

5. **Presentations:** Students will give presentations on selected topics such as the Poona Pact, Dalit vs. Harijan, and Gandhi's and Ambedkar's views on religion.
6. **Field Visits:** Visiting places of historical importance related to Gandhi and Ambedkar, such as Sabarmati Ashram and Ambedkar Memorial.

## **GENDER AND POLITICS**

**Course Objectives:**

This course intends to study politics from the perspective of gender by examining the ways in which women shape and are shaped by politics. This begins with theoretical understanding of gender and deconstruction of 'Gender' as an identity. Then, it goes on to reflect on the conscious attempt to redefine the political space which has been historically entrenched within patriarchal structure. The course intends to evaluate women as political actors by reflecting upon the changing contours of women participation in politics and their relationship with the state. It attempts to analyse women's political rights and politics of representation situating them in electoral politics and beyond. The course also incorporates human rights, in its attempt to understand Women's rights through the prism of human rights. It studies the international organisations and international agreements/conventions for their pertinent role in protecting women rights.

The learners will critically assess participation of women in terms of electoral politics, development initiatives as well as socio-political movements. The course provides for women participation in the grassroot institutions, highlighting the pivotal role catalysed by 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments in reshaping political leadership and also delves into the issues and challenges emanating from political engagements of women in different spheres. Further, to examine the actual functioning of women leadership, gender norms, participation of women in implementation of the policies and programmes, this course envisages active learning by the learners through conducting empirical studies on various local governance practices at the ground level. This course endeavours to equip learners with the necessary knowledge and analytical tools to understand and explain the nuanced interrelationship of gender and politics and propose ways to overcome challenges faced by women due to gender disparity.

### **Expected Learning Outcomes:**

On completion of the course, learners would attain the following competencies.

**Unit-I:** This unit would provide the learners a conceptual understanding of gender from political perspective, the redefining of political space. Learners could reflect on women as political actors, their participation in politics as well their changing relationship with the state.

**Unit- II:** Learners would be able to understand politics of representation from feminist perspective, and could reflect on the emerging issues and challenges. They would also be aware about the international organizations, international agreements/conventions protecting women's rights.

**Unit- III:** Student could assess the differences made by the women leaders with their participation in electoral politics as legislator and the development initiatives led by them. They would be competent to evaluate the transforming impact of women leadership in the local governance after the enactment of 73<sup>rd</sup> and 74<sup>th</sup> constitutional amendment.

**Unit- IV:** The learners are expected to actively undertake empirical studies on topics given in this unit to gain practical insights on women as political leaders, their participation in formal and informal politics, women centric welfare policies.

**Course Content:**

**Unit-I: Introducing Gender and Politics**

- a) Concept, Meaning and scope of Gender; Women, Civic activity, and Construction of Identity, Redefining the Political.
- b) Women as Political Actors: Politics, and political participation, Women's political participation in 19<sup>th</sup> and early 20<sup>th</sup> century, Feminist Perspective on Political Participation.
- c) Gender and State; Gendering the Welfare State.

**Unit-II: Women's Political Rights and International Conventions**

- a) Women in electoral politics, Women Political parties and Electoral Representation, Issues of Representation in politics.
- b) Concept of Human Rights and women, Universal Declaration of Human Rights, Women's Rights as Human Rights.
- c) International Organizations and Women's Rights; International Women's Bill of Rights: Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Beijing Action Plan.

**Unit-III: Women and Governance**

- a) The Impact of Women on Political Outcomes: Women as political leader; Women's participation in Legislature; Women led movements; Women led development initiatives.
- b) Women participation in local self-government; 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment.
- c) Women in Grassroot Institutions: Issues and challenges.

**Unit-IV: Empirical findings on selected topics**

- a) Women's political behaviour during elections
- b) Women's participation in Gram Sabha

- c) Evaluation of Women centric welfare policies
- d) Women's participation in Self-Help Groups
- e) Women's participation in policy-implementation
- f) Women's participation in local protest movements

### Essential Readings:

- ✓ Akerkar, S. (1995). *Theory and Practice of Women's Movement in India: A Discourse Analysis*. *Economic and Political Weekly*.30(17). WS2–WS23.  
<http://www.jstor.org/stable/4402686>
- ✓ Hans, A., Patel, A., Mohanty, B., & Tripathy, S. (2021). *Women Reinventing Development*. Routledge.
- ✓ Jayal, N.G. & Mehta, P. B. (2010). *Oxford Companion to Politics in India*. Oxford University Press.
- ✓ Klein, E. (1984). *Gender Politics*. Harvard University Press, USA.
- ✓ Mazumdar, V. (1994). *Women's Studies and the Women's Movement in India: An Overview*. *Women's Studies Quarterly*.22(3/4). 42–54.  
<http://www.jstor.org/stable/40004254>.
- ✓ Menon, N. (2008) 'Gender'. In R. Bhargava and A. Acharya (Eds), *Political Theory: An Introduction*. Pearson. pp. 224-233.
- ✓ Menon, N. (2001). *Gender and Politics in India*. Oxford University Pres.
- ✓ Rath, N. and Majumdar, G. (2016). *Women in Indian Politics: Traditions, Transitions and Transformations*. Mittal Publication.
- ✓ Reingold, B., Haynie, K. L., & Widner, K. (2021). *Race, Gender, and Political Representation*. Oxford University Press.
- ✓ SIRD&PR (2018). *Gender & Development: Perspective to Practice*. Government of Odisha.  
<https://sirdodisha.nic.in/download/Genderdevelopment.pdf>

### Additional Readings:

- ✓ Agnihotri, I. and Mazumdar, V. (1997). *Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s*. *Economic and Political Weekly*.30 (29). pp. 1869-1878.
- ✓ Beauvoir, S. de. (2015). *The second sex*. Vintage Classics.

