

Date - 04-09-24

Coordinator

Centre for Women's Studies and Research

University of Kashmir

Srinagar,

Subject: Syllabus Update for BA Gender Studies Program

Dear Madam,

As per your directions through office, I visited the Academic Section to discuss matters related to the syllabus for the BA Gender Studies program. It has come to our attention that we need to add more papers to the 7th and 8th semesters in line with the prescribed structure.

During the discussion, I requested the relevant file, but unfortunately, our office could not locate it. They were unable to find the minutes of the Board of Studies meeting, the forwarded syllabus, or the final approved version. However, the Academic Section does have a copy of the syllabus.

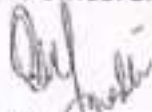
It is also worth noting that my signature is missing on the forwarded copy. The Academic Section has granted us 10 days to submit the final version of the syllabus. Therefore, I seek your guidance and direction on the next steps.

If you find it appropriate, kindly authorize me to frame the final version of the syllabus (subject to your approval as Chairperson of the Board and input from other members). Additionally, I suggest that two contractual faculty members be requested to assist in this process.

Your prompt response and direction on this matter would be greatly appreciated.


Thank you

Yours Sincerely


Dr. Shazia

Asst. Professor/Academic Counsellor

CWSR


o/c. Dr. Shazia
09/09/24

Dear Dr. Shazia,
You are permitted for
the same, and we need
to complete the assignment
today itself. Dr. Rubina
will be assisting you
in this process.
09/09/24

Syllabus for B.A Gender Studies
(As per NEP-2020)



Centre for Women's Studies and Research University of Kashmir
Srinagar, 190006

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CURRICULAR FRAMEWORK FOR BACHELORS WITH GENDER STUDIES AS MAJOR

| SEMESTER | COURSE CODE | COURSE TYPE | COURSE TITLE | CREDITS | |
|---------------|-------------|-------------|---|---------|----------|
| | | | | THEORY | TUTORIAL |
| I | GDS1221 | CT1 | GENDER STUDIES: UNDERSTANDING GENDER | 4 | 2 |
| II | GDS2221 | CT1 | GENDER STUDIES: EMERGING DEBATE IN GENDER | 4 | 2 |
| III | GDS3221 | CT1 | GENDER STUDIES: EMERGENCE OF WOMEN AND GENDER STUDIES | 4 | 2 |
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| V | GDS5221 | CT1 | GENDER STUDIES: GENDER AND ENVIRONMENT | 3 | 1 |
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| | GDS5223 | CT3 | GENDER STUDIES: GENDER AND LAW IN INDIA | 4 | 2 |
| VI | GDS6221 | CT1 | GENDER STUDIES: GENDER AND AGRICULTURE | 3 | 1 |
| | GDS6222 | CT2 | GENDER STUDIES: FEMINIST THOUGHTS | 4 | 2 |
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| HONOURS MODE | | | | | |
| VII | GDS7221 | CT1 | GENDER STUDIES: WOMEN ENTREPRENEURSHIP | 3 | 1 |
| | GDS7222 | CT2 | GENDER STUDIES: GENDER AND VIOLENCE | 4 | 2 |
| | GDS7223 | CT3 | GENDER STUDIES: GENDER AND EDUCATION | 4 | 2 |
| VIII | GDS8221 | CT1 | GENDER STUDIES: GENDER SCIENCE AND TECHNOLOGY | 3 | 1 |
| | GDS8222 | CT2 | GENDER STUDIES: WOMEN IN CONTEMPORARY INDIAN SOCIETY | 4 | 2 |
| | GDS8223 | CT3 | GENDER STUDIES: GENDER AND DEVELOPMENT | 4 | 2 |
| RESEARCH MODE | | | | | |
| VII | GDS7221 | CT1 | GENDER STUDIES: WOMEN ENTREPRENEURSHIP | 3 | 1 |
| | GDS7222 | CT2 | GENDER STUDIES: RESEARCH METHODOLOGY | 4 | 2 |
| | GDS7223 | CT3 | GENDER STUDIES: GENDER AND EDUCATION | 4 | 2 |
| VIII | GDS8221 | CT1 | GENDER STUDIES: GENDER SCIENCE AND TECHNOLOGY | 3 | 1 |
| | GDS822R | CT3 | GENDER STUDIES: PROJECT WORK | 12 | |

