Tribal Women
- 3.1.1.3 Major Crimes under Indian Penal Code: Rape, Kidnapping, Homicide for Dowry, Sexual Harassment, Cruelty: both Physical and Mental, Molestation, Importation of Girls upto the Age of 21 Yrs.
- 3.1.1.4 Key Legislations for Women: Sexual Harassment of Women at Workplace (Protection, Prohibition And Redressal) Act, 2013; Protection of Women from Domestic Violence Act, 2005; Dowry Prohibition Act, 1961; Indecent Representation Of Women (Prohibition) Act, 1986
- 3.1.1.5 Judiciary in Protection and Promotion of Women's Rights in India

Unit 2: Law Enforcement Machineries

- 3.1.2.1. National Women's Commission and West Bengal State Women's Commission: Objectives, structures, functions and roles
- 3.1.2.2. National and State Human Rights Commissions: Objectives, Composition, Functions and Roles
- 3.1.2.3. *Parivarik Mahila Lok Adalat* (PMLA) – An Alternative Justice Delivery System
- 3.1.2.4. Women and Local Self-Governmental Institutions, including Provision of Reservations
- 3.1.2.5. Legal Aid for women—Objectives and Procedure

WS 302: WOMEN IN LITERARY AND COMMUNICATIVE MEDIA [Core Course]

[The legacy of women writers has so far received less attention because women have always had a lower status in literary and communicative media, where patriarchal males traditionally predominate. It is therefore necessary to discern gender biases in women's literature and communication methods, and to see women's social life via their own experiences and writings. The literary creations of Mary Wollstonecraft, Virginia Woolf, and Simone De Beauvoir are significant works that cleared the path for many women to publish their works and participate in the larger critical conversations on women's representation in literature and other media. Indian Women writers, Kamala Das, Rokeya Shakhawat Hossain, Ashapura Devi and many others have captured the deep inequities, negligence they lived through, along with their heroic struggle for gender justice. Now we have a lot of such gender sensitive literature, and such we have to be selective. This course aims to examine how women are portrayed in texts, music, movies, and television, as well as the ideological frameworks that support those depictions. The course is expected to help students identify the precise methods to see how the media are used to create ways of interpreting the world and their own identities, and at the same time, they can take a critical stand by deconstructing these stereotypical representation of women.]

Unit 1: Women in Literature

3.2.1.1. Women and Literature, Women's Experiences in the Domain of Literature

3.2.1.2. Women as Subject in Literature

3.2.1.3. Interrogating Literature: Non-fictional Prose

Mary Wollstonecraft: *A Vindication of the Rights of Women* (Selection)

Virginia Woolf: *A Room of One's Own* (Selection)

Simone De Beauvoir: *The Second Sex* (Selection), and any other text(s) chosen by the teacher

Biographies, Autobiographies and Memoirs:

Kamala Das : *My Story* (Selection)

Urmila Pawar : *Aidan* (Selection)

Rigoberta Menchu: *I, Rigoberta Menchu*, and any other text(s) chosen by the teacher

3.2.1.4. Interrogating Literature: Poetry

Kamala Das (Selection)

Adrienne Rich (Selection)

Tasleema Nasreen (Selection), and any works of other poet(s) chosen by the teacher

3.2.1.5. Interrogating Literature: Fiction

Rabindranath Tagore: *GhareBaire* (Home and the World)

Ashapura Devi: *Pratham Pratusruti* (First Promise)

Rokeya Shakhawat Hussain: *The Sultana's Dream*, and any other novel(s) chosen by the teacher

Unit 2: Women and Communicative Media

3.2.2.1. Women and Communicative Media

3.2.2.2. Depiction of Women in News Courses and Magazines

3.2.2.3. Portrayal of Women in Television and Films; Radio and Women

3.2.2.4. Representation of Women in Advertisements

3.2.2.5. Women and Online Media

WS 303A: GENDER, VIOLENCE AND RESISTANCE [Major Elective]

[This optional/major elective course investigates the interaction between gender, violence, and the cultural resistance associated with it. This course provides students deeper knowledge and skills they need to comprehend the different types and levels of violence against women, and their underlying causes. It can inform and engage peers and other members of the community in efforts to avoid such violence. The course provides detailed discussions on gendered-related violence faced by women in the private and public spheres. On the other hand, the course discusses popular culture, which shapes the ideologies about gender and sexuality. Furthermore, it helps students to explore structural forms of vulnerability that generate due to community and family dignity, as well as forms of individual or collective resistance. Substantial insights are drawn from reproductive, human rights, and HIV/AIDS Activism for preserving each person's intrinsic dignity.]

Unit 1: Gender and Violence

3.3A.1.1 Conceptualizing 'Violence'. Forms of Violence. Violence in Private and Public Sphere. Physical, Sexual and Psychological Violence (Threats of Harm, Emotional, Isolation, Economic Violence).

