School of SCHOOL OF GENDER STUDIES

CBCS Syllabus

M.A. GENDER STUDIES
2013-15
## CREDIT REQUIREMENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tr>
<td>Core papers (Theoretical &amp; conceptual Foundation – Papers)</td>
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<td>Compulsory electives – Offered by the Department</td>
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<td>Internship (compulsory)</td>
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Minimum requisite credits within the subject - 76 (Core papers, Electives, Dissertation and Internship)
# Programme: M. A. Gender Studies

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<tr>
<th>Sl. No.</th>
<th>Subject code</th>
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<td>Gender and Society</td>
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<td>Feminist Theories</td>
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<td>Gender and Development: Approaches and Strategies</td>
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<td>Field work – Critical Analysis of Women Development Programmes/ Development Action</td>
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SEMESTER – I
This course designed:

- To introduce basic concepts relating to gender and to provide logical understanding of gender roles.
- To present various perspective of body and discourse on power relationship.
- To conscientise the students on cultural construction of masculinity and femininity.
- To trace the evolution of gender studies from women's studies.

Unit 1: Introduction

- Sex and Gender; Types of Gender
- Gender Roles and Gender Division of Labour
- Gender Stereotyping and Gender Discrimination
- The Other and Objectification
- Male Gaze and Objectivity

Unit 2: Gender Perspectives of Body

- Biological, Phenomenological and Socio-Cultural Perspectives of body
- Body as a Site and Articulation of Power Relations
- Cultural Meaning of Female Body and Women's Lived Experiences
- Gender and Sexual Culture – Richard Freiherr von Krafft-Ebing, Henry Havelock Ellis, and Sigmund Freud

Unit 3: Social Construction of Femininity

- Bio-Social Perspective of Gender
- Gender as Attributional Fact.
- Essentialism in the Construction of Femininity
- Challenging Cultural Notions of Femininity – Butler, Douglas, Faucault and Haraway
- Images of Women in Sports, Arts, Entertainment and Fashion Industry
- Media and Feminine Identities

Unit 4: Social Construction of Masculinity

- Definition and Understanding of Masculinities
- Sociology of Masculinity
- Social Organization of Masculinity and Privileged Position of Masculinity
- Politics of Masculinity and Power
- Media and Masculine Identities

Unit 5: Women’s Studies and Gender Studies

- Evolution and Scope of Women’s Studies
- From Women’s Studies to Gender Studies: A Paradigm Shift
- Women’s Studies vs. Gender Studies
Classroom Activities

- **Workshop:** gender sensitisation through gender related concepts
- **Textual analysis of documentary/short films:** cultural construction of gender
- **Video clip presentation:** Masculine and Feminine identities, male gaze and objectivity
- **Debates:** Challenging traditional/ideal attributes of male and female psyche

**PRESCRIBED READING**


**SUGGESTED READING**


**Journals**

The Journal of Gender Studies
Indian Journal of Gender Studies
Gender Issues
The primary objectives of this course are:

- To introduce how gender roles are defined biologically and culturally as well as in public and private sphere.
- To provide insight on gender disparities within the family, economy, education, political and legal systems.
- To facilitate the understanding of social dynamics and power relations in the context of gender.

Unit 1: Introduction

- Gender roles: Biological vs cultural determinism
- Private vs public dichotomy
- Existential foundation of gender-power relations
- Human development indicators and gender disparity

Unit 2 : Gender, Family and Economy

- Gender and Family
  - Gender division of labour and asymmetric role structure
  - Gender role socialization and formation of identity
  - Psychoanalysis, social constructionist and discursive analysis of gender
- Gender and Economy
  - Segmented labour market and labour force participation
  - Occupational segregation and wage discrimination
  - Gender stereotyping in work place

Unit 3 : Gender Lens: Political and Legal Systems

- Gender representation in Indian polity
- Gender dimensions in electoral politics
- Gender exclusion in politics
- Gender perspective of personal law
- Social legislations and women empowerment

Unit 4 : Gender and Education

- Gender disparity in education
- Gender bias in school curriculum
- Andro-centric construction of knowledge
- Education goals from gender perspective

Unit 4 : Social Dynamics of Gender

- Patriarchy and Gender-power
- Capitalism and Gender
- Caste, Class and Gender
Classroom activities:

**Group Discussion:** Gendered division of labour in family and gender power relations
**Group presentation:** Gender discrimination in various in different social institutions
**Books/Journal Article Review:** Caste, Class and Gender
**Video:** Lucia Rene: Unplugging the Patriarchy - a Project Avalon Interview

**PRESCRIBED READING**


**SUGGESTED READING**

PAPER III - FEMINIST MOVEMENT

This course aims:

- To introduce basic concepts relating to gender and provide logical understanding of gender roles
- Present various perspectives on body and discourse on power relationship
- To conscientise the students on cultural construction of masculinity and femininity
- To trace the evaluation of gender studies from women studies

Unit 1: Historical overview of Feminist movements

- First wave feminism: Suffragette and political inequality, 18th century
- Second wave Feminism: Combating social inequality 1960-1980
- Third wave feminism: Renewed campaign for women’s greater influence in politics.

