



RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT
(Institute of National Importance by the Act of Parliament No. 35/ 2012)
Ministry of Youth Affairs and Sports, Government of India
Sriperumbudur – 602 105
Tamil Nadu, India



Department of Gender Studies
2016 – 18

M.A. GENDER STUDIES

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DEPARTMENT OF GENDER STUDIES

Gender inequality has been a matter of serious concern across the globe and within the country. There is still a long way towards achieving the goals of gender equality and empowerment of women in India. The Gender inequality issue remains to be addressed in a more holistic and realistic manner as opposed to an ad-hoc and issue based approach. Understanding gender inequality in varied socio-cultural contexts, creating awareness on the gender issues with Human Rights perspectives and mainstreaming the gender concerns in policy development and planning are the agreed upon strategies for the overall development of the nation. In order to realise the national goal, it becomes imperative to produce a cadre of professionals / practitioners. In this background, the Department of Gender and Development offers a **Master's Degree Programme in Gender Studies** catering to the requirements of teaching and research institutions as well as development sector at national and international spheres.

COURSE DESIGN

The Master's Degree Programme in Gender Studies is judicially balanced with strong theoretical foundations drawn from feministic scholarship, conceptual framework of gender issues and skill based courses with hands on experience. The students shall embark on an intellectual odyssey, a journey of two years, during which they will be ingrained with feministic perspectives in the first semester, exposed to the theoretical foundation and conceptual issues in the second semester, introduced to application and skill oriented papers in the third semester and imbibed with capacity building skills for managing development projects and Gender training in the fourth semester.

The distinctive features of the programme are the inbuilt training component in the curriculum and value added thematic workshops that will enable the learners to become trainers and development specialists, besides being academicians / researchers. As Training Programmes are the main stay of the Institute, the competent students will be provided opportunities to conduct training programmes in Gender Sensitization and Legal Literacy.

LEARNING VISION AND DELIVERY DESIGN

The overall learning vision of the course is to enable the students explore gendered lives, analyse oppressive structures and discriminatory practices, question gender power relations, articulate gender strategy to undo gender discrimination and develop gender schema for women empowerment. In order to make the students active learners the delivery design of the course is encapsulated with appropriate class room exercises to enrich the students with critical enquiry, analytical understanding and conceptual reasoning. The matrix of classroom exercises is designed for every course work, keeping in view the learning objectives of each paper.

ELIGIBILITY CRITERIA FOR M.A GENDER STUDIES

Bachelor's degree with at least 45% marks (or an equivalent grade) from a recognised University in any discipline (relaxation of 5% of marks for candidates belonging to SC/ ST categories). Candidates appearing for the final year of a Degree examination can also apply.

EVALUATION PATTERN

The Department follows the prescribed evaluation pattern of RGNIYD which comprises of two principal components - Internal assessments and Semester Examination assessments with a total of 100 Marks.

Internal assessment + Semester Examination = 100 Marks

1. Internal assessment

Seminar presentation	- 10 marks
Internal examination	- 20 marks
Assignments	- 10 marks
Total	- 40 marks

2. Semester Examination - 60 marks

INTERNSHIP

To translate theory into practice and create exposure to field realities, it is mandatory for all students to undergo one month internship at the end of the second semester. To familiarize the students to the practical realities of the field, the students of Gender Studies are placed in various developmental organizations working on Gender concerns across the country. On completion of the Internship, each student should submit an Internship report (based on the prescribed format of RGNIYD) to the Department. The Internship carries 50 marks where the assessment procedure includes evaluation made by an external supervisor (coordinator of the concerned NGO/Institution) for 25 marks and internal supervisor (concerned faculty of the Department) for 25 marks.

CREDIT REQUIREMENTS FOR MASTER'S DEGREE PROGRAMME AT RGNIYD

Types of Courses	Total Credits
Foundation Courses	6
Core Courses:	
- Courses	40
- Internship	2
- Dissertation	6
Electives	20
Total Credit Requirement	74

CREDIT REQUIREMENTS TO EARN MASTER'S DEGREE IN GENDER STUDIES

Types of courses offered	No. of Papers x Credits		Total Credits
	No. of Papers	Credits	
Foundation Courses	3	2	6
Core papers	10	4	40
Discipline Centric Electives	6	3	18
Open Elective	Minimum Credits	Minimum Credits	4
Internship (compulsory)	1	2	2
Dissertation (compulsory)	1	6	6
Total Credit Requirements			76

M. A. GENDER STUDIES - COURSE FRAMEWORK
(Papers & Credits offered by the Department)

Sl No.	Subject code	TITLE OF THE COURSE	*CORE / ELECTIVE/ FOUNDATION	*LECTURE	*GROUP EXERCISE/ REFLECTION	FIELD VISIT /PRACTICUM	CREDITS
FIRST SEMESTER							
1	PGCP1F01	Understanding Youth	F	-	-	-	2
2	PGCP1F02	India: Society, Economy, & Polity	F	-	-	-	2
3	PGCP1F03	Gender and Society	F	-	-	-	2
4	MAGS1C01	Research Methodology	C	3	1	0	4
5	MAGS1C02	Introduction to Gender Studies	C	3	1	0	4
6	MAGS1C03	Feminist Movements	C	3	1	0	4
7	MAGS1E01	Gender Mainstreaming	E	2	1	0	3
8	MAGS1NC1	Skill Enhancement	SE	-	-	-	NC
		Total Credits					21
SECOND SEMESTER							
9	MAGS2C04	Feminist Theories	C	3	1	0	4
10	MAGS2C05	Feminist Research Methodology	C	3	1	0	4
11	MAGS2C06	Gender and Economy	C	3	1	0	4
12	MAGS2C07	Gender and Health	C	3	1	0	4
13	MAGS2E02	Politics of Gender Equality and State Approach	DCE	2	1	0	3
14	MAGS2E03	Gender and Media	*OE	1	1	0	2
15	MAGS2C08	Internship	C	-	-	-	2
16	MAGS2NC2	Skill Enhancement	SE				NC
		Total credits					23

THIRD SEMESTER							
17	MAGS3C09	Gender Based Violence	C	3	1	0	4
18	MAGS3C10	Gender and Development : Approaches and Strategies	C	3	1	0	4
19	MAGS3C11	Women and Law	C	3	1	0	4
20	MAGS3E04	Gender and Poverty	DCE	2	1	0	3
21	MAGS3E05	Gender Analysis	DCE	2	1	0	3
22	MAGS3E06	Gender, Environment and Livelihood	*OE	2	1	0	3
23	MAGS3NC3	Skill Enhancement	SE	-	-	-	NC
23	MAGS3NC4	Field Visit	-	-	-	-	NC
		Total credits					21
FOURTH SEMESTER							
25	MAGS4E07	Gender Planning and Development	DCE	2	1	0	3
26	MAGS4E08	Project Management & Implementation	DCE	2	1	0	3
27	MAGS4E09	Gender Training	DCE	2	1	0	3
28	MAGS4E10	Gender, Polity and Governance	*OE	1	1	0	2
29	MAGS4C12	Dissertation	C	-	-	-	6
30	MAGS4NC5	Skill Enhancement	SE	-	-	-	NC
		Total Credits					17
		Total no of Credits offered by the Department (I + II + III + IV Semester)					82
		Minimum Credits to be earned					76

* Open Electives (OE) are offered for the students of other Departments

SEMESTER I

UNDERSTANDING YOUTH

2 Credits (F)

Objectives:

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

- Understand the concept and perspective of Youth.
- Familiarize the different approaches to youth
- Analyse the challenges and opportunities of young people in new millennium.

UNIT I: INTRODUCTION

- Defining Youth - Social Construction of Youth – Changing conceptions of Youth
- Perspectives of youth: cultural, comparative and biographic - Youth Demographics
- Youth power : youth as social capital - youth as change agents - socio-political movements

UNIT II: APPROACHES TO UNDERSTANDING YOUTH

- Youth in Society and Culture
- Youth as Action - Transition and Identity formation - Citizenship and Civic engagement
- Youth: Inequality and dependence – Social inclusion – Equity and Access

UNIT III: YOUTH IN NEW MILLENNIUM: CHALLENGES AND OPPORTUNITIES

- Youth in the context of globalization
- Education and Skill Development, Employability and Employment
- Health-Physical, Mental and spiritual well-being

ESSENTIAL READING:

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi
2. Jones Gill, (2009), Youth, Polity Press, UK
3. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
4. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.
5. Rajendran Vasanthi & Paul David (2006), Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai
6. Verma. M. L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi.
7. Wood Jason and Hine Jean (2009), Theory and Policy for Practice, Sage Publications New Delhi.

INDIA: SOCIETY, ECONOMY & POLITY

2 Credits (F)

The Social fabric of Indian Society is complex and is characterised by the caste, class and religion, besides the distinctive feature of joint family system. The first section on society introduces the students to the concepts and debates relating to social structure, social process and social issues that have bearing on the socio-economic development of the Indian society. The main objective of the section on economy is to provide the students with a critical understanding of the Indian economy, to understand the status, issues and policies of the Indian economy at the aggregate as well as sectoral levels and to understand the experiences in pre as well as post reform years, keeping colonial experience at the background. The section on Indian political system helps students to understand structure and functions of constitution, union government, state government, and local government institutions. It also discusses the centre – state relationships.

Section A: Society

Unit 1: Modern Indian Nation: A historical perspective

- India on the eve of British Rule – Colonial Rule under the East India Company from 1757 to the Great Revolt of 1857 – Crown Rule 1857-1947 – Conditions of the Indian People and Society under Colonial Rule
- Nationalism in India – Rise and growth – Indian National Congress – Moderates and Extremists- Gandhi and the emergence of a mass movement for freedom from colonial rule – Role of the Working Class and Peasant movements - Modern Indian Nation State as the product of an anti-colonial struggle uniting people across sentiments of religion, caste, language and region

Unit 2: Contemporary Indian Society

- Main features: Large and diverse territory and population - Language, ethnicity, religion and geography as markers of diversity and plurality – Uniqueness of India as a unified Nation state with the highest degree of diversity
- The Indian Caste System -Hierarchies – Relations of Dominance and Dependence – Untouchability and other forms of caste discrimination/oppression - Caste as a marker of identity in a changing India - Role of affirmative action/positive discrimination
- Classes and Class Relations - Dynamics of Caste and Class Relations linked to socio-economic changes such as economic modernization and urbanization
- Globalization and contemporary Indian Society –Implications for Family and Social Values.

Section B: Indian Political System

Unit 3 Indian Political System

- The Constitution of India: Evolution, Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy

- Union Government: Parliament – Powers and functions of key functionaries: President, Vice President, Prime Minister, Council of Ministers and Speaker – Supreme Court of India: independence of Judiciary
- Federalism and Centre-State Relations – Coalitions at Centre and in the States
- Centre-State Financial Relations - Finance Commission
- State Government: Legislative Assembly – Powers and functions of key functionaries: Governor, Chief Minister, Council of Ministers and Speaker – High Court
- Local Government : PRIs & Urban Local Government Institutions

Section C: Indian Economy

Unit 4: Economic Development in India, 1950 to 1990

- Indian Economy at Independence: Population, Education, Health, Agriculture, Industry, Physical and Industrial Infrastructure
- Economic Growth Patterns: Overall, Agriculture , Industry, Services
- Human Development Trends
- Trends in extent of Poverty over time in India and major States
- Employment and Unemployment – Trends in terms of quality and quantity
- An introduction to Environment, Development and Displacement Issues in India

Unit 5: Indian economy since 1990

- Economic reforms of liberalization, privatization and globalization - Growth, poverty, employment and unemployment and food security.