3.3A.1.2. Violence in the Domestic Space: Abuse of Children. Marital Rape, Dowry-related Violence. Violence on Senior Citizens

3.3A.1.3. In the Public Sphere: Abuse of Children: Rape and Molestation; Sexual Harassment and Intimidation at Workplace: The Organized and Unorganized Sectors. Trafficking and Prostitution as Extensions of Violence

3.3A.1.4. Violence Perpetrated by the State: Examples from Different Countries

3.3A.1.5. Racial and Ideological Violence against Women

Unit II: Gender and Cultural Resistance

3.3A.2.1. Popular Culture, Gender and Sexuality

3.3A.2.2. HIV/AIDS Activism, Reproductive Rights Movements, Domestic Violence

3.3A.2.3. Community/ Family Dignity, Cultural Identity and Women's Rights

3.3A.2.4. Culture, Politics and Resistance

3.3A.2.5. Social and Legal Challenges for Survivors – Restorative Justice

WS 303B: GENDER AND GOVERNANCE [Major Elective]

[This optional major paper on gender and governance deals with the areas of policy formulation and their implementation. This course address issues affecting women by implementing new policies, practices, and ideals through global and multilevel governance. Thus it examines the function of the state in gender relations with particular attention to governance. The topics below demonstrate this angle, namely. the participation of women in political parties and electoral bodies, theorizes representation in political organizations, planning and reforms, and examines how welfare politics are structured.]

Unit-1: Locating Gender in Governance Discourse: Global Perspective

3.3B.1.1. Evolutionary Process of Governance, Features of Good Governance

3.3B.1.2. Linking Gender with Governance

3.3B.1.3. Gender Gap and the Role of the United Nations in Gender mainstreaming

3.3B.1.4. Gender Inequalities in Government— Representation and Policy Making

3.3B.1.5. Women's Participation and Inclusive Governance

Unit 2: Gender and Governance: Indian Perspective

3.3B.2.1. Gender Sensitive Planning in India

3.3B.2.2. Gender-sensitive Reforms in India— Reservations, Quota Systems

3.3B.2.3. Gender Equity, Inclusivity and Governance in India

3.3B.2.4. Decentralized Governance and Women Empowerment in India

3.3B.2.5. Major Women Empowerment Schemes in India

WS 304A: INTERSECTIONAL FEMINISM [Major Elective]

[Intersectionality has been a key word in women's and gender studies, and we now identify composite feminist understanding as 'intersectional feminism'. It is by now an established that, in tandem with sex and /or gender (the prime component), race, caste, religion, nationality, ideology and many other identities contribute into women's issues and often aggravate them. This major elective course attempts to get students acquainted with the latest developments in gender studies on this line. Furthermore, this methodology has prepared the scope for understanding and handling the impact of patriarchy on males, along with third gender people. In tandem with contemporary eco-feminism, this comes up as general theory of oppressions. This course is designed to take these critical but important issues.]

Unit-1: Intersectionality: A New Experience

3.4A.1.1. Meaning and Historical Background of Intersectionality

3.4A.1.2. Marxist Feminist Critical Theory

3.4A.1.3. Interlocking matrix of Oppressions

3.4A.1.4. Resisting Multi-faceted Oppressions

3.4A.1.5. Transnational Intersectionality

Unit-2: **Intersectionality and Masculism**

3.4A.2.1. Meaning and History of Masculism

3.4A.2.2. Balancing Gender Studies

3.4A.2.3. Violence and Oppressions against Men

3.4A.2.4. Integrating all sorts of Violence: A General Theory of Oppression

3.4A.2.5. Backlashing/ Straining Feminism?

WS 304B: DISCOURSES ON MARGINALIZED AND DALIT WOMEN [Major Elective]

[The Dalit minorities in South Asia have been bearing with century-old of prejudices, marginalisation, shame, and violence, somehow in seclusion from the so called mainstream. In India the dalit, sometimes taken to be "untouchables," suffer a life of marginalisation, exclusion, and human rights abuses. This Major Elective paper aims to provide the intersection between gender and dalit life. The continuation of caste injustice and discrimination against dalit women has rejuvenated dalit feminism, both in theoretical and political lines. Given these goals, a major objective of the course is to highlight the intellectual and political action of dalits and other marginalized groups in order to change the history of women's life. As the topics below suggest, the different legal provisions of the state power, including affirmative actions, are here explored. Side by side, some of the prevalent ideologies like those of Jyotirao Phule, E V Ramasamy Periyar, B R Ambedkar, M K Gandhi and Rammonohar Lohia are here taken into consideration.]