CURRICULAR FRAMEWORK FOR BACHELORS WITH GENDER STUDIES AS MINOR

| SEMESTER | COURSE CODE | COURSE TYPE | COURSE TITLE | CREDITS | |
|----------|-------------|-------------|---|---------|----------|
| | | | | THEORY | TUTORIAL |
| I | GDS122N | CT1 | GENDER STUDIES: UNDERSTANDING GENDER | 4 | 2 |
| II | GDS222N | CT1 | GENDER STUDIES: EMERGING DEBATE IN GENDER | 4 | 2 |
| III | GDS322N | CT1 | GENDER STUDIES: EMERGENCE OF WOMEN AND GENDER STUDIES | 4 | 2 |
| IV | GDS422N | CT1 | GENDER STUDIES: WOMEN'S MOVEMENTS IN INDIA | 3 | 1 |
| V | GDS522N | CT1 | GENDER STUDIES: GENDER AND ENVIRONMENT | 3 | 1 |
| VI | GDS622N | CT1 | GENDER STUDIES: GENDER AND AGRICULTURE | 3 | 1 |
| VII | GDS722N | CT1 | GENDER STUDIES: WOMEN ENTREPRENEURSHIP | 3 | 1 |
| VIII | GDS822N | CT1 | GENDER STUDIES: GENDER SCIENCE AND TECHNOLOGY | 3 | 1 |

HoD/CONVENOR, BOUGS

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COURSE TITLES WITH CREDIT WEIGHTAGE FOR ALL THE SEMESTERS
FOR GENDER STUDIES AS A MAJOR

| Semesters | Course Code | Course Type | Course Title | Theory Tutorial | Credits |
|-----------|-------------|-------------|---|-----------------|---------|
| I | GDS122J | CT1 | Understanding Gender (Major) | 4 | 2 |
| II | GDS222J | CT1 | Emerging debate in Gender (Major) | 4 | 2 |
| III | GDS322J | CT1 | Emergence of Women and Gender Studies (Major) | 4 | 2 |
| IV | GDS422N | CT1 | Women's Movements in India (Minor) | 3 | 1 |
| | GDS422J | CT2 | Gender, Culture and Media (Major) | 4 | 2 |
| | GDS422J1 | CT3 | Women and Work (Major) | 4 | 2 |
| V | GDS522N | CT1 | Gender and Environment (Minor) | 3 | 1 |
| | GDS522J | CT2 | Gender and Health (Major) | 4 | 2 |
| | GDS522J1 | CT3 | Gender and Law in India (Major) | 4 | 2 |
| VI | GDS622N | CT1 | Gender and Agriculture (Minor) | 3 | 1 |
| | GDS622J | CT2 | Feminist Thoughts (Major) | 4 | 2 |
| | GDS622J1 | CT3 | Gender and Politics (Major) | 4 | 2 |
| VII | GDS722N | CT1 | Women Entrepreneurship (Minor) | 3 | 1 |
| | GDS722J | CT2 | Gender and Violence (Major) | 4 | 2 |
| | GDS722J1 | CT3 | Gender and Education (Major) | 4 | 2 |
| VIII | GDS822N | CT1 | Gender Science and Technology | 3 | 1 |
| | GDS822J | CT2 | Research Methodology (Major) | 4 | 2 |
| | GDS822J1 | CT3 | Project Work (Major) | 4 | 2 |

SEMESTER 1st

COURSE TYPE: MAJOR
COURSE TITLE: UNDERSTANDING GENDER

COURSE CODE: GDS122J
CREDITS: 4

TUTORIAL: 2

LEARNING OUTCOMES:

1. *Understanding the socio-cultural basis of gender-based inequalities and establishment of gender as an analytical category.*
2. *To familiarize students with the concept of sex and gender as used in feminist works and creating awareness on the way by which gender is constructed.*
3. *Critique ideology assumptions and different feminist thoughts to develop gender sensitive and gender just personalities among students.*
4. *After completion of syllabus students have basic understanding of concepts in Women and Gender studies.*

Unit-1: Basic Concepts related to Gender Studies

- Difference between Sex and gender
- Need of Gender Sensitization and feminism.
- Social and cultural construction of Gender.