REFERENCES:

Society:

1. Bipan Chandra, (2009) History of Modern India. New Delhi: Orient Blackswan
2. Ahuja, R. (1999) Society in India: Concepts, Theories and Recent Trends. Jaipur: Rawat
3. Herald, R. M. & Haralambos, M. (2011) Sociology: Themes and Perspectives. Oxford: OUP
4. Johari, JC. (2004) The Constitution of India - A Politico - Legal Study. New Delhi: Sterling Publishers Pvt Limited
5. Madan, T.N. (1991) Religion in India. Oxford: OUP

Indian Polity:

1. Neeraj Jayal and Sudha Pai, (2001), Democratic Governance in India. New Delhi: Sage
2. Bidyut Chakrabarty, Rajendra Kumar Pandey(2008) Indian Government and Politics. NewDelhi: Sage Publications
3. Sharma Brij Kishor (2011) Introduction to the Constitution of India, PHI Learning Private Ltd, New Delhi.
4. Basu, Durga Das, (2008), Commentary on the Constitution of India. New Delhi: Wadhwa and Company Law Publishers
5. Kashyap, Subash. (2005), Our Constitution. New Delhi: National Book Trust

6. Johari, J.C. (1995). The Constitution of India – A Politico-Legal Study. New Delhi: Sterling Publishers Pvt. Limited
7. Thomas Isaac T.M and Richard W. Franke (2000) Local Democracy and Development: People's Campaign for Decentralised Planning in Kerala. New Delhi: Left World Books

Indian Economy:

1. Dingra, I.C. (2009) Indian Economy, New Delhi: Sultan and Chand Sons.\
2. Dreze, J.A. and A.K.Sen (2014) *An uncertain glory: India and its contradictions*. New Delhi: Penguin Books
3. Dutt and K.P.M.Sundaram (2006) Indian Economy, New Delhi: Sultan and Chand Company.Gupta, K.R and Gupta, J.R (2008) Indian Economy, New Delhi, Atlantic Publishers
4. Jalan, Bimal (2004) Indian Economy: Problems and Prospects. Penguin Books, New Delhi
5. Kapila, Raj and Kapila, Uma (2002) India's Economy in the 21st Century. New Delhi: Academic Foundation.
6. Kurien, C.T (1992) *The Economy: An Interpretative Introduction* Sage Publications
7. Kurien, C.T. (1994) *Global Capitalism and Indian Economy*. Orient Longman
8. Vaidyanathan, A. (1995) *The Indian Economy: Crisis, Response and Prospects* . Orient Longman

GENDER AND SOCIETY

2 Credits (F)

The primary objectives of this course are:

- To enable the students to introspect on the gendered experiences across the spectrum of daily life and understand power relations through gender lens
- To provide conceptual understanding of gender disparities and gender inequality in society
- To capacitate the students to explore the possibilities to alter the genderscape.

Unit 1: Introduction

- Sex and Gender; Types of Gender
- Gender Roles, Private vs Public Dichotomy
- Patriarchy and Gender Relations

Unit II: Gender and Family

- Gender Division of Labour and Gender Hierarchy
- Gender Role Socialization
- Gender Dynamics in Patriarchal and Matrilineal Families

Unit III: Gender and Education

- Gender Disparity in Education
- Gender Bias and Gender Stereotyping in Curriculum
- Promoting Gender Equality through Education

Unit IV: Gender and Economy

- Segmented Labour Market and Occupational Segregation
- Gender Issues in Informal Sector
- Gender Stereotyping and Gender Discrimination at the Work Place

Unit V: Gender and Polity

- Political Participation of Women in India
- 73rd and 74th Constitutional Amendment
- Politics of Reservation Bill for Women

Learning by doing:

- 1. Exploring Gender:** How gender permeates everyday life as what it means to be a woman or a man?
Activity: Reflective Analysis of personal lives and preparing a concept note on Gendered Lives
- 2. Questioning Gender:** Are Gender roles in Family hierarchical or complementary? How can we transform hierarchical gender relations into complementary roles.
Group Discussion and Presentation: Analysing roles, responsibilities and every day activities of men and women in family and suggesting strategy for transformation towards gender equality
- 3. Discussion Question:** How does private patriarchy influence public patriarchy and the implications for gender inequality?
Activity -Gender Analysis: Statistical analysis of labour force participation of men and women and explaining theoretical assumptions of occupational

PRESCRIBED READINGS:

1. 73rd and 74th Amendment. Planning Commission, GOI publication
2. Jackson, S & Scott, S (2002) Gender: A Sociological Reader. New York: Routledge (part 1 ch-1.2.3.4 , part 3 Ch 18, 19 & Part 4)
3. Kasturi, Leela "Report of the Sub-Committee, Women's Role in Planned Economy, National Planning Committee (1947) in Maitrayee Chaudhuri ed. *Feminism in India* (Zed, 2005) pp. 136-155.
4. Lipman, Jean - Blumen. (1984) Gender Roles and Power. USA: Prentice Hall Inc.
5. Menon, Nivedita "Elusive 'Woman': Feminism and Women's Reservation Bill" ,*Economic and Political Weekly*, 35: 43/44. October 21st - November 3rd. 2000. Pp. 3835- 3844.
6. Wharton, Amy. (2005) The Sociology of Gender: an Introduction to Theory and Research. Oxford: Wiley-Blackwell Publishers. (Ch 1& 2)

SUGGESTED READINGS:

1. Autobiographies of Transgenders: Laxmi, PG Joshi (translator) and R Raj Rao (translator) Me Hijra, Me Laxmi. New Delhi: OUP/ [A. Revathi](#), [V. Geetha](#) (2010). The Truth About Me: A Hijra Life Story. New Delhi: Penguin
2. Chaudhuri, Maitrayee (1996) "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), *Social Reforms, Sexuality and the State*. New Delhi: Sage. Pp. 211-235
3. Dube, Leela. (1992). Women in a Matrilineal Muslim Community. In: Mohini Anjum (Ed). Muslim Women in India. New Delhi: Radiant Publishers.
4. Dube, Leela. (2001). Anthropological Explorations in Gender- Intersecting fields. New Delhi: Sage Publications.
5. Joan, Z . et al (2008). Kaleidoscope of Gender. Sage: California. (Ch 7)
6. Lindsey, L (2011) Gender Roles: A Sociological Perspective. New Delhi: PHI learning (ch-3,8,10,11)
7. McDowell, L. & Pringle, R. (1992) Defining Women: Social Institutions and Gender Divisions. Cambridge: Blackwell Publishers Inc.
8. Mead, Margaret (2001) Male and Female. New York: Harper Collins.
9. Nongbri, Tiplut (2003) Development, Ethnicity and Gender: Select Essays on Tribes in India. Delhi and Jaipur: Rawat Publications.
10. Oakley, Ann. (1976) The Housewife. UK: Penguin Books Ltd.
11. Robyn, Gayle (2012). Questioning Gender. Los Angeles: Sage. (ch 9,14)

RESEARCH METHODOLOGY

4 Credits (C)

Objectives:

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

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

Unit I: Introduction

Social Science Research: Characteristics and Limitations – Methods and Methodology - Philosophical Foundations of Research: Epistemological and Ontological - Types of research: Inductive and Deductive, Pure and Applied, Quantitative and Qualitative, and Social Action Research - Ethical Considerations in Social Science Research

Unit II: Types of Research Design

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

Unit III: Research Problem and Hypotheses

Framing Research Questions and Objectives - Formulation and Conceptualisation of Research Problem – Hypothesis: Types - Characteristics of good hypotheses - Testing hypotheses

Unit IV: Sampling Framework

- Probability Sampling: Simple random, Systematic, Stratified, Multi-stage, Cluster and Area.
- Non Probability Sampling: Accidental, Purposive, Quota and Snowball.

Unit V: Research Data - Management and Reporting

- Sources of data: Primary and secondary
- Quantitative methods of data collection: Interview, Questionnaire, Schedule method and Observation
- Qualitative Methods of data collection: Participant Observation, Focus Group Interviews, Oral History and Narratives, Content Analysis and Case Study – Thematic Analysis - Other unobtrusive methods
- Data Processing, Analysis and Interpretation – Use of Statistics in research – Use of Statistical packages
- Writing research report: Addressing research question - Writing Strategies - Structure and style of reports - Referencing and Citation

PRESCRIBED READINGS:

1. Babbie, Earl (2008) The Basics of Social Research, Printed at Thomson Higher Education, USA.
2. Biber, Sharlene N.H and Leavy Patricia (2011) The Practice of Qualitative Research, Second Edition, Los Angeles: Sage Publications.
3. Blakie, N. (2010) Designing Social Research. 2nd Edition, Cambridge: Polity Press.

(Refer Introduction & Chapter 1 – 7)

4. Burton, Dawn (2000) Research Training for Social Scientists, New Delhi: Sage Publications.
5. Leonard, Cargan (2008) Doing Social Research, New Delhi: Rawat Publications.
6. Jackson L. Sherri, (2009) Research Methods and Statistics, New Delhi: Rawat Publications.

SUGGESTED READINGS:

1. Elliott, Alan C and Woodward Wayne, A. (2007) Statistical Analysis-Quick Reference Guidebook, New Delhi: Sage Publications.
2. Gomm, Roger (2008) Social Research Methodology: A Critical Introduction, New York: Palgrave Macmillan.
3. Osborne, Jason, W. (2008) Best Practices in Quantitative Methods. London: Sage Publications.

INTRODUCTION TO GENDER STUDIES

4 Credits (C)

This course is designed:

- To conscientise the students on the politics of gender roles and cultural construction of masculinity and femininity.
- To introduce the various perspective of body and discourse on power relationship.
- To enable the students to trace the evolution of gender studies from women's studies.