Unit 1: Law, Justice and Democratic Rights

3.4B.1.1. Social Hierarchy and Social Prejudices and Exploitation

3.4B.1.2. Human Rights of the Marginalized and Dalit Women

3.4B.1.3. Mechanisms for the Protection of the Rights of Disadvantaged Women

3.4B.1.4. Affirmative Action / Protective Discrimination

3.4B.1.5. Special Developmental Schemes/ Policies related to Dalit/ Marginalized Women

Unit 2: Socio-Political Movements: Marginalized and Dalit Women

3.4B.2.1. Ideologies of Gandhi, Phule, Periyar, Ambedkar, and Lohia's Theorizing of Dalit Politics

3.4B.2.2. Dalit Women's Movement in India: Dalit MahilaSamity– Historical and Political Context

3.4B.2.3. Land Rights and Forms of Resistance of the Dalit Women

3.4B.2.4. New Social Movement and the Marginalized and Dalit Women

3.4B.2.5. Development of Political Consciousness and Electoral Mobilization of Dalit Women now

WS 305A: BASICS OF WOMEN'S STUDIES AND FEMINISM [Interdisciplinary Elective]

[This Interdisciplinary Elective/ Minor Elective course aims to introduce the fundamental notions and theories of women studies, along with its umbrella ideology of feminism, to students of other sister departments (except Women's Studies). It is expected to help the students to adequately conceptualize the roles of sex, gender, and patriarchy so that that knowledge could be utilized to improve gender position. Also, it likes to comprehend the feminist movements and different strands of feminism in order to make them understand how wider structural forces, in both Indian and global contexts, have been influencing the lives of women. This course is prepared to sensitize students of other disciplines on gender lines.]

Unit-I: Introducing Women Studies

3.5.1.1. Women Studies as Academic Discipline–Definition, Meaning, Rationale and Scope

3.5.1.2. Evolution of Women Studies

3.5.1.3. Sex-Gender Distinction

3.5.1.4. Levels of Misogyny: Sexism, Patriarchy & Phallogocentrism

3.5.1.5. Status of Women in India: Past and Present, Women's Movements

Unit-2: Different Strands of Feminism

3.5.2.1. Liberal Feminism

3.5.2.2. Radical Feminism

3.5.2.3. Marxist Feminism

3.5.2.4. Socialist Feminism

3.5.2.5. Intersectional Feminism

FOURTH SEMESTER

WS 400 [Compulsory]: COMMUNITY ENGAGEMENT ON WOMEN'S ISSUES

(20 Marks: 10 Report Writing and 10 viva voce)

[This compulsory core course has recently been prescribed for all PG students, and this reminds the students the fact that, as they get all help from the his/her community or society at large for their education, dignity and honours, he/she has a duty to get back to his/her community with his knowledge and skill, so that their parents or aunts can get help from their expertise in their day-to-day issues, both theoretically and practically. The students of women's studies are expected to go to their community with some gender or women's issue, and exchange their views with one another. A systematic reporting/recording of all interactions is also suggested.]

WS 401: RESEARCH METHODOLOGY [Core Course]

[Research is deeply connected with studies, and its research that prepare space for fresh learning and advancement. This moving forward is never possible unless we get involved in research and field works. And this can properly be done only when the students get well-equipped in research methodology. A research methodology lends credibility to the study and produces reliable scientific results. A researcher's methodology allows the reader to recognize the strategy and techniques employed to arrive at results. Another point to note, feminist researches are somehow different from conventional research. It is politically oriented in that it tries to improve social inequalities and actively works to eliminate the power gap between research and subject. Hence the students of women's studies must access to a variety of qualitative and quantitative methodologies. Not only that, its interdisciplinary and multidisciplinary nature compels us in formulating mixed methodology. This compulsory core is prepared to help students with the basics of social science research in general, and feminist methodology in particular, so that they can venture into meaningful and systematic research work.]

Unit1: Methodology of Social Research in General

- 4.1.1.1. Meaning and objectives of Research; Criteria of good research, Nature of Quantitative Research and Qualitative Research: Concepts, Hypothesis Formulation – Reliability and Validity
- 4.1.1.2. Survey – Sampling: Types of sampling – Problems of Survey research; Mean, Median, Mode analysis
- 4.1.1.3. Data collection: Types of data: Primary and Secondary Data. Various techniques of Data Collection: Interview, Questionnaire, Observation
- 4.1.1.4. Case study method and Comparative method; Experimentation and Quasi-Experimentation; Ethnography and Participant Observation
- 4.1.1.5. Preparation of Research Design

Unit 2: Feminist Methodology

- 4.1.2.1. Feminist Method: Specific Mode of Analysis and its Difference from the traditional modes
- 4.1.2.2. Feminist Empiricism: Challenging Gender Bias and "setting the record straight"
- 4.1.2.3. Feminist Standpoint Theory
- 4.1.2.4. Feminist Postmodernism
- 4.1.2.5. Feminist Approaches to Mixed-Methods Research

WS 402 RELIGIONS AND WOMEN [Core Course]

[In order to investigate how various religious traditions construct and perceive gender roles, gender identities, sexual identities, and practices for women, this core course is expected to focus on women's status and rights in different institutionalized religions. This course will deeply analyse the position and rights of women from a feminist lens. As the topics below suggest, various mainstream religious traditions are to be explored here to see how these religious traditions see women and their rights. A woman who searches for a religion which gives equal human right at par with males could get an answer if there is any such religion! Side by side, the students will be able to examine how religions impact them and are influenced by family, law and governance.]