Unit-2: Understanding Patriarchy

- Patriarchy: Meaning and origin
- Social institution perpetuating patriarchy.
- Patrilineal and Patrilocal system, Matrilineal and Matrilocal system with special reference to India.

Unit-3: Status of Women in India

- Female Foeticide, Female Infanticide.
- Sex Ratio
- Child Sexual Abuse

Unit- 4: Issues related to third gender

- Issues of the rights of sexual minorities
- LGBT Movement
- Article 377

TUTORIAL

Tutorial-1

- Watching Motivational films/videos
- Discussion and report writing

Tutorial-II

- Group presentation on Gender issues

Suggested Readings:

- Bhasin, K. (2000). *Understanding Gender*. Kali for Women, New Delhi.
- Bhasin, K. (2004). *Exploring Masculinity*. Kali for Women, New Delhi.
- Bhasin, K. (2006). *What is Patriarchy?* Kali for women, New Delhi.
- Chakravarti. Uma, (2006). *Gendering Caste. Stree, Through Feminist Lens*. Bhatkal & Sen. New Delhi.
- John. M.E. (ed). (2008). *Women's Studies in India – A Reader*, Penguin Books, New Delhi.
- Desai.N and Krishnaraj.M (1986). *Women's Studies in India – Some Perspectives*, Popular Prakashan Private Ltd,Mumbai. Ajantha Publications, New Delhi.
- Jasbir. J. (2011). *Women in Patriarchy*. New Delhi
- Chakravarti. U,2006. *Gendering Caste*. Stree, Kolkata.
- Lorbe, J. (1991). *The Social construction of Gender*, Sage, London.
- Ray.R.(2012). *Handbook of Gender*, Oxford University Press, New Delhi.
- Geetha. V. (2002). *Gender*, Stree. Kolkata.
- Walby, Sylvia. (1986). *Patriarchy at work*, University of Minnesota Press Minneapolis.

COURSE TYPE: MAJOR
COURSE TITLE: EMERGING DEBATE IN GENDER

COURSE CODE: GDS222J
CREDITS: 4

TUTORIAL: 2

LEARNING OUTCOMES:

1. *Students should be able to develop feminist reflexivity in identifying and addressing gender issues.*
2. *They should be aware the gender is not synonymous with women only and that women are not homogeneous category.*
3. *They should be actively engaging themselves in making individuals and institutions gender-sensitive.*
4. *This paper will enable students to understand different aspects of women's health and relation between women and environment.*

UNIT-1: IDENTIFYING GENDER ISSUES

- Concept of Engendering, strategic and Practical Gender Needs.
- Use of Gender Insensitive Language
- Sexist Content in school Textbooks and Media.

UNIT-2: GENDER AND WORK

- Gender Division of Labour.
- Women in Formal and Informal Sectors of Employments.
- Invisibility of Women's Work, Wage Discrimination,
- Sexual Harassment at workplace.

UNIT-3: GENDER AND HEALTH

- Health Indicators and gender gap.
- Women's Reproductive Health & Menstruation Disorders
- Sexually Transmitted Infections

UNIT-4: GENDER AND ENVIRONMENT

- Eco-feminism
- Sustainable Development Goals
- Women and Migration
- Women and disaster Management

TUTORIAL: I

- Identifying women and third genders in informal sector.
- Challenges faced by women in informal sector.

TUTORIAL: -II

- Seminars on gender and health

◆ SUGGESTED READINGS:

- Ahuja. Ram (1987). Crime Against Women. Rawat Publications Rajasthan.
- Chakravarti. U, 2006. Gendering Caste. Stree, Kolkata
- Desai. N and Krishnaraj. M (1987) Women and Society in India. New Delhi: Ajantha Publication.
- Sharmila, R. (2003). Sociology of Gender: The challenge of feminist sociological knowledge. Sage publication, New Delhi.
- Singh, I.P. (1991). Indian Women: The Power Trapped, Galaxy Publication, New Delhi.
- Lorbe, J. (1991). The Social construction of Gender, Sage, London.
- Ray. R. (2012). Handbook of Gender, Oxford University Press, New Delhi.
- Mary E. John (2008). Women's Studies in India – A Reader, Penguin Books, New Delhi.
- Goonesekere, Savitri (ed). (2004). "Violence, Law and Women's Rights in South Asia". Sage, New Delhi.
- Towards Equality, Report of the Committee on the Status of Women, (1975). (Ministry of Education and Social Welfare, Govt. of India, December,).
- Jasbir. J. (2011). Women in Patriarchy. New Delhi
- Mitra. A. (1979). Implications of the Declining Sex Ratio in India's Population. Bombay, Allied Publishers.
- Roy. S. (2010) Women in contemporary India-Realities and Perspectives. Akansha Publishing House, New Delhi.
- Desai. N and Krishnaraj. M (1986). Women's Studies in India – Some Perspectives, Popular Prakashan Private Ltd, Mumbai. Ajantha Publications, New Delhi.

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SEMESTER 3rd

COURSE TYPE: MAJOR

COURSE CODE: GDS322J

COURSE TITLE: EMERGENCE OF WOMEN AND GENDER STUDIES

CREDITS: 4

TUTORIAL: 2

LEARNING OUTCOMES:

1. *This paper aims to explain necessary historical context facilitated the emergence and growth of women's studies as an academic representative of Women's movements in India and west.*
2. *To make students aware of the women's exclusion from knowledge and need of women's studies as an academic discipline.*
3. *To trace the evolution of gender studies from Women's studies.*

Unit 1: Emergence of Women studies/ Gender Studies in West

- To understand about the need and importance of Women's studies in Higher Education.
- Evolution of Women /Gender studies as an academic discipline in the West.
- Emergence of Women Studies as an academic discipline and role of second wave of feminism.
- Women's Studies Programmes in Colleges and Universities of USA.

Unit II: Emergence of Women studies in India

- Evolution of Women/Gender Studies as an academic discipline in India.
- Establishment of Women's Studies Centre under UGC Guidelines.
- Growth and Changing perspectives of Women's Studies and Research

Unit III: Women Studies in Indian Universities

- Focus areas of Women Study Centers.
- Contribution of Women Studies Centers from last 4 decades.
- Paradigm Shift from Women Studies to Gender Studies.

Unit IV: Relevance of Women & Gender

- Pedagogies in Women's Studies & gender studies.
- Interdisciplinary and multi disciplinary nature of Women's & Gender Studies.
- Challenges faced by Women's Studies Centers in India.

Tutorial I

- Essay Writings in Women's Studies from gender perspective

Tutorial II

- Workshops on Gender sensitization.

Reading List:

- Radha Kumar (1993) The History of Doing, Zubaan
- Sharma, Kumud, Shared Aspirations, Fragmented Realities: Contemporary Women's Movement in India: Its Dialectics and Dilemmas, Occasional Paper No. 12, CWDS, New Delhi, 1989.
- Devaki Jain and Pam Rajput (Ed) Narratives from the Women's Studies Family – Recreating Knowledge, Sage, New Delhi 2003.
- Bonnie G. Smith, 2013 Women's Studies: the Basics, Routledge.
- Dr. L. TharaBhai, 2000, Women's Studies in India, Efficient offset printers
- Maithreyi Krishna Raj, 1986, Women Studies in India–Some Perspectives, Popular Prakasham, Bombay

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

- https://en.wikipedia.org/wiki/Women%27s_studies
- <https://en.wikipedia.org/wiki/Socialization>
- <http://brewminate.com/social-institutions-family-religion-and-education/>
- <https://www.classcentral.com/course/swayam-feminist-writings-12981>
- https://onlinecourses.nptel.ac.in/noc20_hs42/preview
- <https://www.openlearning.com/courses/introductiontowomensandgenderstudiesinthecontextofasean/>

SEMESTER 4 (1)

COURSE TYPE: MINOR

COURSE CODE: GDS422N

COURSE TITLE: WOMEN'S MOVEMENTS IN INDIA

CREDITS: 3

TUTORIAL: 1

LEARNING OUTCOMES:

1. To provide historical perspective of Feminist moments in India.
2. To Enable this students to understand moments in pre independent and post independent India.
3. To make them understand the role played by women in the grass root moments.
4. To understand the role of various organization during post independence period.