Unit 1: Introduction

- **Key Concepts**
 - Sex and gender
 - Gender roles and gendered division of labour
 - Private vs public divide and gender inequality
- **Biological Determinism: Debates**
 - Binary sex, scientific view on sex: Transgender identities
 - Physical difference, attributes and behavioural dispositions
 - Feminist critique of biological determinism and Psycho analytic approach
- **Cultural Determinism of Gender Roles**
 - Learning gender- Theories, agencies of socialisation
 - Doing gender, playing gender, working of gender and gender performativity

Unit 2: Gendering Body and Body Politics

- Biological, Phenomenological and Socio-Cultural Perspectives of body
- Body as a Site and Articulation of Power Relations
- Body politics and gender power relations
- Resisting embodiment of gender

Unit 3: Social Construction of Gender

- **Femininities**
 - Definition and attributes of femininity
 - Essentialism in the Construction of Femininity
 - Challenging Cultural Notions of Femininity – Butler, Douglas, Foucault and Haraway
 - Images of Women in media, Sports, Arts, Entertainment and Fashion Industry
- **Masculinities**
 - Definition, attributes and images of Masculinities
 - Politics of Masculinity and Power
 - Masculine Identities in media, Sports, Arts, Entertainment and Fashion Industry

Unit 5: Social Dynamics of Gender

- Race, Ethnicity and Gender
- Caste, Class and Gender

Unit 6: Women's Studies and Gender Studies

- Evolution of Women's Studies
- From Women's Studies to Gender Studies: A Paradigm Shift
- Women's Studies as an Agent of Change and UGC Programmes

Learning by doing:

1. **Critical Thinking:** Do boys and girls have different space, emotions and behavioural manifestations? How are these differences shaped by family, school and media.
Gender Artifacts: Toys and games, school curricula and co-curricular activities, media targeted towards children, cartoons, etc.
Gender Analysis: Write a personal account of gender role socialization by family, school and media. Explain which of the theories of socialization are appropriate for specific contexts.
2. **Debate:** Exploding the myths about biological perspectives of body and power relations.
3. **Discussion question:** Do you think masculinity and femininity are socially constructed?
Activity:
 - Textual analysis of video clipping/ television shows/ films/ advertisements
 - Prepare an advertisement to challenge the traditional views of femininity or masculinity
 - Prepare an advertisement for marketing laundry products/cooking ware by men for role reversal

PRESCRIBED READINGS:

1. Chakravarti, Uma 'Gender, Caste and Labour: Ideological and Material Structure of Widowhood', *Economic and Political Weekly* 30, 9 September 1995, pp. 2,248–56.
2. Connell, R.W. (2002) *Gender*. Cambridge: Polity.
3. David, [Buchbinder](#) (2013) *Studying Men and Masculinities*. New York: Routledge.
4. Holmes, M. (2010) *Gender in Everyday Life*. New York: Routledge.
5. Holmes, Mary. (2007) *What is Gender: A Sociological Approach*. London: Sage Publications.
6. Howson, A. (2005) *Embodying Gender*. London: Sage.
7. John, Mary (ed) (2008) *Women's studies in India: a Reader*. New Delhi: Penguin. (Introduction)
8. Madhi, V. J et al (2014) *Women's Studies in India*. New Delhi: Rawat.
9. Mazumdar, Vina (2001) "Whose Past, Whose History, Whose Tradition? Indigenising Women's Studies in India". *Asian Journal of Women's Studies*, 7:1, pp. 133-53.
10. Mohanthy, M (2004) *Caste, Class and Gender*. New Delhi: Sage.
11. Rege, Sharmila (2006) *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies*. New Delhi: Zubaan, an imprint of Kali for Women. pp. ix-xiv Introduction.
12. Ryle, R. (2011) *Questioning Gender: A Sociological Exploration*. New York: Sage.
13. Thapan, Meenakshi (2009) *Living the Body: Embodiment, Womanhood and Identity*. Sage.

SUGGESTED READINGS:

1. Chakravarti, Uma (2003) Gendering Caste through Feminist Lens. Delhi: Stree.
2. Gayle, Robin (2012) Questioning Gender. Los Angeles: Sage. (ch 1,5,7,8, &11)
3. Jain, Devika and Rajput, Pam (eds). 2003. Narratives from the Women's Studies Family: Recreating Knowledge. New Delhi: Sage.
4. Maithreyi, K. (1986.) Women's Studies in India - Some Perspectives. Bombay: Popular Prakashan.
5. Millet, K. (1972) Sexual Politics. London: Abacus.
6. Mrachbank, J et al (2014) Introduction to Gender: Social Science Perspective. London: Routledge.
7. Rege, Sharmila (ed). (2003) Sociology of Gender: The Challenge of Feminist Sociological Knowledge. Sage: New Delhi.
8. Rhode, Deborah L. (2014) What Women Want. London: Oxford University Press.
9. Smith, Bonnie G. (2013). Women's Studies: the Basics. Oxon: Routledge.
10. Whelehan, I. & Pilcher, J (2004) 50 Key Concepts in Gender Studies. New Delhi: Sage.

Journals

- Journal of Gender Studies
- Indian Journal of Gender Studies

FEMINIST MOVEMENTS

4 Credits (C)

Objectives of the course:

- To provide historical perspectives of Feminist Movement during 18th, 19th & 20th Century
- To enable the students to understand feminist movement in pre- independent & post Independent India
- To make them understand the role played by women in the grassroot movements

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 II: Global Feminist Movements

- England, France, Germany, USA
- Latin America, South Africa, South East Asia

Unit III: Women's Movement in Pre-Independent India

- Social Reform Movements and Gender
- National Movement and Liberation of Women
- Role of Women in National Movements
- Women's Participation in Agrarian Movement

Unit IV: Women's Movements in Independent India

- Agrarian Movement: Tebhaga Movement, Telengana Movement
- Urban Movements: Anti-price rise movement , Anti-dowry movement, Anti – sexual Harassment
- Dalit Movements
- Tribal Movements

Unit V: Grassroot Movements

- Anti-Arrack movements across India
- Chipko movement

Learning by doing:

1. **Discussion Question:**
 - What are the ideological differences between various feminist movements?
 - What is the State response to women's movement in India?
2. **Case Study Analysis**
 - case studies from India - Land rights and gender in India, etc
3. **Audio Lectures**
4. **Textual analysis of Film**
 - The Lady -which portrays the democratic movement led by Nobel laureate Aung Sang

Suyi in Myanmar

- From "Shoulder to Shoulder," program 5, "Outrage!, Not for Ourselves Alone part I, II

PRESCRIBED READINGS:

1. Agnihotri, Indu and Mazumdar, Vina. (2011) Changing Terms of Political Discourse: Women's Movement in India, *Economic and Political Weekly*, Vol 30, No. 29, Jul 22, 1995.
2. Burrell, Barbara (2004) *Women and Political Participation*. California: ABC Clio.
3. Chaudhuri, Maitrayee (2003) *Feminisms in India*. New Delhi: Kali for Women.
4. Chaudhuri, Maitrayee (2011) *The Indian Women's Movement: Reform and Revival* Reprinted. Delhi: Palm Leaf. pp. 1-68.
5. Gandhi, N. (1996) When the rolling Pins hit the street: a case study of the Anti-price rise Movement in India. New Delhi: Kali for Women
6. Kalpagam, U (2004) Perspectives for a grassroots feminist theory p. 334-348. In Maitrayee Chaudhuri (ed) *Feminism in India*, xlv, 359p. New Delhi: Kali for Women.
7. Kasturi, Leela & Mazumdar, Vina (1994) *Women and Indian nationalism*. New Delhi: Vikas Pub. House
8. Kumar, Radha. (1993) *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. London: Verso Books.
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SUGGESTED READINGS:

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GENDER MAINSTREAMING

3 Credits (DCE)

The objectives of the course are to equip the students with:

- Knowledge in evolution of the Gender Mainstreaming strategy, tools and techniques, and process of gender mainstreaming
- Skills in mainstreaming gender strategy for development outcome in policies, programmes and projects

Unit 1: Introduction

- Evolution of Gender Mainstreaming Strategy
- Rationale and Goals of Gender Mainstreaming
- Approaches and strategies of Gender Mainstreaming
- Challenges of Gender 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, hand outs
- Consultative Tools
 - Think tank and Steering groups, Directories, Databases, Organizational Change, 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, Programmes and Projects

- Gender Mainstreaming in Country Level Projects
- Gender Mainstreaming in National/ State Policy
- Gender Mainstreaming in Programmes: Planning, Designing, Implementation, monitoring and evaluation
- Gender Mainstreaming in Projects: Design, Implementation, Monitoring and Evaluation

Learning by doing:

1. **Case study:** Analysis of Gender Mainstreaming various Programmes/ projects
2. **Workshops:** Analysis of Gender Statistics, tools and techniques of Gender Mainstreaming, Engendering process in Programmes, projects
3. **Field visit:** Project areas of Women and Development

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2. ____ (1999). Gender Management System Handbook. UK: Commonwealth Secretariat.
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14. Regan, C., (ed.) (2006) Development in an Unequal World. Ireland: Educating and Acting for a Better World.
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SEMESTER – II

FEMINIST THEORIES

4 Credits (C)

The underlying goal of this paper is:

- To enable to students to acquire comprehensive knowledge in feminist thought
- To provide strong theoretical foundation in feminist theories
- 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 II: 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 III: Radical Feminism

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

Unit IV: 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 V: Contemporary Feminist Debates

- Black Feminism
- Dalit Feminism
- Tribe and Gender

- Eco Feminism
- Intersectional Feminism

Learning by doing:

1. **Application of theories to realistic issues:** Explain Gender Inequality prevalent in India using Feminist Theories? Which of the theories address the issue of inequality in specific context?
Activity:
Take up any three issues of Gender Inequality on Priority Basis and provide causal explanation as well as gender strategy to address the issues in the light of feministic theories.
2. **Debate on Feminism in India**
3. **Film appreciation through feminist theories:** Black feminism- The Colors of Love, Accomplished Women: Feminist Movement 1970s Documentary - Part 1 (1974)
4. **Ecofeminism Clips by KJ Warren51:** Environmental Racism in New Orleans: Hurricane Katrina, An Account of Chipko, Water For People, Women and Water

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11. Tong, Rosemarie. (2009). Feminist Thought: A Comprehensive Introduction. Colorado: Westview Press.

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4. Davis, Angela Y. (1999) Blues Legacies and Black Feminism: Gertrude "Ma" Rainey, Bessie Smith, and Billie Holiday.
5. De Beauvoir, Simone. (1974) The Second Sex. New York: Vintage Books.
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FEMINIST RESEARCH METHODOLOGY

4 Credits (C)

This course is designed 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 writing

Unit 1: Feminist Perspectives and Knowledge Building

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

Unit II: Encountering Methods in Feminist Research

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

Unit III: Analytic Framework

- Narratives
- Conversation Analysis
- Discourse Analysis

Unit IV: Feminist Research Praxis

- Feminist Ethnography
- Feminist Content Analysis
- Participatory and Action Research towards transformatory practices
- Emergent Methods

Unit V: Feminist Writing

- Entering the scene
- Writing thought
- Making memorable arguments
- Writing advice

Learning by doing:

1. Class room activity:

- Content Analysis of Films
- Biographical Research on accomplished women in different fields

2. Research Skills:

- a. Draft a research proposal in stages using feminist research methods.
- b. Group Project on women in difficult circumstances using feminist research methods
- c. Feminist writing skills: Developing a story on feminist issue

3. Gender Artefacts for Gender Analysis

- | |
|--|
| <ul style="list-style-type: none"> - Biography Analysis: Autobiography Film by Uma Chakravarti 4. Biographies from NE 5. Malvika Kelkar – a book on photography |
|--|

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SUGGESTED READINGS:

1. Alkoff, L. & Potter, E. (1993) Feminist Epistemologies. London: Routledge.
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10. Minakshi Thappar – Anthropological Journeys: Reflections from the Field (introduction/ select chapters)
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GENDER AND ECONOMY

4 Credits (C)

This course seeks:

- To sensitize the students on invisibility of women's work and gender inequality.
- 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
- Classification of work in Indian census and NSSO – Main workers, marginal workers, non-workers
- Invisibility of women's work, problems in measurement
- 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: 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 4: 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 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.