- ✓ Gandhi, N. and Shah, N. (1992). *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*. South Asia Books.
- ✓ Pateman, Carole (1983). *Feminist Critiques of the Public/Private Dichotomy*. In S. Benn and G. Gaus (eds.) *Public and Private in Social Life*. Croom Helm. 281-303
- ✓ Paxton, P. M., & Hughes, M. M. (2017). *Women, Politics and Power*. CQ Press.
- ✓ Phillips, A. (1998). *The Politics of Presence*. Oxford.
- ✓ Wilson, M. S., & Clerkin, C. (2017). *Elevating Women's Leadership in India: Issues and Insights*. *NHRD Network Journal*.10(4). 55-65.  
<https://doi.org/10.1177/0974173920170412>

### Internet Sources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. eGyanKosh. Gender (Unit -8). IGNOU.  
<https://egyankosh.ac.in/handle/123456789/53967>
2. Engles, F. (1902). *The Origin of the Family, Private Property and the State*. C. H. Kerr & Company. <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>
3. Gaur, Rashmi. *Contextualizing Gender*. SWAYAM.  
[https://onlinecourses.nptel.ac.in/noc22\\_hs51/preview](https://onlinecourses.nptel.ac.in/noc22_hs51/preview)
4. Harvard University. (2017, March 11). *Jennifer Finney Boylan. Gender, Politics, and Imagination*. Radcliffe Institute.  
YouTube. <https://www.youtube.com/watch?v=R3z4143mA9s>
5. ICWA (2023). *Pushing the Frontiers of Women-led Development*. ICWA.  
<https://www.icwa.in/pdfs/IndiasG20PresidencyWeb.pdf>
6. Krishnamurthy, Mathangi. *Feminism: Concepts and Theories*. SWAYAM.  
[https://onlinecourses.nptel.ac.in/noc22\\_hs26/preview#:~:text=This%20course%20will%20evaluate%20the,mandate%2C%20and%20its%20contemporary%20import](https://onlinecourses.nptel.ac.in/noc22_hs26/preview#:~:text=This%20course%20will%20evaluate%20the,mandate%2C%20and%20its%20contemporary%20import)
7. Millet, K. (1968). *Sexual Politics*.  
<http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm>
8. Rahman, Anisur & Tarannum, Shahla. *Gender/Women Studies*. SWAYAM.  
[https://onlinecourses.SWAYAM2.ac.in/arp19\\_ap54/preview](https://onlinecourses.SWAYAM2.ac.in/arp19_ap54/preview)

**Activities to do:**

1. Conduct sessions on movie/documentary (e.g., *Becoming*, *Suffragette*, *Knock down the house*, *The Devine Order*, *Lapata Ladies*) portraying stories of women leaders, women led movements, development initiatives led by women.
2. Watch Documentary: *100 Years of Women's Voting Rights*. Available at <https://youtu.be/hnKuDIp09UY?si=FrwJE3a1-podKDrJ>
3. Attend Gram Sabha in your locality to observe the participation of women leaders at the grassroots level.
4. Interact with members of Women led Self Help Groups and write a report on their achievement and issues they confront.

## **Media & Information Literacy**

**Course Description:** The Media & Information Literacy course is designed to empower students with the essential skills and knowledge needed to critically analyze, evaluate, and create media content. This course explores the role of media in society, the process of information dissemination, and the impact of media messages on public perception and behavior. Through a combination of theoretical frameworks and practical applications, students will learn to navigate the complex media landscape, develop a nuanced understanding of media ethics, and become responsible consumers and producers of information.

### **Course Objectives**

- To equip students with the tools to critically analyze various forms of media and their content.
- To develop practical skills in creating ethical and responsible media content.
- To foster an understanding of the processes involved in media production, dissemination, and consumption.
- To enhance students' ability to locate, evaluate, and use information effectively.
- To prepare students to effectively use digital tools and platforms for media consumption and production.

**Learning Outcomes:** *Upon successful completion of this course, students will be able to*

- Critically evaluate media messages and their impact on different audiences.
- Create informed, ethical, and engaging media content using various formats and technologies.
- Assess the credibility and reliability of information sources across different media platforms.
- Apply ethical principles in the consumption and production of media and information.
- Effectively use digital tools to research, analyze, and produce media content.

### **Unit I**

Introduction to Media & Information Literacy, Concepts and Applications of Media & Information Literacy, What is Information? What is Media? How Media & Information affects communication, Digital Information Literacy, identifies the similarities and differences of media literacy, information literacy, and technology literacy, Understanding the News, Media and Information Ethics.

### **Unit II**

News Literacy, who control your information? Socio-Cultural and Political Dimensions of Media, Political Economy of Media, Confronting Confirmation Bias, Young People in the Virtual World, Challenges and Risks in the Virtual World, How social media is affecting teens, Digital Divide, Addiction, and Bullying, Privacy & Surveillance, Copyright & Intellectual Property.