Unit I: Female Social Reformers and Thinkers in India

- Pandita Ramabhai, Savitribai Phule,
- Fatima Sheikh,
- Rokeya Sakhawat Hossain

Unit II: Women's Movement in India

- Women's movements in Pre Independent India.
- Women in Indian National Movements
- Women's Organizations in the pre Independence period with special focus on AIWC, WIA)

Unit III: Women's Movements in Post-Independent India

- Tebhaga Movement.(Role of Bimala Maji)
- Shahada movement
- Anti Rape Movement.(Violence & abuse)

Unit IV: Women's Organizations in Post Independence Period

- Progressive Organizations for Women (POW),
- Self Employed Women's Association (SEWA),
- All India Democratic Women Association (AIDWA).

Tutorial I

- Awareness campaign on social issues in nearby locality.
- Educators in Jammu and Kashmir.

Tutorial II

- Writing Assignments on the Contribution of two distinguished Females.

Reading list:

- Basu, Aparna. (1990). "The Role of Women in the Indian Struggle for Freedom".
- In .R.Nanda (Ed). "Indian Women: From Purdah to Modernity". Nehru Memorial Museum and Library and Vikas/ Radiant Pub, New Delhi.
- Gandhi, Nandita&Nandita Shah. (1992). "The Issues at Stake:Theory and Practice in the Contemporary Women"s Movement in India". Kali, New Delhi.
- Goonesekere, Savitri (ed). (2004). "Violence, Law and Women"s Rights in South Asia". Sage, New Delhi.
- Khullar Mala, (ed.). (2005). "Writings in Women"s Studies: A Reader". Zubaan Publications, New Delhi.
- Kuumba, M. Bahati. (2003). "Gender and Social Movements". Rawat Publications, New Delhi.
- Mazumdar, Vina. (1989). "Peasant Women Organise for Empowerment: The Bankura Experiment". (Occasional Papers),CWDS, New Delhi.

COURSE TYPE: MAJOR

COURSE TITLE: GENDER, CULTURE AND MEDIA

COURSE CODE: GDS422J

CREDITS: 4

TUTORIAL: 2

LEARNING OUTCOMES:

1. *To explore the relationship between women and media and to examine Women's representations in media.*
2. *To look at how media influences women's lifestyle choices and the extent to which they as consumers and citizens are being informed.*
3. *To help young Students to understand how culture and media constructs and shapes gender identity and choices through various ways.*
4. *To enable the students to create alternative media with the gender perspective.*
5. *To evaluate the different folk and indigenous practices and cultural heritage.*

Unit I: Cultural Construction of Gender through Media

- Representation of Women in Print media
- Representation of Gender in Electronic Media (Radio and TV)
- Women and Careers in Media & analysis

Unit II: Women and Media

- Underrepresentation, Stereotypes, Gender Roles
- Media and Commercialization
- Patriarchy in Indian Cinema

Unit III: Culture and Gender Equality

- Promoting Gender Equality through culture.
- Culture and Gender Role Differences.
- Cultural practices and their Impact on Women.

Unit IV: Gender Representation in Kashmiri Folk

- Portraying of Women in Kashmir Folktales (*Padshah Kath, Dastan Goi*)
- Portraying of Women in Kashmir Folk Songs (*Warwun and Baeths*)
- Representation of Women in Festivities and Festivals of Kashmir.

Tutorial I

- Prepare a Collection of Kashmiri Wedding Songs

Tutorial II

- Recitation in Classroom

Reading List:

- Forbes, Geraldine, "Indian Women and the Freedom Movement: A Historian's Perspective", SNDT Women's University Series (p.29-48)
- Chatterjee, Partha, (2014) "Empire and Nation", Permanent Black
- Fruzzetti, Lina and Sipra Tenhunen ed. (2006) "Culture, Power and Agency: Gender in Indian Ethnography", Stree
- Gupta, Charu, (2006) "The Icon of Mother in late Colonial India" in ed. Crispin Bates, "Beyond Representation: Colonial and Post Colonial Constructions of Indian Identity"
- Dasgupta, Sanjukta, Sudeshma Chkravarty and Marry Mathew, (2013) "Radical Rabindranath: Nation, Family and Gender in Tagore's Fiction and Films"
- Radhakrishnan, Smitha, (2012) "Appropriately Indian: Gender and Culture in a New Transnational Class", Orient Black Swan
- Sangari, Kumkum and Sudesh Vaid ed. "Women & Culture", SNDT Women's University Series
- Talwar, Veena Oldenberg, (1997) "Lifestyle as a Resistance", OUP
- Khandelwal, Meena, Sondra L. Hausner and Ann Grodzins Gold ed. (2007) "Nuns, Yoginis: Saints and Singers", Zubaan
- Sangari, Kumkum, and Sudesh Vaid, (1999) "Recasting Women: Essays in Colonial History", Zubaan.
- Papanek, Hanna and Gail Minault ed. (1982) "Separate World: Studies of Purdah in South Asia", Chanakya Publication, New Delhi.
- Chakravarty, Uma, (1998) "Rewriting History", Zubaan
- Menon, Ritu, (2004) "Do Women Have a Country? Gender and Nation", Zubaan Publications.
- Patel, Tulsi, (2010) "Introduction and 'Risky Lives' in Unwanted Daughters"
- Kosambi, Meera. (2007) "Crossing Thresholds: Feminist Essays in Social History". New Delhi: Permanent Black.
- Charlotte Krollokke, Anne Scott Sorensen (2006) "Gender Communication; Theories and Analysis" New Delhi: Sage Publication.(RGNIYD-5612).
- J.V. Vilainilam, (2004) "Communication and Mass Communication in India", B.R. New Delhi: Publishing Corporation.(RGNIYD-2977).
- Pradeep Mandav, (2005) "Visual Media Communication" New Delhi: Authors Press. (RGNIYD -2621).
- Jitendra Kumar Sharma, (2005) "Print Media and Electronic Media: Implications for the Future", New Delhi: Authors Press (RGNIYD -2584).
- Kiran Prasad (ed.) (2005) "Women and Media: Challenging Feminist Discourse", New Delhi, The Women Press.(RGNIYD-6091)

COURSE TYPE: MAJOR
COURSE TITLE: WOMEN AND WORK

COURSE CODE: GDS422J1

CREDITS: 4

TUTORIAL: 2

Learning Outcomes:

1. *Students should know the concept of 'work, they should be able to differentiate between paid and unpaid work.*
2. *Students should be aware the challenges faced women in informal sector.*
3. *Students should know contribution women towards economy of the India.*

Unit I: Conceptualizing Work

- Concept of Work: Types of Work (Paid and Unpaid Work).
- Understanding Domestic and Care Work.
- Participation of Women in Paid and Unpaid Work.

Unit II: Women's Work

- Women in the Organised/Private Sphere.
- Women in Work Force (with special reference to J & K)
- Gender Gap in Wages.

Unit III: Gender and Labour Market

- Gendered Segmentation of Labour Force.
- Constraints of Women's Access to Labour Market.
- Sexual Harassment at Workplaces.

Unit IV: Women Labour and Economy

- Women and Globalization.
- Employment Generation Schemes for Women.
- Women Workers and Feminization of Poverty.

Tutorial I:

- Local small Scale Industrial Visits followed by Report Writing.

Tutorial II:

- Research Article Review on Women's Labour from Gender Perspective

Reading List:

- Banerjee, Nirmala, (1985). *Women Workers in the Unorganised Sector*, Sangam Books, Hyderabad.
- Mazumdar, Vina, ,(1983). *Women, Work and Employment: Struggle for a Policy*, ICSSR, New Delhi.
- Powell, Gary N., (ed.) ,(1996). *Handbook of Gender and Work*, Sage Publications, New Delhi.
- *Report on Gender and Poverty in India*, ,(1995). World Bank, Washington D.C., 1995.
- Sarkar, Sidhartha, ,(2007). *Gender, Work and Poverty*, Serials Pub., New Delhi.
- Soni, Balbir, ,(2007). *Empowerment of Women Workers: The Unorganized Sector*, Dominant Pub., New Delhi.