Learning by doing:

1. **Discussion Question:** How occupations, hierarchies and work relations are gendered. Explain how women's choice of occupations are influenced? How do their occupational choices affect opportunity structure?

Class room activity - Group discussion:

6. Women's occupational preferences and the factors responsible for it
7. Analysing occupational choices constraining their opportunity structure

2. **Group Work:** To develop a profile for feminisation of occupations.
3. **Debate on devaluation of Unpaid Work**
4. **Field work:** Problems of women in unorganised sectors

PRESCRIBED READINGS:

1. Barbara, F. Reskin & Heidi, I. Hartmann (eds) (1986) *Women's Work, Men's Work: Sex Segregation on the Job*. Washington D. C: National Academy Press.
2. Chaudhuri, Maitrayee (1996) "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), *Social Reforms, Sexuality and the State*. New Delhi: Sage. Pp. 211-235
3. John, Mary (2010) "Reframing Globalization: Perspectives from the Women's Movement" *Economic and Political Weekly*, XLIV: 10, March 7, 2010. Pp. 46-49.
4. Kabeer, Naila (2010). *Gender and Social Protection Strategies in the Informal Economy*. New Delhi: Routledge.
5. Leela Kasturi "Report of the Sub-Committee, *Women's Role in Planned Economy*, National Planning Committee (1947) in Maitrayee Chaudhuri ed. *Feminism in India* (Zed, 2005) pp. 136-155.
6. Mandal, Anal (2011). *Invisibility and Ordeal of Women Workers in India*. In Pal, Manoranjan et al (Eds). *Gender and Discrimination: Health, Nutritional Status and Role of Women in India*. New Delhi: OUP. (selected chapters)
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2. Boserup, E (2008) *Women's Role in Economic Development*. London: Earthscan Publishers
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Women, & Ottawa, Canada: International Development Centre.

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10. Shanmugasundaram, Y. (1993) Women Employment in India. New Delhi: Allied Publishers.
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12. Yadav K. P. (ed.) (2010) Gender Equity and Economic Development. New Delhi: Sarup and Sons.

GENDER AND HEALTH

4 Credits (C)

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 II: 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 III: 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 IV: Health Problems associated with Adult Women and Transgender

- 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 V: 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

Learning by doing:

1. **Group Discussion** on review of Mass Sterilization camps, Impact of Contraceptives and Assisted Reproductive Technology on Women, Health issues of adolescent girls
2. **Feministic review** of National Health Policy and Programmes
3. **Panel discussion** on health issues of transgenders and health care needs
4. Field Visit to Banyan and understanding Mental Health issues of Women

PRESCRIBED READINGS:

1. Alexander, Linda Lewis et al (eds) (2009) New Dimensions in Women's Health. Massachusetts: Jones and Barrett Publishers.
2. Bird, Chloe E. & Rieker, Patricia Perri (2008) Gender and Health: The Effects of Constrained Choices and Social Policies. Cambridge: Cambridge University Press.
3. Goldman, B. M. & M, Hatch C. (eds.) (2000) Women and Health. California: Academic Press.
4. John. Mary (2008) Women Studies in India: A Reader. Penguin, Delhi (select essays)
5. Kitts, Jennifer & Roberts J. H. (1996) The Health Gap: Beyond Pregnancy and Reproduction. Toronto: International Development and Research Center.
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5. Singh, Abha Lakshmi (et.al.) (2005) Rural Women: Work and Health. New Delhi: Women Press.
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- Agnihotri, Jyotsna & Gupta (2012) Reproductive biocrossings: Indian egg donors and surrogates in the globalized fertility market. *International Journal of Feminist Approaches to Bioethics*. Vol. 5, No. 1 (Spring 2012), pp. 25-51.

JOURNAL

1. Journal of Gender and Health
2. Journal of Women's Health

POLITICS OF GENDER EQUALITY AND STATE APPROACH

3 Credits (DCE)

The objectives of the course:

- To provide insights on state ideologies of family and women's questions in pre-independent and post-independent India
- To enable the students to understand state's approach to women development and empowerment
- To sensitize students on legal reforms in India

Unit 1: Introduction

- Ideology of family and women's subordination
- Welfare state and women's issues: Theoretical reflections
- State policies for women equality in varied political settings
- Third world experience

Unit II: Women's Questions in India

- During Colonial rule
- Social reform and National Movement
- Post-independent India

Unit III: State Approach towards Women Development and Empowerment

- State response to women's issues in 1975
- Women's issues in 6th and 4th five year plans
- State response in poverty alleviation and income generation for women
- Pattern of empowerment approach: inconsistency and contradictions.
- Post 1985 state initiatives

Unit IV: Feminist Review of Legal Reforms in India

- Reforms in personal law: Inheritance, economic rights, Matrimonial property, maintenance, adoption and guardianship rights
- Family violence, Sex discrimination and rape
- SITA & PITA and indecent representation of women
- Family courts
- Labour legislations

Learning by doing:

- | |
|---|
| <ol style="list-style-type: none">1. Group Discussion: Does social policy in India prescribe family norms?2. Assignment: Women Empowerment Policy: A feministic critique3. Debate: Reforms in personal law in India4. Case study analysis of judiciary interventions for gender equality |
|---|

PRESCRIBED READINGS:

1. Afshar, H. (1989) Women, State and Ideology. London: Macmillan.
2. Arya, Sadhana (2000) Women, Gender Equality and the State. New Delhi: Deep and Deep Publications.
3. Sainsbury, Diane (1994). Gendering Welfare State. London: Sage.

4. Subramanian, Narendra (2014) Nation and the Family: Personal Law, Cultural Pluralism, and Gendered Citizenship in India. Stanford: Stanford University Press, pp. 1-17; 266-288.

REPORTS & ARTICLES:

1. Azad, Nandini. (1990). Over View of Women and Development with Special Emphasis on Poverty Alleviation Programme. UNDP data base for WHO. New Delhi.
2. Flavia, Agnes (1995) State, Gender and Rhetoric of Law Reform. Bombay: Research Centre for Women's Studies, SNDT.
3. Flavia, Agnes. (1991). A Toothless Tiger: a Critic of Family Court. Manushi, No.66 September – October.
4. Flavia, Agnes. Protecting Women against Violence: Review of a Decade of Legislation, 1980-89. Economic and Political Weekly, Vol.27.no.17.
5. MHRD Reports, The Mahila Samkhya.

GENDER AND MEDIA

2 Credits (OE)

The Objective of this course is:

- To introduce the students the types of mass media
- To sensitize the students on gender stereotyping in media and developing critical thinking
- To enable the students to develop film appreciation from the feminist standpoint

Unit I: Introduction

- Types of Media: Traditional, Folk Media, Mass media
- Fundamentals of Mass Communication
- Theatre, Print, Electronic, Audio, Video and New Media.
- Feminist Communication Theories

Unit II: Gender Stereotyping in Media

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

Unit III: 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.
- Victimisation and empowerment through Social Media

Learning by doing:

- | |
|--|
| <ol style="list-style-type: none">1. Textual analysis of documentary/television serials/advertisements2. Feministic critique of films3. Workshop on documentary films on gender issues |
|--|

PRESCRIBED READINGS:

1. Berger, Arthur Asa (2003) Media and Society: a Critical Perspective. USA: Rowman & Little Field Publishers.
2. Chakravarti, Uma (2000) State, Market and Freedom of Expression: Women and Electronic Media. *Economic and Political Weekly* Vol. 35, No. 18, Apr. 29 - May 5, pp. WS12-WS17
3. Chaudhuri, Maitrayee (2000) "Feminism" in Print Media' *Indian Journal of Gender Studies*, 7:2 pp. 263-88.
4. Chaudhuri, Maitrayee (2001) "Gender and Advertisements: The Rhetoric of Globalisation", *Women's Studies International Forum* 2001 Vol. 24 No3/4 pp. 373-385 Reprinted in Joseph Turow and Matthew McAllister *The Advertising and Consumer Culture Reader* (Routledge 2009) Ch.11.
5. Kosambi, Meera (Ed) (1994). Women's Oppression in the Public Gaze: an analysis of Newspaper Coverage, State Action and Activist Response. Research Centre for

Women's University. Mumbai.

6. Krishnan, Prabha & Dighe, Anita (1990). Affirmation and Denial: Construction of Femininity on Television. New Delhi: Sage.
7. Krollokke, Charlotte & Sorensen, Anne Scott (2006) Gender Communication: Theories and Analysis. New Delhi: Sage Publication
8. Mandav, Pradeep (2005) Visual Media Communication. New Delhi: Authors Press.
9. Pande, Mrinal (1991) The Subject is Women. New Delhi: Sanchar Publishing House.
10. Poonacha, Veena (1988) Coverage of Women in Print Media: Content Analysis of Sunday Observer. Bombay: Research Centre Of Women's Studies, SNDT Women's University)
11. Prasad, Kiran (ed.) (2005). Women and Media: Challenging Feminist Discourse. New Delhi: The Women Press.

SUGGESTED READINGS:

1. Bow, Bonnie J. & Wood, Julia T. (2006) The Sage Hand book of Gender and Communication. New Delhi: Sage.
2. Creedon, Pamela J. & Cramer, Judith (2007) Women in Mass Communication. New Delhi: Sage.
3. Downing, John D.H. (2004) The Sage Handbook of Media Studies. New Delhi: Sage.
4. Francisco, De et al (2007) Communicating Gender Diversity: A critical Approach. New Delhi: Sage.
5. Johnson, Kirk (2000). Television & Social Change in Rural India. New Delhi: Sage Publication
6. Kataria, Pooja (2007) Women and Media: Changing Roles, Struggle and Impact. New Delhi: Regal Publications.
7. M. Choudhuri – feminism in Print media (Nadia naider - nirbhaya)
8. Mulvey, Laura (1999). Visual Pleasure and Narrative Cinema. In Film Theory and Criticism: Introductory Readings. Eds. Leo Braudy & Marshall Cohen. New York: Oxford UP, 1999: 833-44.
9. Nadja-Christina Schneider and Fritzi-Marie Titzmann, ed. *Studying Youth, Media and Gender in Post-Liberalisation India: Focus on and Beyond the Delhi Gangrape* Frank and Timme, Berlin, 2015.
10. Sharma, Jitendra Kumar (2005) Print Media and Electronic Media: Implications for the Future, New Delhi: Authors Press.
11. Singh, Indubala (2007) Gender Relations and Cultural Ideology in Indian Cinema, New Delhi: Deep & Deep Publication.
12. Uma Chakravarti. 'TV Serials' in Ed vol by Biswajit das and vinodh Parthasarathy. Media and Communication.
13. Vilainilam, J.V. (2004) Communication and Mass Communication in India, B.R. New Delhi: Publishing Corporation.
14. Watson, James (2003) Media Communication: An introduction to Theory and Process (Second Edition). New York: Palgrave McMillan.
15. Wolf, Naomi (1991) The Beauty Myth. London: Vintage Books.