Unit 1: Status of Women in Various Religions

- 4.2.1.1. Status of Women in Brahmanism, later Hinduism (from the Vedas to the Dharmasastras)

- 4.2.1.2. Status of Women in Buddhism---The Tripitakas, the Jatakas & the Gathas.
- 4.2.1.3. Status of Women in Jainism and other Minor Religious traditions in India
- 4.2.1.4. Status of Women in Islam: The Quran, Hadith and the Sharia
- 4.2.1.5. Status of Women in Christianity

Unit II: Rights of Women in Different Religions

- 4.2.2.1. Rights of Women in Hinduism: The Hindu Law
- 4.2.2.2. Rights of Women in Islam: Theoretical Perspective vis-à-vis Experienced Reality, Islamic Laws concerning Women and Reform in Different Countries
- 4.2.2.3. Rights of Women in Christianity
- 4.2.2.4. Rights of Women in tribal religions
- 4.2.2.5. Religious Rights of Women and Uniform Civil Code in India

WS 403A: POLITICS OF BODY [Major Elective]

[The phrase "politics of body" refers to two concepts: the first idea, "politics" that refers to the exercise of power or the relationship between different forms of power, and the second "body" referring to the physical body of the individual. Together, they simply refer to the construction, control, and regulation of the human body by the many levels of authority, whether cultural, social or anything else. Thus this major elective course seeks to understand the politics of human body which can be both colonized and socially constructed. Special efforts are made to understand the theories of the body and embodiment and representation of female body. This course also examines the ways and reasons that certain bodies are endangered, marginalized, or excluded. Discussions about racial body politics strongly emphasizes the attribution of ethical, moral, behavioral, and social attributes to people or communities based on skin tone, facial features, body types, and sexual orientation. The understanding of interaction between feminist perspective and motherhood could benefit students a lot.]

Unit 1: Social Construction of Gendered Bodies

- 4.3A.1.1. Social Theories of the Body and Embodiment
- 4.3A.1.2. The Body Politics, Social Construction and Gender
- 4.3A.1.3. Commodification of Female Body
- 4.3A.1.4. Race, Ethnicity and Class Dimensions of the Body Politics
- 4.3A.1.5. Bodies without Fixed Gender and their Social Construction

Unit 2: Living the Female Body

- 4.3A.2.1. Becoming a Woman: Social Construction of Women's Bodies and Sexuality
- 4.3A.2.2. Body Image, Self-Presentation and **Search for Identity within Society**
- 4.3A.2.3. Sexual Objectification of Women Bodies
- 4.3A.2.4. The Social Meaning of Bleeding: From Menarche to Menopause
- 4.3A.2.5. Feminist Perspectives on Motherhood

WS 403B GENDER ROLES AND PSYCHOLOGY [Major Elective]

[This course of Major Elective is concerned with the psychological dimensions of women's subordination. A detailed discussion on psychology of gender roles and sex difference, along with traumas related to rape, sexual abuse and domestic violence, and the like. Likewise, it aims at preparing students for counselling and guidance skills so that they can get out of the psychological pressure and make themselves empowered. This will also help in opening up some counselling centre as a profession, or get a job in similar professional jobs.]

Unit 1: Psychology of Gender Roles and Sex-Difference

- 4.3B.1.1. Conceptualization of Gender Roles and Gender Role Attitudes
- 4.3B.1.2. Gender: Aggression, Achievement, Communication, Friendship and Romantic Relationships
- 4.3B.1.3. Sex Differences in Mental Health.
- 4.3B.1.4. Women and Distress
- 4.3B.1.5. Trauma relating to Rape, Sexual Abuse, Domestic Violence, etc.