COURSE TYPE: MINOR
COURSE TITLE: GENDER AND ENVIRONMENT

COURSE CODE: GDS222J

CREDITS: 3

TUTORIAL: 1

Learning Outcomes:

1. *Student should delineate the characteristics and the issues of environment*
2. *Understand and analyze how environment impacts women*
3. *Develop an understanding regarding the integration of gender concerns and perspectives in policies and programmes for sustainability of environment at international, national, regional levels.*

Unit 1: Gender and Environment

- *Management of Natural Resources*
- *Concept and Relationship Between Gender and Environment*
- *Gendered Access to Natural Resources: Fodder, Fuel Wood, Water*

Unit II: Gender and Emerging Environmental Issues

- *Role of Women in Seed Preservation*
- *Biodiversity Conservation*
- *India's Environmental Policies: Impact on Women*

Unit III Women and Sustainable Development

- *Food Security*
- *Social Forestry Impact of Indoor and Outdoor Pollution.*
- *Women and Climate Change*

Tutorial-1

- *Environmental awareness campaign*

Handwritten signatures and initials in black ink, including a large stylized signature and several smaller ones.

Reading List:

- M.S.Swaminathan. (1998). "Gender Dimensions in Biodiversity Management". Konarkpublisherspvt ltd, New Delhi.
- P.K.Rao. (2000) "Sustainable Development – Economics and Policy". Blackwell, New Delhi.
- Promillakapur (ed). (2000). "Empowering Indian Women". Publication Division, Government of India, New Delhi.
- RadhaKumar.(1993). "The History of Doing". Kali for Women, New Delhi.
- Ronnie Vernooy, (Ed). (2006). "Social and gender Analysis Natural Resource Management: Learning studies and lessons from Aisa". Sage, New Delhi.
- Swarup, Hemlata and Rajput, Pam. (2000). Gender Dimensions of Environmental and Development Debate: The Indian Experience". In Sturat S.Nagel, (ed). "India"s Development and Public Policy". Ashgate, Burlington.
- Vandana Shiva. "Gender and Technology Journal " Sage.
- Vandana Shiva. (1988). "Staying Alive". Kali for Women, New Delhi.
- Vandana Shiva. (2005). Globalization"s New Wars: Seed. Water and LifeForms". Women Unlimited, New Delhi.
- Venkateshwara, Sandhay. (1995). "Environment, Development and the Gender Gap". Sage Publications, New Delhi

COURSE TYPE: MAJOR
COURSE TITLE: GENDER AND HEALTH

COURSE CODE: GDS522J

CREDITS: 4

TUTORIAL: 2

Learning Outcomes:

1. *Enable students to understand different aspects of women's health.*
2. *Students should develop critical understanding about the health care infrastructure for women in India.*
3. *Develop a critical thinking about the factors effecting women's health*
4. *Students should develop understanding of gender sensitive health care issues.*

Unit I: Conceptualizing Women's Health

- Health as a Gender Issue.
- Present Scenario of women's health in India.
- Factors Influencing Women's Health and Nutrition

Unit II: Access to Healthcare Services

- Maternal and Child Health services in India
- Maternal Mortality.
- Prenatal factors influencing Women's health.

Unit III: Critical Issues in Women's Health

- Sexual and Reproductive Health.
- Impact of Technologies on women
- Mental Health /Occupational Health.

Unit IV: International perspectives on Health

- Health as a critical area of Concern in the Beijing Platform for Action.
- Women's Health in ICPD Cairo.
- SDGs and Women's Health.