Unit 2: Feminist movement in Europe & US

- England
- France
- Germany
- USA

Unit 3: Women’s movement in pre-independent India

- Social reform movements and emancipation of women (Brahmo Samaj, Arya Samaj, Prathana Samaj)
- National movement and liberation of women
- Role of women in national movements
- Women’s Participation in Agrarian Movement

Unit 4: Women’s participation in the movements in post-independent India

- Dalit Movement
- Telengana Movement
- Tebhaga Movement

Unit 5: Grassroot movements

- Anti-price rise movement
- Anti-Arrack movement
- Chipko movement
- State response to women’s movement
Class room activities:

Case Study Analysis
- Jewish orthodox women's revolution: The case of Kolech by Margolit Shilo
- Power in Bridges: A Romanian stay about spreading feminist values, Camila Blaza
- Equal Representation in a Divided Society: The feminist experience in Israel
- Reflections on strengthening leadership in Community based as … in India by Padma Menon. Urvashi Bhutalia, Confrontation and negotiation: the women’s' Movements' Response to violence against women.

Audio Lectures

Film

PRESCRIBED READINGS

Mary Wollstonecraft, (1796) A vindication of the right's of women: with strictures on political and moral subject. London: John son Publications.

SUGGESTED READING


The underlying goal of this paper is:

- To enable students to acquire comprehensive knowledge in various theoretical perspectives on feminism and feminist thought.
- To facilitate critical analysis of various stand points in feminism.

Unit 1: Liberal Feminism

- Historical Development of Liberal Feminist Thought.
- Issues of Equal opportunity and Structural Impediments
- Welfare Orientation
- Critique of Liberal Feminism

Unit 2: Marxist and Socialist Feminism

- Marxist Feminism
  - Origin of Family, private property and state
  - Sexual Division of Labour
  - Contemporary Marxist Feminism
  - Critique of Marxist Feminism
- Socialist Feminism
  - Dual Systems Theory: Patriarchy and Capitalism
  - Critique of Dual System Theory
  - Towards Unified- Systems Theory: Gender Division of Labour and alienation
  - Critique of Unified Systems Theory

Unit 3: Radical Feminism

- Biological Sex and Patriarchal Gender
- Politics of Reproduction and Motherhood
- Sexual Politics & Roots of oppression
- Feminist Sexuality
- Lesbian Politics and Rights
- Critique of Radical Feminism

Unit 4: Psychoanalytic and Existential Feminism

- Psychoanalytical Feminism
  - Roots of Psychoanalytical Feminism
  - Rejection of Freud's Biological Determinism
  - Women's Morality
- Existential Feminism
  - Being a Nothingness
  - Existentialism for women
  - Critique of Existential Feminism
Unit 5: Other Feminist Thought

- Post Modern Feminist thought
- Black Feminism
- Dalit Feminism
- Eco Feminism
- Global Feminism

Class room activity:

- Critical review of classical books by students: Second Sex by Simone de beauvoir, The Female Eunuch by Germaine Greer and The Dialectic of Sex by Shulamith Firestone
- Debates: Feminism in India

PRESCRIBED READING


SUGGESTED READING

PAPER V – RESEARCH METHODOLOGY-I

Objective

This course is designed to enable the students

- To conceptualize and operationalize the Research problem
- To design quantitative and qualitative studies with appropriate methodology
- To prepare scientific research reports

Unit 1 – Introduction

- **Fundamentals of Social Research**
  - Nature of social sciences and social phenomena
  - Goals of Research: General, Theoretical, Pragmatic and Political
  - Need and Importance of Social Science Research
- **Philosophical Foundation**
  - Ontological and Epistemological Foundation and guiding principles
- **Approaches**
  - Idiographic and Nomothetic
  - Inductive and Deductive
  - Quantitative and Qualitative

Unit 2 – Quantitative & Qualitative Studies

- **Quantitative Studies**
  - Surveys
  - In-depth Small Sample Studies
- **Qualitative studies**
  - Ethnographic Study
  - Historical study
  - Grounded Theory
  - Biographic Analysis

Unit 3 – Types of Research Design

- Exploratory Design
- Descriptive Design
- Diagnostic Design
- Explanatory Design
- Experimental Design

Unit 4 – Research Problem

- Selection of Research problem
- Review of Literature
- Conceptualisation of problem
- Framing Research Questions, Objectives and Hypothesis
Unit 5 – Sampling, Data Generation and Presentation

- **Sampling Framework:** Probability and Non Probability Sampling methods

- **Quantitative Methods of data collection**
  - Interview
  - Questionnaire
  - Schedule method
  - Observation