SEMESTER – III

GENDER BASED VIOLENCE

4 Credits (C)

This course is designed:

- To present various types and forms of violence against women.
- To enable the students to understand the hidden realities and inhuman practices against women
- 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
- Feminist perspective of violence against women and human rights

Unit II: Gender Based Violence in Family

- Feminist theories on domestic violence
- Domestic violence: physical, sexual, psychological, emotional and verbal
- Forms of violence against women in family
 - Dowry harassment and death
 - Wife battering and torture
 - Intimate partner violence
 - Denial of reproductive rights
 - Female foeticide and infanticide
 - Denial of access to resources
 - Girl child abuse - discrimination, sexual abuse

Unit III: Gender Based Violence in Community and State

- **Community**
 - Rape as a weapon of oppression – causes and implications
 - Sexual abuse and harassment
 - Trafficking of Women and Girls
- **State Violence**
 - Custodial violence
 - Violence by law enforcing agency
 - Genocide
- **Armed Conflict, Displacement and Gender Abuse**
 - War crimes and Sexual abuse
 - Sexual Assault of Refugees and Displaced Women
- **New Forms of Violence against Women**
 - Online Violence and its Implications

Unit IV: Cultural Practices Violating Women's Rights

- Forced Polyandry and Widowhood

- Devadasi system and Mathamma culture
- Honour Killing and Witch Hunting
- Female Genital Mutilation (FGM)
- Forced Virginity Examination

Unit V: Response to Violence against Women

- **International & National response**
 - International Initiatives – legal and policy framework
 - 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

Learning by doing:

1. **Discussion Question:** What are the cultural practices that justify Violence against Women?
Case Study Analysis: Honour Killing, FGM, Sati
2. **Case Study Analysis of Abuse of Women in Custody & Women in Conflict Situation**
3. **Case Study Analysis of Trafficking of Women and Girls**
4. **Case Study Analysis of Asian Domestic Workers in Middle-east**
5. **Textual Analysis:** Films and documentaries on violence against women in India.
6. **Debate:** Masculinity and types of violence against women in India.
7. **Field visit:** Short Stay Homes, vigilance homes, family courts.
8. BBC Documentary- 'India's Daughter' on YouTube
(www.youtube.com/watch?v=zJmk2wVtiSo)
9. Case studies -Shah Bano, Mathura rape, Nirbhaya

PRESCRIBED READINGS:

1. ____ (1995) The Human Rights Watch Global Report on Women's Human Rights. New York: Human Rights Watch.
2. Bansal, D. K. (2006) Gender Violence. New Delhi: Mahaveer and Sons.
3. Fergusons, C. (ed) (2010) Violent Crime, Clinical and Implications. California: Sage publications.
4. Kaur, Ravinder (2012) Marriage and Migration Citizenship and Marital Experience in Cross-border Marriages between Uttar Pradesh, West Bengal and Bangladesh. *Economic & Political Weekly* October 27, xlvi: 43 pp. 78-89.
5. Khanna, S. (2009) Violence against Women and Human Rights. Delhi: Swastik

Publishers and Distributors.

6. Nayar, S. (2010) Violence against Women in South Asian Communities: Issues for Policy and Practice. Delhi: Navyug Books International.
7. Prabhakar, V. (2011) Gender Violence: Women Victims in Man's World. New Delhi: Wisdom Press.
8. Revathi (2009). Laws Relating to Domestic Violence. Hyderabad: Asia Law House.
9. Sen, Rukmini (2010) Women's Subjectivities of Suffering and Legal Rhetoric on Domestic Violence: Fissures in the Two Discourses. *Indian Journal of Gender Studies*, 17, 3, 375-401

SUGGESTED READINGS:

1. _____ (2010) Handbook for Legislation on Violence against Women. UN Report. New York.
2. Abraham, T. (ed.) (2002) Women and the Politics of Violence. New Delhi: Har-Anand Publications Pvt. Ltd.
3. Anand, Teltumbde (2013) Delhi Gang Rape Case: Some Uncomfortable Questions. *Economic and Political Weekly* Vol. XLVIII, No. 6. February 9th. Pp.10-11.
4. Bhatt, Savita (2010) Women and Human Rights. New Delhi: Altar Publishing House Ltd.
5. Chatterjee, Piya et al. (eds.) (2009) States of Trauma: Gender and Violence in South Asia. New Delhi: Kali for Women.
6. Dinakar, Suchitra S. and Rajkumari, D. (2010) Violence Law and Women's Rights in South Asia. New Delhi: Axis Publications.
7. Flavia, Agnes (2013) No Shortcuts to Rape. *Economic and Political Weekly* XLVIII:2. pp.1-4
8. Gartner, R & McCarthy, B (2014) Gender, Sex and Crime. New York; Oxford.(ch - 19,27,31,33,34,35)
9. Geetha V.2013 "On Impunity" *Economic and Political Weekly* XLVIII: 2. pp.1-3.
10. Goonesekere, Savithri (2004) Violence Law and Women's Rights in South Asia. New Delhi: Sage.
11. Kaur, Ravinder (2013) Mapping the Adverse Consequences of Sex Selection and Gender Imbalance in India and China. *Economic & Political Weekly*, august 31, vol xlviii, no 35
12. Kee, Jac sm (2006). Cultivating Violence through Technology? Exploring the Connections between Information Communication Technologies (ICT) and Violence Against Women (VAW). (Www.Apcwomen.Org)
13. Lakkarju, Jayasree. (2008) Women Prisoners in Custody. New Delhi: Kaveri Books.
14. Mishra, Reena. (2009) The Institution of Sati in India. Delhi: Abhijeet Publications.
15. Pandey, Sushma. (2008) Psycho-Social Aspects of Domestic Violence. New Delhi: Concept Publishing Company.
16. Ptacek, James (2010) Restorative Justice and Violence against Women. New York: Oxford University Press.
17. Schneider, Nadja-Christina and Titzmann, Fritz-Marie (eds) (2015) Studying Youth, Media and Gender in Post-Liberalisation India: Focus on and Beyond the Delhi Gangrape, Frank and Timme, Berlin.
18. Shirwadkar, Swati. (2009) Family Violence in India: Human Rights, Issues, Actions and International Comparisons. New Delhi: Rawat Publications.

19. Welsh, Kristy & Wykes, Maggie (2009) Violence, Gender and Justice. London: Sage Publications.
20. Wyatt, Robin & Masood, Nazia (2010) Broken Mirrors: The Dowry Problem in India. London: Sage Publications.
21. Wykes, M. & Welsh, K. (2009) Violence, Gender and Justice. London: Sage.

JOURNALS

- Violence against Women - Sage Publication.
- Journal of Marriage and Family

GENDER AND DEVELOPMENT: APPROACHES AND STRATEGIES

4 Credits (C)

This course:

- Is premised on the Gender specific development needs.
- Seeks to expose the students to feminist critique of development process and development indicators.
- Aims to train the students in engendering national policies and programmes

Unit I: Introduction

- Conceptual analysis of development
- Theoretical perspectives of Gender and Development
- Measures of development
- Gender disparity in India: Literacy, Labour force participation, Political participation

Unit II: Approaches to Women Development

- Women in Development
- Women and Development
- Gender and Development
- Women Empowerment
- Women's Environment and Development

Unit III: Women Development: International Initiatives

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

Unit IV: Women Development: National policies and programs

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

Unit V: Women Development: Role of State and 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

Learning by doing:

1. Class room activity:

-Mapping the countries with High, Medium and Low Gender Disparity (Source: HDR) Chapter I

-Developing Gender Disparity Divide in India (Source: HDR & Census Data)

2. Case study Analysis:

-Best practices in women development initiative in each sector (education, livelihood management, governance and health promotion)

4. Workshop:

-Gender analysis of development policies and programs

-Engendering a specific policy and program

5. Field visit and group project

-Visit to implementing agencies to understand the implementation process (Rural & urban sectors, departments and WDC)

-NGOs with women development intervention

-Best performing SHG

-Impact assessment of specific programs on women development to understand the ground level realities: Awareness, access, drivers and barriers Chapter IV)

(At the end of the field visits students will submit field reports)

PRESCRIBED READINGS:

1. Jain, Devaki (2005) Women Development and the UN: A Sixty Year Quest for Equality and Justice. Bloomington: Indiana University
2. Kabeer, Naila (1994) Reversed Realities: Gender Hierarchies in Development Thought. London: Verso.
3. Mary John "Gender and Development in India, 1970s-1990s" *Economic and Political Weekly*, XXXI: 47, November 23, pp. 3071-77.
4. Momsen, J. H. (2010) Gender and Development. New York: Routledge
5. Moser, Caroline. (1993) Gender Planning and Development: Theory, Practice and Training. London: Routledge.
6. Nussbaum, Martha (2000) Women and Human Development: the Capabilities Approach. New York: Cambridge
7. Pubantz, J. & Allphin Moore Jr., J. (2008). Encyclopaedia of United Nations. New York: Infobase Publishing.(Vol1 &2)
8. Roy, Kartik et al (eds) (2008) Institutions and Gender Discrimination in the Global Economy. Singapore: World Scientific Publishing Co. Ch 1, 3, 4.
9. Schechter, M G (2005) United Nations Global Conferences New York: Routledge
10. Tinker, Irene (Ed) (1991) Persistent Inequalities: Women and World Development USA: OUP
11. Vishwanthan, N. (ed) (2006) The Women Gender and Development Reader. New Delhi: Zubaan

SUGGESTED READINGS:

1. Dreze, J & Sen, A (2002) India Economic Development And Social Opportunity. New Delhi: OUP

2. Dreze, J & Sen, A. (1996) Indian Development: Selected Regional Perspectives. New Delhi: OUP
3. Gupta, A. S. et. al (eds) (2005) Reflections of the Right to Development. Centre for Development and Human Rights. New Delhi: Sage Publication
4. Porter, M. & Judd, E. (1999) Feminists Doing Development. London: Zed books
5. Sen, G. & Caren, G. (1985) Development Crisis and Alternative Visions: Third World Women's Perspectives. New Delhi: Institute of Social Studies Trust.
6. Sen, M. & Sivakumar A. K (2002) Women in India: How Free, How Equal. New Delhi: UNDP India

JOURNALS/REPORTS

1. Economic and Political Weekly
2. Reports of International bodies

WEBSITE

1. [www.fao.org/regional/ Europe/wid_rd12.htm](http://www.fao.org/regional/Europe/wid_rd12.htm)
2. www.womenink.org/
3. [www.ids.ac.uk.bridge/index.html](http://www.ids.ac.uk/bridge/index.html)
4. www.undp.org/toppages/gender/genframe.htm
5. <http://www.cwds.ac.in/library/services/bib.html> (CWDS biblio compilation)

WOMEN AND LAW

4 Credits (C)

Objectives:

- To make students aware of the legal rights of women in India.
- To equip the students to make other women in the society aware of their legal rights.
- To find out the flaws and loop holes in the existing laws, which adversely affect women's rights.
- To enable the students to counsel other women when their legal rights are violated:
Laws relating to marriage and family

Unit 1: Introduction

- Constitutional provision for gender equality-fundamental rights and directive principles
- Plurality of Personal Laws: Hindu, Islamic, Christian & Parsi Laws
- Diverse Sources of Law

Unit II: Diversity of Personal Laws

- Laws of inheritance, succession and adoption in Hindu, Islamic, Christian and Parsi Laws
- Marriage divorce and maintenance in Hindu, Islam and Christian and Parsi Laws
- Need for uniform civil code
- Reforms within judicial reforms

Unit III: Laws Relating to Reproductive Rights of Women

- Medical Termination of Pregnancy Act
- Prevention and misuse of amniocenteses
- Surrogacy

Unit IV: Laws Relating to Employment and Workplace

- Minimum Wage Act 1948
- Maternity Benefit Act 1961
- Equal Remuneration Act 1976
- Prevention of Sexual Harassment at Workplace Act 2013

Unit V: Laws Relating to Protection of Women

- Dowry prohibition Act-1961
- The Immoral Traffic (Prevention) Act, 1956
- The Indecent Representation of Women Prohibition Act, 1986
- The Commission of Sati (Prevention) Act, 1987
- Protection from Domestic Violence Act, 2005
- Criminal Law (Amendment) Act, 2013

Unit VI: Enforcement mechanism and service providers Laws relating to Protection of Women.