Unit-2: Counseling and Guidance Skills

- 4.3B.2.1. Gender Counselling/Feminist Therapy

- 4.3B.2.2. Essential Elements and Process of Counselling
- 4.3B.2.3. Introduction to Communication: Attending Skill, Listening Skills: Barriers to Listening; Responding Skills
- 4.3B.2.4. Values and Ethics in Counselling
- 4.3B.2.5. Counselling Women in Distress

WS 404A: WOMEN AND ECOLOGY [Major Elective]

[Women are the ones most impacted by environmental degradation and play a crucial role in managing natural resources at the home and community levels. Women manage woods and agricultural land, as well as water, food, and fuel supplies in communities all over the world. In developing nations particularly, women produce food, yet inheritance rules and regional norms sometimes restrict them from owning or leasing property, obtaining credit, or receiving insurance. Different environmental movements, like Narmada Bachao movement in India, emphasized the importance of women's voices and perspectives in sustainable development at all levels. Side by side, it engages itself in searching for the feminine, nay feminist principle to save the planet. This major elective course discussed patriarchy and environment, eco-feminism, and feminist environmentalism from both theoretical and practical standpoints, and from global and regional perspectives.]

Unit-1: Discovering the Feminist Principle

- 4.4A.1.1. Different Approaches to Environmental Crisis
- 4.4A.1.2. Patriarchy & Environment
- 4.4A.1.3. Feminist Environmentalism
- 4.4A.1.4. Eco-Feminism
- 4.4A.1.5. Sustainable Development

Unit-2: Feminist Environmentalism in India

- 4.4A.2.1. Resources, Livelihoods & Conflicts
- 4.4A.2.2. Forest & Water Resources: Contesting Claims
- 4.4A.2.3. Chipko, Appaiko, Narmada Bachao movements
- 4.4A.2.4. Issues in Vedant, Posco, Uttarakhand, Silent Valley projects
- 4.4A.2.5. Biodiversity and New Forest Laws

WS 404B: GENDER AND POVERTY [Major Elective]

[This major elective course on gender and poverty explores the effects of gender inequality experience poverty differently on men and women. It highlights the value of incorporating gender analysis into development programs and goals. The course offers fresh perspectives on the effects of gender-blind development policies at all levels, including health programme, poverty reduction methods, gender budgeting, education, and poverty. They demonstrate how gender equality is a crucial component of development, which must be incorporated into all activities aimed at reducing poverty and advancing development if they are to benefit the poor. Therefore, the gender disparities that underlie poverty—rather than the reasons of poverty in general—are what matter most in understanding the origins of the feminization of poverty. Since feminization is a process, it is vital to see changes in these gender disparities.]

Unit-I: Conceptualizing Gender Dimensions of Poverty

- 4.4B.1.1 Understanding Poverty from a Gender Perspective
- 4.4B.1.2 Feminization of Poverty
- 4.4B.1.3 Women and Sustainable Development Goals: No Poverty and Zero Hunger
- 4.4B.1.4 Gender Inequality and Human Development Report
- 4.4B.1.5 Poverty and Social Exclusion of Women

Unit II: Gender-based Strategies and Policies of Poverty Reduction in India

- 4.4B.2.1. Public Policies in India on poverty eradication with a gender Perspective: Scope and Challenges
- 4.4B.2.2 Policies integrating Poverty and Gender into Health Programme
- 4.4B.2. 3 Education, Poverty and Gender: Experiences in Policies
- 4.4B.2.4 Gender Budgeting in India
- 4.4B.2.5 Pandemic, Women's Poverty and Government Responses

WS 405 PROJECT [Core Course]

[50 Marks (40 Written +10 Viva Voce): Any Woman's Issue]

[Any PG course now involves the execution of a research project. And a student of women's studies has to identify a gap in the courses they learn or in similar issue, which needs to be filled in through some further studies Following stipulated research methodology he/she has first to execute and then report a research project. The written report should be submitted to the competent authority and go through a viva voce on the issue.]

Suggested Readings for MA in Women's Studies (Paper/course wise):

Paper 101

1. Mary E. John. *Women's Studies in India – A Reader*, Penguin Books, New Delhi, 2008
2. Vina Mazumdar. *Emergence of Women's Question and Role of Women's Studies, Occasional Papers*, Centre for Women's Development Studies, New Delhi. 1985
3. Neera Desai and Maithreyi Krishnaraj. *Women's Studies in India – Some Perspectives*, Ajantha Publications, New Delhi, 1986
4. Himanshi Nagpal. "The Evolution of Women's Studies in India". *Feminism in India*, July 26, 2017
5. V. Geetha: *Gender (Theorizing Feminism)*. Stree. 2002
6. V. Geetha: *Patriarchy*, Stree, 2007
7. Kamala Bhasin. *Understanding Gender*, Zubaan, New Delhi, 2000
8. Sirma Bilge and Patricia Hill Collins. *Intersectionality*. Wiley, 2016
9. Maithreyi Krishnaraj. "Is 'Gender' Easy to Study? Some Reflections", *Economic and Political Weekly*, October 21, 2006
10. Mallika Sengupta. *Strilinganirman*, Ananda Publishers, 1998 (in Bengali)
11. Sefali Moitra. *Narivad o Naitikata*, New Age Pub, 2003(in Bengali)
12. Rajashri Basu & Basabi Chakraborty. *Prasanga Manabividya*, Urbee Prakashan, Kolkata, 2014(in Bengali)
13. Basabi Chakraborty ed. *Nariprithibi: Bahuswar*. Urbee Prakashan, Kolkata, 2011(in Bengali)
14. Basabi Chakraborty ed. *Women's Studies: Various Aspects*. 3rd edition, Urbee Prakashan, Kolkata, 2022.
15. Susie Tharu, A. Suneetha & Uma M. Bhugubanda (eds). *A World of Equals: A Text Book on Gender*, Orient BlackSwan, Hyderabad, 2022.