- **Qualitative Methods of data collection**
  - Participant Observation
  - Focus Group Interviews
  - Oral History and Narratives
  - Content Analysis and other unobtrusive methods
  - Case Study

- **Quantitative & Qualitative Data Management**
  - Data Processing
  - Data Analysis & Interpretation
  - Computer aided data analysis

- **Writing Research Report**
  - Addressing research question
  - Writing Strategies
  - Referencing and Citation
  - Structure and style of reports

**Prescribed Readings**

Babbie Earl (2008), The Basics of Social Research, Printed at Thomson Higher Education, USA
Seale, Clive, Gobo Giampietro, Gubrium F. Jaber and Silverman, David, (2007), Qualitative Research Practice, Sage Publications, Los Angeles

**Suggested Readings**

UNIT 1 – Introduction

- Defining Youth
- Social Construction of Youth
- Changing conceptions of Youth

UNIT 2 – Perspectives of Youth

- Cultural Perspective
- Comparative Perspective
- Biographic Perspective

UNIT 3 – Approaches to Youth

- Youth as Action
- Youth as Identity
- Youth as Transition
- Youth and Inequality
- Youth and Dependence
- Youth in Society
- Youth Culture

UNIT 4 – Identities

- Gender
- Belonging
- Well Being

UNIT 5 – Youth Power

- Youth Demographics
- Youth and Socio-political Movements
- Youth as Social – Capital
- Youth as Change agents
- Youth in the context of globalisation
Reference

Jones Gill, (2009), Youth, Polity Press, UK
Rajendran Vasanthi & Paul David (2006), Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sripurumbudur and Tata Institute of Social Sciences, Mumbai
SEMESTER – II
This course is designed:

- To present various types and forms of violence against women.
- To enable the students to understand the hidden realities of the society.
- To sensitize students on inhuman practices in the name of culture.
- To provide knowledge on various agencies and mechanism to protect women from violence.

Unit 1: Introduction

- Definition of violence and gender based violence
- Classification of gender based violence
  - Private and public
  - Physical, structural and cultural
  - Family, community and the state
- Patriarchal ideology and violence against women
- Violence as human right violation
- Feminist perspective of violence against women

Unit 2: Gender Based Violence in Family

- Feminist theories on domestic violence
- Domestic violence: physical, sexual, psychological and verbal
- Forms of violence against women in family
  - Denial of reproductive rights
  - Female Genital Mutilation (FGM)
  - Female foeticide and infanticide
  - Dowry harassment and death
  - Wife battering
  - Denial of access to resources
  - Child abuse
  - Neglect, torture, humiliation

Unit 3: Gender Based Violence in Community and State

- Community
  - Rape during armed and communal conflicts
  - Sexual abuse and harassment
  - Immoral trafficking
- State violence
  - Custodial violence
  - Violence by law enforcing agency
  - Genocide
- Armed Conflict and Gender Abuse
  - War crimes, Sexual abuse
Unit 4 : Cultural practices violating women’s rights

- Forced polyandry and widowhood
- Devadasi system and mathamma culture
- Honor killing and witch hunting

Unit 5 : Response to Violence

- **State response**
  - National Human Rights Commission
  - National Commission for Women
  - Law Enforcing Agencies: All Women's Police Stations, Vigilance Cells, Legal Aid Cells
  - Judiciary: Family Courts/Mahila Courts

- **Service Providers**
  - Helplines
  - Women and Children Helplines

- **Non- State Actors:**
  - INGOs and NGOs
  - Collective protests
  - Restorative justice in the context of gender violence

Class room activity:
- **Case studies**: Restorative justice in the context of gender violence.
- **Monograph Preparation**: To map the magnitude and patterns of violence against women in India from secondary sources (Source: Indian National Crime Bureau Statistics (2009/2010)).
- **Debate**: Masculinity and types of violence against women in India.
- **Textual Analysis**: Films and documentaries on violence against women in India.
- **Case study analysis**: Addressing violence against women - UNCEF and UNFPA
- **Field visit**: Short stay homes, vigilance homes, family courts.

PRESCRIBED READING

SUGGESTED READING


JOURNALS

Violence Aganist Women - Sage Publication.
Journal of Marriage and Family
This course seeks:

- To sensitize the students on invisibility of women's work and gender.
- To equip students with knowledge in segmented labour market and gender based segregation.
- To familiarise the students with gender issues in organised and unorganised sectors.