- Mahila Courts

- All Women Police Station
- Legal Cells

Learning by doing:

1. **Group Discussion:** Plurality of Personal Laws and Gender equality in India
2. **Debate:** Need for Uniform Civil Code in India
3. **Panel Discussion:** Challenges in Implementation of Laws
4. **Field visit:** All Women police Station, Legal Cells

PRESCRIBED READINGS:

1. Agnes, Flavia (1999) *Law and Gender Equality: The Politics of Women's Rights in India*. New Delhi: Oxford University Press.
2. Agnes, Flavia (2011) *Family Law and Constitutional Claims*. New Delhi: Oxford University Press.
3. Agnes, Flavia (2011) *Marriage Divorce and Matrimonial Litigation*. New Delhi: Oxford University Press.
4. Agnes, Flavia et al (2004) *Women and law in India: An Omnibus Comprising Law and Gender Inequality, Enslaved Daughters, Hindu Women and Marriage Law*. New Delhi: OUP.
5. Agnes, Flavia. 1997. 'Protecting Women against Violence: Review of a Decade of Legislation, 1980–1989', in Partha Chatterjee (ed.), *State and Politics in India*. New Delhi: Oxford University Press. pp. 521–576.
6. Baines et al (eds) *Feminist Constitutionalism*. New York: Cambridge.
7. Goonesekere, S. (2004) *Violence Law and Women's Rights in South Asia*. New Delhi: Sage.
8. Justice Verma Report (<http://www.thehindu.com/news/resources/full-text-of-justice-vermas-report-pdf/article4339457.ece>)
9. Kannabiraman, K (ed) *Women and Law Critical Feminist Perspective*. New Delhi: Sage.
10. Parashar, A. et al (ed) *Reading Family Law in India*. New Delhi: Routledge.
11. Rajan, Rajeswari Sunder (2004) Rethinking Law and Violence: The Domestic Violence (Prevention) Bill in India, 2002. *Gender and History*, Vol16 No.3 November, pp. 769–793.
12. Sen, Rukmini (2009) Breaking Silences, Celebrating New Spaces: Mapping Elite Responses to the 'Inclusive' Judgement " *NUJS Law Review*, July September, 2 NUJS L Rev pp. 481-503.
13. Subramanian, Narendra (2014) *Nation and the Family: Personal Law, Cultural Pluralism, and Gendered Citizenship in India* (Stanford University Press, Stanford,) pp. 1-17; 266-288.

SUGGESTED READINGS:

1. Bharihoke, N (2008) *Rights of Hindu and Muslim Women*. New Delhi: Serial publications.
2. Gartner, R & McCarthy, B (2014) *The Oxford Handbook of Gender Sex and Crime*. New York: Oxford
3. Jones, J et al (2011) *Gender, Sexuality and Law*. Oxon: Routledge

4. Shukla (1998) Law and Social Justice. Jaipur: Rawat
5. Werner, M. (2003) Hindu Law: Beyond Tradition and Modernity. New Delhi: OUP.

Online Lectures:

- Constitution, Democratic Functioning and Women in India by Sushila Kaushik (<https://youtu.be/IKREF83tjd4>)

GENDER AND POVERTY

3 Credits (DCE)

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

- **Types and characteristics of poverty**
 - Absolute and Relative poverty
 - Objective and Subjective
 - Chronic poverty and Transient poverty
 - Characteristics of Poverty and Poverty Profile
- **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 II: Poverty: Indicators, Measurement, Approaches

- 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
 - Policy Ineffectiveness Index: Livelihood opportunity Index , Social opportunity Index, Physical Infrastructure Development Index
- Approaches to poverty
 - Poverty line approach
 - Capability approach
 - Participatory approach
 - Basic Needs approach
 - Human Rights Entitlement approach
 - Natural Rights Management approach

Unit III: 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

Unit IV: Poverty Reduction: Policies and Strategies

- International agencies
 - World Bank
 - UNDP
- Feministic review of Policies National policies and programmes for poverty reduction

Learning by doing:

Class room activity:

- **Group discussion and presentation:** Displacement, migration and poverty; social inequality and poverty
- **Assignment:** Critical review of poverty reduction programmes and gender concerns
- **Field exposure:** Visits to state agencies to understand the implementation strategies of poverty reduction programs and NGOs working with women on poverty reduction.

PRESCRIBED READINGS:

1. Addison, T., Hulme, D. & Knabur, R. (2009). Poverty Dynamics: Interdisciplinary Perspectives. London: Oxford University Press. (p.3-77)
2. Chant, S. (2007). Gender Generation and Poverty - Explaining the Feminization of Poverty in Africa, Asia and Central America. London: Edward Elgar Publishing Limited. (p.31-35).
3. Houghton, J. & Khandker, S.R. (2009). Handbook of Poverty and Inequality. New York: World Bank. (p.147-151)
4. Kabeer, N. (2003). Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals. Canada: International Development Research Center. (p. 4-7).
5. Kabeer, N. (2005). Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals. Canada: International Development Research Center. (p.79-101).
6. Kaur, S (2008) Women and Poverty. Jaipur: Book Enclave Limited.
7. Sweetman, Caroline (2002) Gender, Development and Poverty. New York: Oxfam.

SUGGESTED READINGS:

1. Bradshaw, Sarah & Linneker, Brian (2003) Challenging Women's Poverty. London: Catholic Institute for International Relations.
2. Chowdary, P (2009) Gender Discrimination in Land Ownership, Land Reforms In India. VolXI. New Delhi: Sage Publications.
3. Flix, K. (2006). The Right to Development- Where do we stand? Occasional papers- Geneva: Friedrich Ebert Stiftung.
4. Fernandez, Bina. (2011). (En)gendering Poverty Policy in India. In Pal, Manoranjan et al (eds). Gender and Discrimination: Health, Nutritional Status and Role of Women in India. New Delhi: OUP.
5. Grusky, D.B. & Kanbur, R. (2006). Poverty and Inequality. California: Stanford

- University Press (p.30-47).
6. Khan, M. (2000). Rural Poverty in Developing Countries: Issues and Policies. IMF Working Paper, No.78.
 7. Malhotra, Rajeev. (2014) India Public Policy Report 2014. Tackling Poverty, Hunger and Malnutrition. London: OUP. ch 1 pg 7, Ch 3 – I, II, III
 8. Malik, B.B (2009) Poverty in India: Fundamental Issues. New Delhi: Mittal Publications
 9. Masika, Rahel, Deehan, A. & Baden, S. (1997). Urbanization and Urban Poverty: A Gender Analysis. Report No: 54, Bridge.
 10. OHCHR. Declaration on the Right to Development. General Assembly Resolution 41/128 of 4 December 1986.
 11. Parpart, J. L., Patricia, M. & Eudine, V. (2000). Theoretical Perspectives on Gender and Development. Canada: International Development Research Centre. (p.56-64).
 12. Rao, C. H (1999) Agriculture, Food Security, Poverty and Environment, Essays on post-reform India. Oxford: Oxford University Press.
 13. Sobhan, R (2010) Challenging the Injustice of Poverty, Agenda for Inclusive Development in South Asia. Los Angeles: Sage.
 14. Sylvia, H. (2007) Gender, Generation and Poverty: Exploring the Feminisation of Poverty in Africa, Asia and Latin America. Northampton: Edward Elgar Publishing Limited
 15. _____World Bank (2011) Perspectives on Poverty in India: Stylized Facts from Survey Data. Washington D. C: World Bank.
 16. Vepa, S. (2009) Bearing the Brunt: Impact of Rural Distress on Women. Los Angeles: Sage.
 17. Whitman, S (2010) World Poverty. New Delhi: Viva Books Limited.

GENDER ANALYSIS

3 Credits (DCE)

This course is designed to:

- Introduce various frameworks and tools of gender Analysis
- Enable the students to understand the process of Gender Analysis
- Provide an understanding of the contexts in which Gender Analysis is carried out

Unit 1: Introduction

- Gender Equality and Equity
- Practical Needs and Strategic Interests
- Gender as Analytical Category
- Objectives of Gender Analysis

Unit II: 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 III: 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

Unit IV: 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, and Complexity of Gender Relation
- Assessing and addressing 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 V: Gender Analysis in Various Contexts

- Policy
- Project Planning and Designing
- Programme Planning

- Monitoring and Evaluation
- Gender Analysis in Sectoral Programmes – Case studies

Learning by doing:

1. **Workshop:** Analysis of Gender statistics to identify women's needs, opportunities and constraints
2. **Case study:** Gender analysis in various projects and programmes
3. **Workshop on Gender Analysis**

PRESCRIBED READINGS:

1. ____ (2001) Gender Analysis. Gender in Development Programme-Learning & Information Pack UNDP. NY: UNDP
2. Hunt, J. (2004) Introduction to Gender Analysis Concepts and Steps. Development Bulletin, no. 64, pp. 100-106.
3. Kabeer, N. (2003) Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals, the Commonwealth Secretariat. London.
4. Lilja, Nina & Dixon, John (2008) Operationalising Participatory Research and Gender Analysis: New Research and Assessment Approaches. New York: Development in Practice.
5. Lilja, Nina & Dixon, John (2008) Operationalising Participatory Research And Gender Analysis: New Research And Assessment Approaches. New York: Development in Practice.
6. March, C., Smyth, I. & Mukhopadhyay, M. (1999) A Guide to Gender - Analysis Frameworks. Great Britain: Oxfam.
7. Moser, A. (2005) Gender Mainstreaming Since Beijing: A Review of Success and Limitations In International Institutions. New York: Routledge.
8. Moser, C.O.N. (1993) Gender Planning and Development: Theory, Practice and Training. London: Routledge.