Paper 102

1. Rosemarie Tong: *Feminist Thought: A More Comprehensive Introduction*, 2nd Ed. Westview Press, 1998.
2. Carole R McCan and Seung-kyung Kim (eds). *Feminist Theory Reader: Local and Global Perspectives*, Routledge, New York, 2013.
3. Maggie Humm ed. *Feminisms: A Reader*, Harvester Wheatsheaf, New York, 1992.
4. Sefali Moitra: *Feminist Thought*, Munsiram Monoharlal, Delhi, 2002.
5. Rajashri Basu. *Narivad*. Paschimbanga Rajya Pustak Parishad, Kolkata, 2012(in Bengali)
6. Rinita Mazumder. *A Short Introduction to Feminist Theory*, Anustup, 2001
7. Meena Kelkar & Deepti Gangavane eds. *Feminism in Search of an Identity: The Indian Context*. Rawat Pub, 2003
8. Santosh Kumar Pal. *Phalita Nitishastra*. Dwitiya Khanda, Levant Books, Kolkata, 2021 (in Bengali)

Paper 103

1. Friedrich Engels. *Origin of the Family, Private Property and State*, Penguin, New Delhi, 2010.
2. Archana Parasher. *Women and Family Law Reform in India: Uniform Civil Code and Gender Equality*, Sage, New Delhi, 1992
3. Kumkum Sangari. "Politics of Diversity: Religious Communities and Multiple Patriarchies", *Economic and Political Weekly*, Vol. 29, 30, 1995
4. Patricia Uberoi, ed. *Family, Kinship and Marriage in India*, OUP, Delhi, 1993
5. Michael Kimmel and Amy Arosen. *The Gendered Society Reader*. 6th ed. Oxford UP, 2017
6. Imtiaz Ahmed. *Family, Kinship, and Marriage among Muslims in India*, South Asia Books, New Delhi, 1976.
7. Nirmala Banerjee. "A Note on Women as Workers", in Banerjee, Nirmala, Sen, Samita, Dhawan, Nandita (eds), *Mapping the Field: Gender Relations in Contemporary India – Selected Readings (Volume 1)*, Stree Publications, Kolkata, 2011.

8. Esther Ngan Chow, Esther Ngan-ling Chow & Catherine White Berheid, eds. *Women, the Family, and Policy: A Global Perspective*. State University of New York Press, 1994.
9. Talcott Parsons, Robert F. Bales. *Family Socialization and Interaction Process*, Routledge, 2002.
10. Sujit Kumar Chattopadhyay. *Gender Socialization and the Making of Gender in the Indian Context*. Sage Pub. 2017.
11. Scott Coltrane. *Gender and Families*. Rowman & Littlefield, 2000.
12. Uma Chakravarti. *Gendering Caste: Through a Feminist Lens*. Sage, 2018.
13. Sally A. Lloyd, April L. Few & Katherine R. Allen eds. *Handbook of Feminist Family Studies*. Sage, 2009
14. Nancy R Hooyman & Judith Gonyea. *Feminist Perspectives on Family Care*. Sage, 1995.
15. Katherine R. Allen, Angela C. Henderson. *Family Theories: Foundations and Applications*. Blackwell, 2016.
16. Emma Jeanes, David Knights, Patricia Yancey. *Handbook of Gender, Work and Organization*. Wiley Publication. 2011.
17. Mary E. John. "Feminist Perspectives on Family and Marriage: A Historical View". *Economic and Political Weekly*, Vol. 40, Issue. 8, 2005
18. Study Materials. *Caste and Gender*, UNIT-IV, IGNOU