Unit 1: Women as Workers

- Women and work: unpaid, underpaid and casual work
- Women in primary, secondary and tertiary sectors
- Invisibility of women's work, problems in measurement
- Classification of work in Indian census and NSSO – Main workers, marginal workers, non-workers
- Non-recognition of women's work in national income accounting

Unit 2: Gender Inequality in Labor Market

- Segmented Labor Market and Occupational Segregation
- Gendered jobs and Social Inequality
- Sex Segregation at Work Place

Unit 3: Organised Sector

- Definition and categories of organised economy
- Women's participation in organised sector
- Gender Discrimination, Marginalisation and Glass Ceiling
- Gender issues at the work place

Unit 4: Unorganised Sector

- Globalisation and its impact on gender
- Concentration of women in informal sector and feminisation of occupations
- Working conditions in unorganised sector
- Issues of wage discrimination and exploitation

Unit 5: Women in Indian Planning

- Invisibility of women in official data system
- Absence of gender disaggregated data
- Initiatives towards recognition of women as agents of development from sixth five year plan.
Class room activity:

- **Group Work:** To develop a profile of segmented labour market and feminisation of occupations based on the secondary sources data.
- **Group Work:** To develop a profile for feminisation of occupations.
- **Field work:** Problems of women in organised and unorganised sectors

**PRESCRIBED READING**


**SUGGESTED READING**


This course:

- Is premised on the *Gender specific development needs.*
- *It seeks to expose the students to feminist critique of development process and development indicators.*
- *It aims to trained the students in engendering national policies and programmes*

**Unit 1: Introduction**

- Conceptual analysis of development
- Theoretical perspectives of Gender and Development
- Measures of development
- Gender disparity: Global and Indian scenario
  - Literacy
  - Labour force participation
  - Political participation
  - Health

**Unit 2: Approaches to women development**

- Women in Development
- Women and Development
- Gender and Development
- Women Empowerment

**Unit 3: Women development: International initiatives**

- Mexico City conference
- Copenhagen conference
- Nairobi Conference
- Beijing Conference
- Beijing+5,+10,+15
- MDG

**Unit 4: Women development: National policies and programs**

- Feminist standpoint of development policy
- Gender analysis of development policy
- Engendering development policies
- Women development programs in India
- Critical review of women development programs

**Unit 5: Women development: Role of non-state actors**

- Role of NGOs – Development initiatives
- Role of women's organisations – Mobilising, Networking & Advocacy
- Grass root level initiatives
  - Micro finance and micro enterprises
  - SHGs as a movement and empowerment

### Prescribed Reading

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<th>Author</th>
<th>Title</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Jain Devaki</td>
<td>Women development and the UN: A Sixty year quest for equality and justice</td>
<td>Bloomeston: Indiana University</td>
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<tr>
<td>Momsen J. H.</td>
<td>Gender and development, 2nd edition</td>
<td>New York: Routledge</td>
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<tr>
<td>Schechter M G</td>
<td>United Nations Global Conferences</td>
<td>Newyork: Routledge</td>
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<td>Vishwanthan N. Ed</td>
<td>The women gender and development reader</td>
<td>New Delhi: Zubaan</td>
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### Suggested Reading

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<tr>
<td>Dreze J &amp; Sen A</td>
<td>India economic development and social opportunity</td>
<td>New Delhi: OUP</td>
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<tr>
<td>Porter M. and Judd E.</td>
<td>Feminists doing development</td>
<td>London: Zed books</td>
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<tr>
<td>Sen G. &amp; Caren G.</td>
<td>Development crisis and alternative visions: Third world women's perspectives</td>
<td>New Delhi: Institute of social studies trust</td>
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<tr>
<td>Sen M. and Sivakumar A. K</td>
<td>women in India How free, How equal</td>
<td>New Delhi: UNDP India</td>
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JOURNAL


WEBSITE

- www.womenink.org/
- www.ids.ac.uk.bridge/index.html
- www.undp.org/toppages/gender/genframe.htm
This course to design to enable the students:

- To acquire knowledge in feminist epistemology and research
- To gain right perspectives of feminist research methods
- To provide skills for feminist writings

Unit 1: Feminist Perspectives and Knowledge Building

- Feminist epistemology
- Feminist empiricism
- Feminist standpoint
- Inter disciplinary approach in feminist studies

Unit 2: Encountering Methods in Feminist Research

- Interviews
- Oral history
- Biographical research
- Focus group
- Grounded theory and situation analysis

Unit 3: Analytic Framework

- Narratives
- Conversation analysis
- Discourse analysis

Unit 4: Feminist Research Praxis

- Feminist ethnography
- Feminist content analysis
- Participatory and Action research towards transformatory practices
- Emergent methods

Unit 5: Feminist writing

- Entering the scene
- Writing thought
- Making memorable arguments
- Writing advice
Class room activity:

- Draft a research proposal in stages using feminist research methods.

**Group Project:** Using feminist Ethnography and narratives

**Feminist writing skills:** Developing a story on feminist issue

**PRESCRIBED READING**


**SUGGESTED READING**


This course is designed:

- To introduce the feministic perspectives of health.
- To impart knowledge on health problems of adolescent girls and adult women.
- To enable the students to analyse and understand need for gender sensitive health care services.