SUGGESTED READINGS:

1. Karl, M. (1995) Women and Empowerment, Participation and Decision-making. London: Zed Books.
2. Macdonald, M., Sprenger, E., & Dubel, I. (1999) Gender And Organisational Change: Bridging the Gap Between Policy and Practice. Amsterdam: Royal Tropical Institute.
3. Momsen, J.H. (2004) Gender and Development. Routledge: London.
4. Momsen, J.H. and Kinnaird, V. (1993), Different Places, Different Voices: Gender and Development in Africa, Asia and Latin America. London: Routledge.
5. Sweetman, C. (ed.) (1997) Gender in Development Organisations. Gender and Development. Great Britain: Oxfam for a Better World.

Unit 4: Engendering Policy, Programmes and Projects

- Gender Mainstreaming in Country Level Projects
- Gender Mainstreaming in National/ State Policy
- Gender Mainstreaming in Programmes: Planning, Designing, Implementation, monitoring and evaluation
- Gender Mainstreaming in Projects: Design, Implementation, Monitoring and Evaluation

Learning by doing:

- 4. Case study:** Analysis of Gender Mainstreaming various Programmes/ projects
- 5. Workshops:** Analysis of Gender Statistics, tools and techniques of Gender Mainstreaming, Engendering process in Programmes, projects
- 6. Field visit:** Project areas of Women and Development

PRESCRIBED READINGS:

5. Datta, R. & Kornberg, J. (eds.) (2002) Women in Developing Countries, Assessing Strategies for Empowerment. London: Lynne Rienner Publishers.
6. Kabeer, N. & Subrahmanian, R. (eds.) (1999) Institutions, Relations and Outcomes, Framework and Case Studies for Gender Aware Planning. London: Zed Books.
7. Kabeer, N., (2003) Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals. London: The Commonwealth Secretariat.
8. Moser, C.O.N. (1993), Gender Planning and Development: Theory, Practice and Training. London: Routledge.

SUGGESTED READINGS:

16. ____ (2001). Gender Mainstreaming Programme and Project: Entry Points. Gender in Development Programme-Learning & Information Pack. UNDP.
17. ____ (1999). Gender Management System Handbook. UK: Commonwealth Secretariat.
18. ____ 2007. Gender Mainstreaming Manual: Resource Material for Gender Trainers. Ministry of Women's Affairs Training & Advocacy Dept and UNDP. Kabul: UNDP.
19. ____ Gender Mainstreaming in Practice: Step by Step Guide for Gender Impact Assessment. Malta: National Commission for the Promotion of Equality (NCPE).
20. Beck, Tony. 1999. Using Gender-Sensitive Indicators: A Reference Manual for Governments and Other Stakeholders. UK: Commonwealth Secretariat.
21. Derbyshire, Helen (2002) Gender Manual: A Practical Guide for Development Policy Makers and Practitioners. Social Development Division, DFID.
22. Eade, D. (ed.) (1999) Development with Women: Selected Essays from Development in Practice. Great Britain: Oxfam.
23. Karl, M. (1995) Women and Empowerment, Participation and Decision-making. London: Zed Books.

24. Macdonald, M., Sprenger, E., & Dubel, I. (1999) Gender And Organisational Change: Bridging The Gap Between Policy and Practice. Amsterdam: Royal Tropical Institute.
25. Momsen, J.H. & Kinnaird, V. (1993) Different Places, Different Voices: Gender and Development in Africa, Asia and Latin America. London: Routledge.
26. Momsen, J.H. (2004), Gender and Development. London: Routledge
27. Moser, Annalise. (2007) Gender and Indicators Overview Report. UNDP.
28. Moser, Caroline & Moser, Annalise (2005) Gender Mainstreaming Since Beijing: A Review of Success and Limitations In International Institutions. New York: Gender and Development Vol13, No.2, July 2005
29. Regan, C., (ed.) (2006) Development in an Unequal World. Ireland: Educating and Acting for a Better World.
30. UNDP (2006) Human Development Report, Fighting Climate Change: Human Solidarity in a Divided World. New York: Palgrave.

GENDER, ENVIRONMENT AND LIVELIHOOD

3 Credits (OE)

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 II: 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 III: Environmental Degradation and Livelihoods of Tribal Women

- Impact of Environmental Degradation on Women: Deforestation, Climate Change, Depletion of Natural Resources
- Development, displacement and loss of livelihoods of women
- Exploitation by Middle Men and Money Lenders
- Livelihood Resources, Rights and Entitlements

Unit IV: 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

Learning by doing:

- | |
|---|
| <ol style="list-style-type: none">1. Debate: Women and land rights2. Documentary analysis on Climate Change, Development and Displacement-gender issues3. Case study- Narmada Project/ Chipko Movement <p>Film appreciation - Women and ecology</p> |
|---|

PRESCRIBED READINGS:

1. Agarwal, Bina (2010) Gender and Green Governance: The Political Economy of Women's Presence Within and Beyond Community Forestry. New Delhi: OUP. Ch 2, 5, 10, 11
2. Agarwal, Bina (1996) A Field of One's Own: Gender and Land Rights in South Asia. New Delhi: Cambridge University Press.
3. Agarwal, Bina (2003) Gender and Land Rights Revisited: Exploring New Prospects via the State, Family and Market. Journal of Agrarian Change, Vol. 3 Nos. 1 and 2, January and April 2003, pp. 184–224. Blackwell Publishing Ltd
4. Baumgartner, R & Hogger, R (eds). (2004) In Search of Sustainable Livelihood System, Managing Resources and Changes New Delhi: Sage.
5. Burra N, Ranadive J & Murthy R (eds) (2005) Micro-Credit Poverty and Empowerment, Linking the Triad. New Delhi: Sage.
6. Chanrda, Pradan K (2008) Rural Women, Issues and Options. New Delhi: Sonali publications.
7. Chowdary, P (ed) (2009) Gender Discrimination in Land Ownership. New Delhi: Sage.
8. Datta, S & Sharma, V (eds) (2010) State of India's Livelihood Report 2010, The 4P Report. New Delhi: Sage.
9. Harcourt, W (ed) (1994) Feminist Perspective on Sustainable Development. London: Zed books.
10. Kabeer, Naila (2005) No magic bullets: gender, microfinance and women's empowerment in South Asia. *Economic and Political Weekly*, XL (44-45). pp. 4709-4718.
11. Kalpagam, U & Arunachalam, Jaya (2008) Rural Women and Development in India : Issues and Challenges New Delhi: Rawat.
12. Kalpana, K. (2005) Shifting Trajectories in Microfinance Discourse in *Economic and Political Weekly*. Vol. 40, No. 51 (Dec. 17-23, 2005), pp. 5400-5401+5403-5409
13. Krishna, S (ed) (2004) Livelihood and Gender Equity in Community Resource Management New Delhi: Sage.
14. Rao, Nitya (2005) Women's Rights to Land and Assets. Vol - XL No. 44-45, October

SUGGESTED READINGS:

1. Karmakar, K. G (ed) Microfinance in India (2008) New Delhi: Sage.
2. Krishna, S (ed) (2007) Women's Livelihood Rights, Recasting Citizenship for Development. New Delhi: Sage.
3. Mangubhai, Jayashree P. (2014) Human Rights as Practice: Dalit Women Securing Livelihood Entitlements in South India. New Delhi: OUP Ch 1,2
4. Sen, Ilina (1994) A Space within the Struggle: Women's Participation in People's Struggles. New Delhi: Kali for Women
5. Sontheimer, S (ed) (1991) Women and the Environment: A Reader, Crisis and Development in the Third World. London: Earthscan publications
6. Srinivasan, N (2009) Microfinance in India: State of the Sector Report. New Delhi: Sage
7. Wal, S & Bhanerji, S (2007) Women and Globalization. New Delhi: Sarup and Sons

SEMESTER – IV

GENDER PLANNING AND DEVELOPMENT

3 Credits (DCE)

This course seeks to:

- Familiarize the students with myths about assumptions of households, and practical and strategic gender needs
- Introduce policy approaches to Women Development
- Provide Skills in Gender Planning

Unit 1: Introduction

- Generalised assumptions of households in the third world
 - Family as household
 - 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, reproductive and community engagement
- Gender needs and roles of the state
 - Gender needs – practical and strategic
 - State intervention through legislation, policy and planning for strategic gender needs

Unit II: Policy Approaches to Women Development

- Welfare
- Equity
- Antipoverty
- Efficiency
- Empowerment

Unit III: Planning Methodology

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

Unit IV: Gender Planning

- 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
- Translating planning into practice

Learning by doing:

- | |
|--|
| <ol style="list-style-type: none">1. Debates on unitary households2. Activity: Group discussion and presentation on welfare, equity, anti-poverty, efficiency & empowerment approaches – merits and limitations |
|--|

3. **Field visit** to document practical and strategic needs of women in neighbourhood villages
4. **Workshop on Gender Planning**

PRESCRIBED READINGS:

1. Desai, Vandana and Potter, Robert B. (eds) (2002) *The Companion to Development Studies*, London: Arnold. Contains several short articles on various aspects of gender and development by many of the leading protagonists.
2. Eade, D. (ed.) (1999) *Development with Women: Selected Essays from Development in Practice*. Great Britain: Oxfam.
3. Howard- borjas, P., Karl, M., & Spring, A. (1991). *Gender analysis workshop for professional staff*. FAO Midterm review of lessons learned. Working paper series No. 7, Rome: Food and Agricultural Organisation.
4. Jaquette, Jane S. and Gale Summerfield (eds) (2006) *Women and Gender Equity in Development Theory and Practice*, Durham and London: Duke University Press. A series of contributions focused on institutions, resources and empowerment.
5. Kabeer, N. (1994) *Reversed Realities*, London: Verso.
6. Kabeer, N. and Subrahmanian, R. (eds.) (1999), *Institutions, Relations and Outcomes, Framework and Case Studies for Gender Aware Planning*, London: Zed Books.
7. Marsden, D. (1990) *The Meaning of Social Capital*. In D. Marsden & P. Oakley, *Evaluating Social Development Projects, Development Guidelines*. No. 5. Oxford: Oxfam
8. Momsen, J.H. (2004), *Gender and Development*. London: Routledge
9. Momsen, Janet H. (2002) *Myth or Math: the Waxing and Waning of the Female-headed Household*. *Progress in Development Studies* 2 (2): 145–51.
10. Momsen, Janet H. (ed.) (2008) *Gender and Development. Critical Concepts in Development Studies*. London and New York: Routledge.
11. Moser, C.O.N. (1993), *Gender Planning and Development: Theory, Practice and Training*. London: Routledge.
12. Moser, Caroline O. N. (2014) *Gender planning and development: Revisiting, deconstructing and reflecting*. DPU60 Working Paper Series: Reflections NO. 165/60
13. Sweetman, C. (ed.) (1997) *Gender in Development Organisations, Gender and Development*. Great Britain: Oxfam.
14. ____ (1991) *Critical Issues in Translating Gender Concerns into Planning Competences in the 1990's*. Paper presented at joint ACSP and AESOP, International Congress, Planning Trans-Atlantic: Global Change and Local Problems, Oxford. UK (8 -12 July)

Websites:

- www.undp.org/hdr UNDP Human Development Report (various years).
- www.un.org/depts/unsd Women's Indicators and Statistics Database (Wistat) produced by the United Nations Statistical Division.