Paper 104

1. Ram Ahuja. *Social Problems in India*, Rawat Pub, 2006
2. Sukumari Bhattacharya. *Women and Society in Ancient India*, Basumat, Calcutta, 1994
3. Rameswari Pandya. *Women in India: Issues, Perspectives and Solutions*, New Century Publications, 2007
4. A M Dahiwalé ed. *Understanding Indian Society: A Non-Brahminic Perspective*, Rawat Pub, 2005
5. Megha Amrith & Nina Sahraoui, eds. *Gender, Work and Migration: Agency in Gendered Labour Settings*, Routledge, 2018.
6. J. Monckton-Smith, A. Williams, and F. Mullane. *Domestic Abuse, Homicide and Gender: Strategies for Policy and Practice*. Springer, 2014
7. Sarah Wendt & Lana Zannettino. *Domestic Violence in Diverse Contexts: A Re-examination of Gender*. Routledge, 2014
8. Nancy Lombard & Lesley McMillan, eds. *Violence against Women: Current Theory and Practice in Domestic Abuse, Sexual Violence and Exploitation*. Jessica Kingsley Publishers, London, 2013
9. Geraldine Terry & Joanna Hoare, eds. *Gender-based Violence*. Oxfam Publication, 2007
10. Zoe Lowery & Linda Bickerstaff. *Gender-Based Violence and Women's Rights*. Rosen Publishing, 2018
11. P. M. Nair & Sankar Sen. *Trafficking in Women and Children in India*. Orient Longman, 2005
12. Obi N.I. Ebbe & Dilip K. Das. *Global Trafficking in Women and Children*. CRC Press, 2018
13. Alexis A. Aronowitz. *Human Trafficking, Human Misery: The Global Trade in Human Beings*. Greenwood Publication, 2009
14. Thanh-Dam Truong & Des Gasper, Jeff Handmaker & Sylvia I. Bergh, eds. *Migration, Gender and Social Justice: Perspectives on Human Insecurity*, Springer, 2013
15. *Social Reform Movement in 19th Century India*, SM 26, Sociology, IGNOU

Paper 105

1. Maithreyi Krishnaraj. "Women's Work in Indian Census: Beginnings of Change". *Women's Studies in India: A Reader*, ed. by Mary E. John, Penguin, 2008.
2. Bina Agarwal, Jane Humphries, and Ingrid Robeyns, eds. *Capabilities, Freedom and Equality: Amartya Sen's Work from a Gender Perspective*. Oxford India Press, 2006
3. S. Kaur. *Women and Poverty*. Jaipur: Book Enclave, 2008
4. Maithreyi Krishnaraj, ed. *Gender, Food Security and Rural Livelihoods*. Stree, Kolkata, 2007.
5. Preet Rustagi. "Significance of Gender-Related Development Indicators: An Analysis of Indian States". *Indian Journal of Gender Studies*. Vol 11(3), 2004.
6. Ester Boserup. *Woman's Role in Economic Development*. George Allen and Unwin. London, 1970.
7. Lourdes Beneria and Gita Sen. "Accumulation, Reproduction and Women's Role in Economic Development: Boserup Revisited". *Signs*, Vol.7, 279-98. 1981.
8. Angela Burton ed. *Hit or Miss: Women's Rights and the Millennium Development Goals*. ActionAid, UK, 2015
9. Martha Nussbaum. *Women and Human Development*. Cambridge University Press, 2000.
10. Mary. E. John. 1996. "Gender and Development in India, 1970s – 1990s: Some Reflections on the Constitutive Roles of Contexts." *Economic and Political Weekly*. 31 (47), 3071 – 3077.

11. Uma Kothari. *A Radical History of Development Studies: Individuals, Institutions and Ideologies*, Zed Books, 2005.
12. Jane L. Parpart, M. Patricia Connelly, and V. Eudine Barriteau, eds. *Theoretical Perspectives on Gender and Development*, International Development Research Centre, Ottawa, 2000

Paper 201

1. Antrobus Peggy & Biblioth Eque Nationale. *The Global Women's Movement: Origins, Issues and Strategies*, Zed Books, 2004
2. Catherine Eschle. *Global Democracy, Social Movements, and Feminism*. Routledge, 2001 (2018 e book)
3. Sally Roesch Wagner ed. *The Women's Suffrage Movement*. Penguin, 2019 (with a foreword by Gloria Steinem)
4. Sumit Sarkar & Tanika Sarkar. *Women and Social Reform in Modern India: A Reader*. Indiana University Press, 2008
5. Buvinc Mayra, Andrew R. Morrison et al eds. *Equality for Women: Where Do We Stand on Millennium Development Goal 3*, World Bank Pub, 2018.
6. Suruchi Thaper-Bjorkert. *Women in the Indian National Movement (Unseen Faces and Unheard Voices 1930-32)*, New Delhi, Sage Pub. 2006
7. Bharati Ray (1995). "The Freedom Movement and Feminist Consciousness in Bengal. 1905-1929", in *From the Seams of History: Essays on Indian Women*, Oxford U P, 1995
8. B. Ramaswamy. *Women's Movement in India*. Isha Books, 2013
9. Pallavi. "Remembering Chipko Movement: The Women-led Indigenous Struggle", *Feminism in India*, 2019
10. Inda Baghel. *Dalit Women Movement in Modern India*. Jnanada Prakashan, 2009
11. Rajashri Basu & Basabi Chakraborty. *Prasanga Manabividyā*, 3rd Ed. Urbi Prakashan, Kolkata, 2014(in Bengali)
12. Basabi Chakraborty ed. *Nariprithibi: Bahuswar*. Urbi Prakashan, Kolkata, 2011(in Bengali)