Unit 1: Introduction

- Comprehensive Definition and Dimensions of Health
- Health Indicators and Gender Gap
- Feminist Perspectives of Health
- Women's Health Movements and Initiatives by International Organisations

Unit 2: Women's Health in Socio-Cultural Context

- Gender Roles and Health
- Socio-Economic Inequality and Women's Health
- Biological and Psychological Determinants of Women's Health
- Culture, Sexuality and Women's Health

Unit 3: Problems of Girls and Health Implications

- Poverty, Gender Discrimination and Under Nutrition
- Epidemiology of Menstruation and Menstrual Disorder
- Early Marriage, Unwanted Pregnancy and Unsafe Abortions
- Adolescent Pregnancy and Sexually Transmitted Infection and HIV/AIDS
- Health issues relating to Violence: Sexual Abuse, Immoral Trafficking, Rape

Unit 4: Health Problems Associated with Adult Women

- Sexual Reproductive Problems
- Problems Associated With Pregnancy and Infertility
- Health Impacts of Contraceptives and Assisted Reproductive Technology
- Patriarchy, Oppression and Mental Health
- Dual Role and Health Impacts
- Health issues related to trans-gender

Unit 5: Gender Responsive Health Care Services

- Lack of Access to Health Care Services
- Under Utilisation of Health Care Services
- Need for Gender Sensitive Health Care Services
- Critical Review of Health Care Services and Programmes for Women in India Improving Access and Breaking Barriers
Class room Activity:

Critical review: National health policy and programmes
Monograph Preparation: Profile of women's specific diseases
Case study: Analysis of mental health illness

PRESCRIBED READING


SUGGESTED READING


JOURNAL

Journal of gender and health
Journal of women's health

WEBSITE

www.who.int/gender/en
PAPER VI – POSITIVE PSYCHOLOGY FOR YOUTH DEVELOPMENT

Objectives:

On successful completion of the course, students will be able to:

- Obtain knowledge on the concepts and perspectives in Positive psychology
- Articulate the implications Positive Psychology in the process of Psycho-social development of Human development.
- To learn the various factors involved in of positive youth development.
- Acquire skills through applied Positive psychology in various settings.

Unit 1 – Historical overview and development of Positive psychology:

Foundational Concepts, Definitions, Scope and boundary issues, Connections and Disconnections from historical antecedents, Perspectives and context. An overview and critiques of Positive psychology (Conceptual confusions) and their relevance in Indian context.

Unit 2 – Identifying and Understanding Strengths:


Unit 3 – Approaches to Positive psychology:

Approaches- Emotion -Focused, Cognitive-focused, Self-Based, Biological, Interpersonal Approaches and Specific coping approaches. Positive Psychology across the life span- Resilience in development. The motive for Distinctiveness- A Universal but Flexible Human need.

Unit 4 – Positive Youth Development


Unit 5 – Applying positive psychology for Special population and various settings:


Practicum: Applying Positive Youth Development Model through community development program.
Prescribed Books:


Shane J. Lopez (Editor), C. R. Snyder  *Positive Psychological Assessment: A Handbook of Models and Measures*.

Journals

The Journal of Positive Psychology
SEMESTER – III
PAPER I – GENDER, ENVIRONMENT AND LIVELIHOOD

Through this course students are expected to gain knowledge in:

- Livelihoods of rural and tribal women
- Linkages between environment and livelihoods of women
- Livelihood management in rural and tribal societies

Unit 1: Introduction

- Gender Roles in Rural and Tribal Societies
- Environment and Livelihood Resources in Tribal Societies
- Women's Access to Land and Natural Resources

Unit 2: Environment and Livelihoods of Rural Women

- Male and Female Farming System: Differential roles
- Rural Women Livelihood in Subsistence Economy
- Gendered impact of globalization and loss of livelihoods
- Changing Scenario of Rural Economy and Livelihoods of Women

Unit 3: Environmental Degradation and Livelihoods of Tribal Women

- Environmental Degradation : Deforestation, Climate Change, Depletion of Water Resources
- Gender specific consequences of environmental degradation
- Development, displacement and loss of livelihood
- Livelihood Resources, Rights and Entitlements
- Exploitation of Middle Men and Money Lenders

Unit 4: Role of Women in Sustainable Environment

- Women in Natural Resources Management
- Women, Public-Private Partnership and natural resource management
- Women, Participatory Management and natural resources management
- Role of women in Sustainable Development

Unit 5: Livelihood Management

- Role of Government
- Role of NGO's
- Grass-Root Initiatives: Role of SHGs, Micro Credit and Micro enterprises
PRESCRIBED READING


SUGGESTED READING


Class room activities:

- Best Practices- Case Studies of gender sensitive and sustainable livelihood management
- Case study-Narmada Project/Chipko Movement
PAPER II – GENDER AND POVERTY

This course aims to:

- Present the theoretical and analytical understanding of poverty.
- Open the new horizons of poverty with a gender lens.
- Equip the students with analytical skills to evaluate the anti-poverty policies and measures with gender lens.