PROJECT MANAGEMENT AND IMPLEMENTATION

3 Credits (DCE)

The objectives of the course are:

- To provide the requisite skills for developing project proposals
- To equip the students with skills in monitoring and evaluation
- To enable the students to write evaluation reports

Unit 1: Project Development

- Identifying the Issues: Fact Finding and Analysis in the Community
- Identifying the Funding Agencies and Thrust Areas
- Understanding Agency Specific Proposal Formats and Writing Project Proposal

Unit 2: Implementation and Monitoring of the Project

- Project Implementation Plan and Building rapport with the community
- Implementing project in phases as indicated in the proposal
- Monitoring the Implementation process and its effects periodically
- Taking Corrective Measures for Effective Implementation

Unit 3: Evaluation of the Project

- Evaluation designs: formative and summative
- Internal and External agency based evaluation
- University-based evaluation
- Feed-back from stakeholders, staff and beneficiaries
- Understanding pros and cons at each stage and taking corrective measures

Unit 4: Support System after the Completion of the Project

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

Unit 5: Impact Assessment

- Assessing the impact in phases
- Comparing objectives of the project with the actual impact

Learning by doing:

1. **Workshops:**
 8. Developing a project proposal for women development
 9. Plan of Action and Monitoring
 10. Preparation of check lists
 11. Evaluation of the process and impact assessment, formats and reports
2. **Field work:** Evaluation of development project

PRESCRIBED READINGS:

1. Becker, H.A. & Vanclay, F. (Eds.) (2003) *The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances*. UK: Edgar Elgar Publishing Limited
2. Desai, V., and Potter, R.B. (2006) *Doing Development Research*. London: Sage Publications.
3. Devereux, S. and Hoddinott, J. (eds) (1992) *Fieldwork in Developing Countries*. Hemel
4. Fitz-Gibbon, Carol Taylor & Morris, Lynn Lyons (1987) *How to Design a Programme Evaluation*. London: Sage.
5. Hempstead: Harvester Wheatsheaf.
6. Herman, Joan L., Morris, Lynn Lyons & Fitz-Gibbon, Carol Taylor (1987) *Evaluator's Handbook*. London: Sage.
7. Kapp, S.A. and Anderson, G. R. (2010) *Agency-based Program Evaluation: Lessons from Practice*. London: Sage Publications.
8. Koshy, E., Koshy, V. and Waterman, H. (2011) *Action Research in Health Care*. London: Sage Publications.
9. Scheyvens, R. And Storey, D. (eds) (2003) *Development Fieldwork: A Practical Guide*. London: Sage Publications.

GENDER TRAINING

3 Credits (DCE)

Objective: This course is designed with the objective of building the capacity of students for gender training in various areas for different stakeholders

Unit 1 : Introduction

- Training, education and teaching
- Key facets and levels of training
- Steps in training design
- Training Methods and Techniques

Unit II: Gender Training for different Stakeholders

- Gender Sensitization training
 - Community Representatives
 - Media professionals
 - Students
 - Teachers
 - Peace Keepers
 - State agencies – Police & Prison Officers, Disaster Response Force
- Gender Training for
 - PRI functionaries
 - Youth Functionaries
 - NGOs
 - Educational institutions

Unit III: Gender Training in different sectors

- Legal Literacy Training for young women
- Sustainable Livelihoods for community
- Social Entrepreneurship
- Reproductive Health for adolescent girls, women
- Gender Analysis and Planning
- Gender Mainstreaming

Learning by doing:

1. **Workshop:** Designing a training programme,
2. **Activity :**
 - Developing training module for gender training programmes on varied themes for various stakeholders
3. **Hands on experience:**
 - Organising gender training programmes for different stakeholders

PRESCRIBED READINGS:

1. Agochiya, D. (2009) Every Trainer's Handbook. New Delhi: Sage
2. Blanchard, P. N & Thacker, J. W (2008) 3rd edition, Effective Training: Systems, Strategies and Practices. New Delhi: PHI learning pvt. Ltd.
3. Murthy, Ranjani K. & Kappen, Mercy (2006) Gender, Poverty and Rights: A Trainer's Manual. Bangalore: Visthar.

4. Williams, S. et al. (2007) The Oxfam Gender Training Manual. UK: Oxfam publications.
5. World Vision. (2008). Gender Training Toolkit. USA: World Vision. Module 1, 5
6. ____ (2009) Gender Awareness and Sensitivity Applications: Training Resource Pack. Ahmedabad: UNNATI, Organization for Development Education.
7. ____ (1996) Gender and Development. CEDPA Training Manual Series, Vol III. CEDPA: Washington D.C, USA.

SUGGESTED READINGS:

1. ____ (2007) Gender Sensitivity: A Training Manual. Ministry of Women's Affairs, Training & Advocacy Dept. & UNDP.
2. ____ (2011) Gender Equity Movement in Schools: Training Manual for Facilitators ICRW. New Delhi: ICRW.
3. ____ (2007) Gender Awareness and Development Manual Resource Material for Gender Trainers. Kabul: UNDP.
4. Havet, Ines et al (eds) (2007) Gender Mainstreaming Training Manual: a Key Driver of Development in Environment & Energy. UNDP.
5. Yael, Ohana & Titley, Gavan (2007) Gender Matters: A Manual on Addressing Gender-Based Violence Affecting Young People. Hungary: Directorate of Youth and Sport, Council of Europe.

Videos:

- The Impossible Dream. United Nations. 1983.
- Malnutrition and Gender Equality in India, UNICEF. 2007.

GENDER, POLITY AND GOVERNANCE

2 Credits (OE)

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 I: Political Participation of Women

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

Unit II: Women in Local Governance

- Women Leaders in Panchayati Raj Institutions (PRIs)
- Women's Participation in Local Self Governance
- Factors Affecting Women's Participation in Local Governance

Unit III: Women and Governance

- Gender Issues in Governance
- Role of women for good governance

Unit IV: Gender and Political Empowerment

- Challenges of Political Empowerment of Women
- Significance of 73rd and 74th Amendment for women empowerment
- Debates on Reservation Bill for Women

Learning by doing:

- | |
|---|
| <ol style="list-style-type: none">1. Class room activity: Analysis of gender gap in Indian polity2. Case study Analysis: women leaders in South Asia |
|---|

PRESCRIBED READINGS:

1. Ambedkar, S. N. and Nagendra, Shilaja (2005) Women Empowerment and Panchayati Raj. Jaipur: ABD Publishers.
2. Brush, Lisa D. (2007) Gender and Governance. New Delhi: Rawat Publications.
3. Dahlerup, D. (1988) 'From a Small to a Large Minority: Women in Scandinavian Politics', Scandinavian Political Studies, 11 (4), 275–98.
4. Dahlerup, D. (1999) 'Using Quotas to Increase Women's Political Representation', in IDEA: Women in Politics beyond Numbers. IDEA: Stockholm (<http://www.int-idea.se/women/>)
5. Feminist Perspectives on Public Law. London: Cavendish.
6. Jha, Ashok Kumar (2004) Women in Panchayat Raj Institutions. New Delhi: Anmol Publications Pvt. Ltd.
7. Jha, Deepika (2010) Women in World Politics. New Delhi: Pearl Books.

8. Kannabiran, Kalpana (2010) Feminist deliberative politics in India". In Women's Movement In The Global Era: The Power of Local Feminisms /ed. by Amrita Basu.- Boulder: Westview Press,. p.119-156
9. Nandal, Roshini (1996) Women Development and Panchayati Raj. Rohtak: Spellbound Publications Pvt. Ltd.
10. Norton, P. (1993) Does Parliament Matter? London: Harvester Wheatsheaf.
11. Phillips, A. (1995) The Politics of Presence. Oxford: Clarendon.
12. Phillips, A. (ed.) (1998) Feminism and Politics. Oxford: Oxford University Press.
13. Pitkin, H. (1967) The Concept of Representation. Berkeley CA: University of California Press
14. Saxena, Alka (2011) Role of Women in Reservation Politics. New Delhi: Altar Publishing House.
15. Saxena, Alka (2011) Situational Analysis of Women in Politics. New Delhi: Altar Publishing House.
16. Saxena, Alka (2011) Women and Political Leadership. New Delhi: Altar Publishing House.
17. Thomson, M. (1999) 'Blair's Babes: Gender Governance and Power', in S. Millns and N. Whitty (eds)
18. Tremblay, M. (1998) 'Do Female MPs Substantively Represent Women?', Canadian Journal of Political Science, 31 (3), 435-65
19. Sinha, Niroj (2000) Women in Indian Politics: Empowerment of Women Through Political Participation, Gyan Publishing House

SUGESTED READINGS:

1. Banerjee, Nirmala (Oct 2004) What Does the State Do for Indian Women?., *Review of Women's Studies*. 39(44).
2. Das, Dakshita. (Dec 2013) Gender Issues for the Fourteenth Finance Commission., *Economic and Political Weekly*, 48(51).
3. Jain, Devika (et.al) (April 2012) State Policy and the Twelfth Plan through a Gender Lens., *Review of Women's Studies*, 47(17).
4. Jain, Devaki (Feb 2007) To Be or Not to Be., *Governance and Development in Karnataka*., Special Issue from EPW.
5. Joseph, Vanishree. (2011) *Capability of Elected Women Representatives on Gender Issues in Grassroots Governance*, Concept Publishing Company, New Delhi.
6. Kannabiran, Kalpana (May 1997) Gender in Mainstream Politics-Case of Telugu Desam Party., *Economic and Political Weekly*. 32(22).
7. Kodoth, Praveena (Sep 2011) Gender Equality in Local Governance in Kerala., *Economic and Political Weekly*, 46(38).
8. Panda, Smita Mishra (ed.) (2008) *Engendering Governance Institutions: State, Market and Civil Society*. London: Sage Publications.
9. Rewal, Stephanie Tawa Lama. (April 2001) Fluctuating, Ambivalent Legitimacy of Gender as Political Category., *Review of Women's Studies*. 36(17).
10. Singh, Narpal (2008) *Changing Status of Women*. Delhi: Vista International Publishing House.
11. Singh, Preeti (2010) *Women and Politics Worldwide*. New Delhi: Axis Publications.

JOURNAL ARTICLES

1. Brody, Alyson (2009) Gender and Governance Overview Report.
2. Jensen, Laura S. (2008) Government, the State and Governance, *Polity*, 40 (3):379-385.
3. John, Peter (2009) Can Citizen Governance Redress the Representative Bias of Political Participation, *Public Administration Review*, 69(3): 494-503.
4. Oakes, Ann and Almquist, Elizabeth (1993) Women in National Legislatures: A Cross-National Test of Macrostructural Gender Theories, *Population Research and Policy Review*, 12(1):71-81.
5. Poggione, Sarah (2004) Exploring Gender Differences in State Legislator's Policy Preferences, *Political Research Quarterly*, 57(2):305-314.
6. Sanbonmatsu, Kira (2003) Gender-Related Political Knowledge and the Descriptive Representation of Women, *Political Behaviour*, 25(4): 367-388.
7. The Gender Advocacy Programme (2000) Gender Politics at Local Level, *Local Government: Bringing Democracy Home*: Taylor and Francis online 45: 13-17.