Paper-202

1. *Handbook on Promoting Women's Participation in Political Parties*, OSCE/ODIHR, 2014
2. Barbara C. Burrell. *Women and Political Participation*. ABC-CLIO, 2004
3. Sarah Childs. *Women in British Party Politics: Participation and Representation*, Routledge, 2008
4. Niroja Sinhā. *Empowerment of Women Through Political Participation*, Kalpaz Publications, 2007
5. Fiona Gell & Joanna Hoare. *Women's Leadership and Participation: Case Studies on Learning for Action*, Oxfam, 2009

Paper 203

1. Tracy Penny Light, Jane Nicholas and Renée Bondy, eds. *Feminist Pedagogy in Higher Education*. WLU press, 2015
2. Kathleen Weiler. *Women Teaching for Change: Gender, Class and Power*. South Hadley: Bergin & Garvey, 1988.
3. J R Martin. "Education" in *A Companion to Feminist Philosophy*(A M Jaggar & I A Young eds), Blackwell, 2000
4. J Martin. "Sex Equality and Education". In *Femininity, Masculinities and Androgyny*. ed. M . Vetterlin-Baggin. Littlefield Adams, Totowa, 1982
5. Christine Skelton, Becky Francis & Lisa Smulyan eds. *The SAGE Handbook of Gender and Education*. Sage, 2006
6. Nandini Manjerekar. *Gender and Education in India: A Reader*. Akar Books, 2020
7. S.P.Agarwal and J.C.Agarwal, *Women's Education in India*, Concept Publishing, New Delhi 1994
8. Usha Sharma & B. M. Sharma, *Women Education in Ancient and Medieval India*. Commonwealth Publishers, 1995
9. Linda Stone, ed. *The Education Feminism Reader*. Routledge, 1994
10. Rajashri Basu & Basabi Chakraborty. *Prasanga Manabividyā*, 3rd Ed. Urbi Prakashan, Kolkata, 2014(in Bengali)
11. Basabi Chakraborty ed. *Nariprithibi: Bahuswar*. Urbi Prakashan, Kolkata, 2011(in Bengali)

Paper 204

1. Arnold David. *Colonizing the Body, State Medicine and Epidemic Diseases in Nineteenth Century India*. University of California Press, 1993.
2. Cecilia Van Hollen, *Birth on the Threshold: Childbirth and Modernity in South India, Zubaan, New Delhi, 2003*.
3. Geraldine Forbes, *Women in Colonial India Essays on Politics, Medicine and Historiography*, Chronicle Books, New Dehli, 2005
4. Geraldine Forbes, *Women in Modern India*, Cambridge University Press, 1998.
5. Neelam Kumar ed, *Women and Science in India: A Reader*, OUP, New Delhi, 2009.
6. David Arnold ed. *Imperial Medicine and Indigenous Societies*. Manchester University Press, 1988
7. Patricia Jeffery, Roger Jeffery & Andrew Lyon, *Labour Pains and Labour Power, Women and Child Bearing in India*, Zed Books, New Delhi, 1989
8. Sujata Mukherjee. *Gender, Medicine and Society in Colonial India Women's Health Care in Nineteenth and Early Twentieth Century Bengal*, OUP, New Delhi, 2017
9. Sumi Krishna & Gita Chadha (eds). *Feminists and Science: Critiques and Changing Perspectives in India*. (in 2 Vols). Stree, Kolkata, 2015 &2017
10. Sarah Hodges. *Reproductive Health in India. History, Politics and Controversies*, Orient Longman, New Delhi,2006
11. Charu Gupta. *Sexuality, Obscenity, Community Women, Muslims and the Hindu Public in Colonial India*, Permanent Black, Delhi, 2001
12. Meredith Borthwick, *The Changing Role of Women in Bengal 1849-1905*, New Jersey, 1984.

Paper 205

1. A M Jaggar & I A Young eds. *A Companion to Feminist Philosophy*, Blackwell, 2000
2. Charlotte Witt ed. *Feminist Metaphysics. Exploration in the Ontology of Sex, Gender and Self*. Springer, 2011
3. Ann Gary, Serene J Khader & Alison Strong, eds. *The Routledge Companion to Feminist Philosophy*, Routledge, 2019
4. Alison Stone. *An Introduction to Feminist Philosophy*, Cambridge: Polity, 2007
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