Unit 1: Introduction

- Definition and types of poverty
  - Absolute and Relative poverty
  - Objective and Subjective
  - Chronic poverty and transient poverty
- Characteristics of poverty
  - Regional, community, household and individual levels
  - Demographic, economic & socio-cultural characteristics
- Approaches to poverty
  - Poverty line approach
  - Capability approach
  - Participatory approach
- Indicators and measurement of poverty
  - Indicators of poverty
  - Measurement of poverty
    * Head count index
    * Poverty gap index
    * Squared poverty gap index
    * Sen – Shorrocks – Thon index
    * Watts Index
    * Gender sensitive Poverty Measures

Unit 2: Gender dimensions of poverty

- Gender Inequality and poverty
- Women’s Work and Household Survival
- Female headed households and Feminisation of poverty
- Displacement, migration and poverty
- Social stratification and poverty
- Poverty and social injustice
- Poverty and right to development

Unit 3: Causes of poverty

- Opportunities: unequal economic impacts and unequal access to labour market
- Capacity: unequal access to education, health and resources
- Security: vulnerability to economic risks, natural disasters, violence and environmental
risks

- Empowerment: Lack of access to institutions, lack of voice in local and national policies and limited voice in community decision making

Unit 4: Women in Poverty: Varied contexts

- Rural society
  - Gender disparities in agricultural and non-farm sectors
  - Natural capital and physical assets: Entitlements and deprivations
- Urban society
  - Women in non-formal sector
  - Wage discrimination and exploitation
- Tribal society
  - Dual-role, forest based economy and entitlements
  - Development displacement, alienation, migration and poverty

Unit 5: Poverty reduction: Policies and strategies

- Role of International agencies
  - World Bank
  - UNDP
  - MDG
- National policies and programs for poverty reduction
- Best Practices – Case Studies

Class room activity:

- **Group presentation:** Displacement, migration and poverty; social inequality and poverty
- **Field exposure:** Visits to state agencies to understand the implementation strategies of poverty reduction programs and NGOs working with women on poverty reduction.
- **Field work:** Understand the barriers in accessing anti-poverty programs.

PRESCRIBED READING


Goals. Canada: International Development Research Center. (p. 4-7).
OHCHR. Declaration on the Right to Development. General Assembly Resolution 41/128 of 4
UNESCO’S Gender Mainstreaming Implementation framework for 2002-2007. Retrieved on May 12,
2010 from

SUGGESTED READING

Agarwal B Rural Women in Indian Economy. Jaipur: Abd Publishers
http://siteresources.worldbank.org/INTPRSI/Resources/383606-
120533442622/4418_chap16.pdf.
Chandrpradan K Rural Women, Issues and Options. New Delhi: Sonali Publications
Chowdary P (2009) Gender Discrimination In Land Ownership, Land Reforms In India. Vol.XI.
New Delhi: Sage Publications.
(p.30-47).
Sage publications.
Canada: International Development Research Centre. (p.56-64).
Oxford : Oxford University Press.
for International Relations.
Sobhan R (2010) Challenging the injustice of poverty, agenda for inclusive development in South
Asia. Los Angeles: Sage Publications
PAPER III – GENDER AND MEDIA

The Objective of this course is:

- To introduce to the evolution of communication and the emergence of different Mass media in our society.
- To sensitize the students on the presentation of gender in different media and develop a critical thinking.
- To enable the students to create alternative media with the gender perspective.

Unit I: Introduction

- Communication: Concepts, Definition and Process
- Evolution: Traditional, folk media, Mass media
- Fundamentals of Mass Communication
- Types of Mass media and their Characteristics: theatre, print, electronic, audio, video and New Media.

Unit II: Feminist Communication Theories

- The Structuralist Paradigm
- Muted Group Theory
- Standpoint Theory.

Unit III: Gender Stereotyping in Media

- Gender Stereotyping in Media
- Portrayal of Gender in Print Media
- Portrayal of Gender in Audio Visual Media
- Radio Programmes

Unit IV: Gender and Electronic Media

- Television- Gender Presentation in Serials / Reality Shows / Talk Shows / Game Shows / Advertisements / Comedy / News – TV Culture.
- Films - Gender construct through the history of cinema - Hero Vs Heroine Centric- Representation and Gender Stereotyping- Commercialization and Objectification – Censor Board – Film Appreciation.

Unit V: Gender and Alternative Media

- Gender perception in programmes, policies and planning in media
- Media and activism
- Media and social reality
- Commercial Media- social responsibility
- Strategies for positive social changes.
- Gender in Mass media- Need for Alternative Media.

PRESCRIBED READING


**SUGGESTED READING**


Jitendera Singh,*(2005) Media and Society* Nwe Delhi; Sumit Enterprises. (RGNVYD-3081)

PAPER IV - GENDER ANALYSIS

Unit 1: Introduction

- Gender and Sex
- Gender Equality and Equity
- Practical needs and Strategic interests
- Gender as Analytical Category
- Objectives of Gender Analysis

Unit 2: Gender Analysis Framework

- Harvard Analytical Framework/ Gender Roles Framework
- Gender Planning Framework- Caroline Moser
- Gender Analysis Matrix- Rani Parker
- Women Empowerment Framework- Sara Hlufekile Longwe
- Social Relations Framework- Naila Kabeer
- Integrated Gender analysis

Unit 3: Gender Analysis Process

- Collecting Disaggregated Data
- Assessing Gender Division of Labour and Decision making Pattern
- Assessing Access to and Control Over Resources, Assets and Benefits
- Understanding Differences in Needs and Strengths
- Understanding Complexity of Gender Relation
- Assessing Barriers and Constraints
- Developing Strategies to Address Barriers and Constraints
- Assessing Counterpart/ Partner Capacity for Gender Sensitive Plan
- Assessing Potential of Program/ Project to Empower Women
- Developing Gender Sensitive Indicators
- Addressing Gender Issues in Project Cycle

Unit 4: Gender Analysis Tools

- Problem Wall
- Activity Calendar
- FGD
- Pair Wise Rank
- Knowledge Mapping
- PRA Techniques
- Constraints and Opportunity Mapping
  - Practicum: Case Study Analysis
  - Gender Analysis Exercise
- Gender Analysis in Varied Contexts
  - Policy
  - Planning
– Programme Planning and Projects Designing
– Evaluation of Programmes and Projects

Unit 5: Gender Analysis in Various Contexts

- Policy
- Project Planning and Designing
- Programme Planning
- Monitoring and Evaluation
- Gender Analysis in Sectoral Programmes – Case studies

Practicum: Case Study Analysis

Mainstreaming Gender in Policy, Planning, Project Design and Programme Implementation

Prescribed Readings


PAPER V – GENDER MAINSTREAMING

Unit 1: Introduction

- Definition and Strategies of Gender Mainstreaming
- What is Gender mainstreaming
- Gender Inequality
- Difficulties accompanying mainstreaming

Unit 2: Steps in Gender Mainstreaming

- Collecting Disaggregated Data and Developing Analytical Framework
- Analysing Development Agenda, Networking, Lobbying & Advocacy
- Developing Gender Equality Action Plan, Gender Sensitive Indicators and Logical Framework
- Organisational Capacity Building and Change
  - Gender Sensitive Policy Formulation
  - Organisational Capacity Building Framework
  - Gender Focal Staff, Gender Training and management support, Guidelines and Tools

Unit 3: Tools and Techniques

- Analytical Tools
  - Statistics, Surveys, Research reports, Forecasts, Checklists, Guidelines, Gender Impact Assessment methods
- Educational Tools
  - Awareness raising, Training, Follow up Action, Manuals, booklets, Leaflets, handouts
- Consultative Tools
  - Think tank and Steering groups, Directories, Databases, Organizational Charge, Conferences, Seminars and Hearings
- Participatory Tools
  - Participation of Both the sexes in decision making
  - Role of political leaders, administrators
  - Gender equality mechanisms, Researchers, Experts, NGOs and Pressure Groups

Unit 4: Engendering Policy and Programs

- Gender Mainstreaming in Country Level Projects
- Gender Mainstreaming in National/ State Policy
- Gender Mainstreaming in Programme Planning & Design
- Gender Mainstreaming in programme implementation, monitoring and evaluation

Unit 5: Gender Mainstreaming in Development Projects

- Gender Mainstreaming in project design
- Gender Mainstreaming in project implementation
- Gender Mainstreaming in Monitoring and Evaluation Projects
Predictum: Case Study Analysis
Mainstreaming Gender in Policy, Planning, Project Design and Programme Implementation

Prescribed Readings


Moser, A. (2005), Gender Mainstreaming Since Beijing: A Review Of Success And Limitations In International Institutions. New York:


PAPER VI – GENDER, POLITY AND GOVERNANCE

Primary objectives of this course are:

- To present the political participation in pre and post-independent India
- To enable the students to understand the issue relating to women leadership and participation in local governance
- To sensitize the students on gender issues in governance

Unit 1: Introduction

- Political Participation of Women in Pre-Independent India
- Political Participation of Women in Independent India
- Significance of 73rd and 74th Amendment for women empowerment
- Politics of Reservation Bill for Women

Unit 2: Political Participation of Women

- Gender Imbalance in Political Representation in Parliament and Legislative Assembly
- Gender perspectives of Voting Behaviour and Electoral Process
- Gender Discrimination in Indian Polity
- Political Participation of Women: Opportunities and constraints

Unit 3: Women in Local Governance

- Women Leaders in Panchayati Raj Institutions (PRI'S)
- Women's Participation in Local Self Governance
- Factors Affecting Women's Participation in Local Governance
- Gender auditing, and budgeting in local governance
- Best Practices in Women Leadership

Unit 4: Women and Governance

- Feminist Critique of Power- Weber
- Governance and Gender Structures
- Gender Issues in Governance
- Role of women for good governance

Unit 5: Gender and Political Empowerment

- Political conscientisation of women
- Challenging gender stereotypes in political sphere
- Leadership development
- Capacity building
Class room Activity:
Analysis of gender gap in Indian polity
Case study Analysis: women leaders in Panchayati raj
Practicum: gender auditing in Panchayat Raj Administration

PRESCRIBED READING


SUGESTED READINGS


JOURNAL ARTICLES

SEMESTER – IV
PAPER I - GENDER TRAINING

This course is designed with the objective of building capacity for gender sensitisation training in the areas of:

- Social construction of gender
- Gender role identity
- Patriarchy and oppression
- Violence against women
- Gender Equity

Unit 1: Introduction

- Basic concepts: Training, education and teaching
- Concept and scope of training
- Key facets and levels of training
- Steps in training design
  - Origin of a training program
  - Training needs analysis
  - Setting out program objectives
  - Preparation of action plan
  - Considerations in designing a program

Unit 2: Training methods and techniques

- Determinants of the choice of training methods
- Lecture method
- Case study
- Role play
- Management games
- Assignments
- Panel discussion and brain storming
- Demonstrations and field trips

Unit 3: Gender components of a training strategy

- Objectives of different training approaches
  - Training in sensitization or awareness raising
  - Skill transfer in gender analysis and diagnosis
  - Translation of skills into planning practice
  - Training in motivational factors
- Defining the target group
- Operationalizing training within an institution
- Content of training
- Evaluation procedures

Unit 4: Practicum - Areas of gender sensitisation
- Social construction of gender
- Gender roles, socialisation, identity formation
- Gender identity: femininity and masculinity
- Patriarchy and oppression
- Social institutions: A gender lens
- Violence against women
- Gender equality

**Classroom Activity:**

Developing training module for gender sensitisation training programmes on varied themes
Organising gender sensitisation training programmes at community level and for students

**Prescribed Books**


**Suggested readings:**

*Gender sensitivity: a training manual.* 2004. UNESCO.

Unit 1: Introduction

- Generalised assumptions of households in the third world
  - Family as households
  - Household as a natural development making unit
  - Heterogeneity and different models of household structure
  - Household as a joint entity function
  - Triple roles of women – productive and reproductive and community engagement
- Gender needs and roles of the state
  - Women’s interest and gendered interests
  - Gender needs – practical and strategic
  - State intervention through legislation, policy and planning for strategic gender needs

Unit 2: Third world policy approaches to women development

- Welfare
- Equity
- Antipoverty
- Efficiency
- Empowerment

Unit 3: Planning Methodology

- Traditional approach – blue print plan
- Rational comprehensive planning
- Gender planning – a new planning tradition
  - Principles and tools
  - Procedures and techniques

Unit 4: Gender Planning Process

- Identification of gender roles and allocation of resources
- Assessment of practical and strategic needs
- Gender entry strategy – inter-sectorial linkages and policy options
- Gender consultation and participation
- Institutionalisation of gender policies, programmes and planning

Unit 5: Training Strategies for Gender Planning

- Translating planning into practice
- Best practices – Case Study

Prescribed Readings:

3. _____ (n.d) Training materials for gender planning 1990-92


Suggested Readings:
PAPER III – PROJECT MANAGEMENT

Unit 1: Identifying issues, relevant materials and funding agencies for the project

- Identifying issues
- Fact-finding and analysis in the community
- Writing a project proposal
- Format of the proposal
- Identifying the funding agencies
- Identifying the thrust areas of the funding agencies for projects
- Understanding agency specific proposal formats
- Writing convincible project proposal

Unit 2: Implementation of the project

- General planning for the project in the field
- Building rapport with the community
- Implementing project in phases as mentioned in the proposal
- Monitoring implementation and its effects periodically
- Gathering of data for making changes in the action plan

Unit 3: Monitoring and evaluation of the project

- Evaluation designs using available information
- Internal agency-based evaluation
- External agency-based evaluation
- University-based evaluation
- Feed-back from the beneficiaries
- Feed-back from the staff involved
- Understanding pros and cons of each stages through evaluation

Unit 4: Support system after the completion of the project

- Evaluating results obtained based on the framework
- Publishing the results of the project
- Needs assessment
- Response from the community and providing support systems
- Sustaining through community participation

Unit 5: Impact Assessment

- Structuring, supporting and development of policies.
- Assessing the impact in phases
- Comparing objectives of the project with the actual impact

Class room Activity:
Developing a project proposal for women development

**Field visit:** Evaluation of development project

**Prescribed Readings:**