Tutorial- I

- Survey of the nearest Public Health Centre.
- Prepare a Report on Service Available for Women

Tutorial- II

- Review of the Present Health Programmes

Readings List

- Annandale, Ellen (2009). *Women's Health and Social Change*. London: Routledge.
- Das, G. M. and Krishnan T. N. (2008). *Women and Health*. New Delhi: Oxford Press.
- Gupta, J. A. (2000). *New Reproductive Technologies, Women's Health and Autonomy: Freedom or Dependency?* New Delhi: Sage Publications.
- Hans, A. and Patri, A. (2002). *Women, Disability and Identity*. New Delhi: Sage Publications.
- Kirrin Gill (1994). 'Women's Health and Nutrition: Making a Difference'. World Bank Discussion Papers No. 256. The World Bank, Washington D C.
- Nomani, Zafar Mahfoz (2004). *Rights to health: a socio-legal perspective*. New Delhi: Uppal Publishing.
- Singh, A. L. (2005). *Rural women work and health*. New Delhi: The Women Press.
- Mukhopadhyay, S. ed. (2002). *Women's health, public policy and community action*. New Delhi: Manohar Publishers.
- Gandhi, A. ed. (2006). *Women's Work health and Empowerment*. New Delhi: Aakar.
- Grown, C. ed. (2006). *Trading Women's Health and Rights*. London: Zed Books.
- Koenig, Michael A. & others, eds. (2008). *Reproductive Health in India: New Evidence*. Jaipur: Rawat Publications.



S. Ahmed

SEMESTER 5 (6)

COURSE TYPE: MAJOR

COURSE CODE: GDS522J

COURSE TITLE: GENDER AND LAW IN INDIA

CREDITS: 4

TUTORIAL: 2

LEARNING OUTCOMES:

- 1. The students should know various constitutional and legal provisions for women*
- 2. The students shall be well equipped with how to practically institutionalize the legal and constitutional rights of women, in their day to day lives.*
- 3. The capacity building of students shall be done in such a way that they themselves first act as agents of change and also motivate/inspire others to follow the suit.*

Unit I: Indian constitutional provisions related to women

- Fundamental Rights: Article 15(3)
- Directive Principles: Articles 39 and article 39((A)
- Fundamental duties related to Women Article 51(3)

Unit II Women and Family Law

- Marriage and Divorce under Hindu and Muslim Marriage.
- Sec-125-Maintenance of Wives under Code of Criminal Procedure (1973)
- Laws related to Maintenance of Divorced Women
- Inheritance of women under Islamic Law in different capacities e.g., Daughter, mother, widow, grand-daughter, grand-mother, sister, aunt and female collaterals
- Maintenance under Muslim Women (Protection of Rights on Divorce) Act, 1986

Unit III: Women and Criminal Law

- Rape and Sexual Assault (IPC)
- Salient Feature of Indecent Representation of Women (Prohibition) Act, 1986.
- Sexual harassment of Women at the work place
- Salient features of Protection of Women from Sexual Harassment Act, 2013 (POSH Act, 2013)



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Unit IV: Women and Reproductive Rights

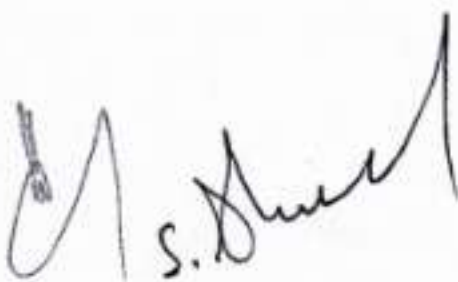
- Issues and Rights related to Abortion.
- Sex selective Abortion.
- Reproductive Choices and Surrogacy.

Tutorial -1

- Air India v Nargesh Meerza AIR 1981 SC 1829
- Centre for enquiry into Health and Allied themes (CEHAT) Vs Union of India (2003) 8SCC 412
- Indian Young Lawyers Association v State of Kerala AIR 2018 SC 690
- Joseph Shine v Union of India AIR 2018 SC 4898
- Lata Singh V. State of Uttar Pradesh AIR 2006 SC 2522

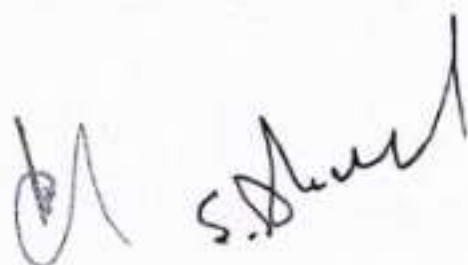
Tutorial -11

- Laxmi V. Union of India (2014) 4 SCC 427
- Mary Roy v. State of Kerela AIR 1986 SC 1011
- Roxann Sharma Vs. Arun Sharma 2015 8 SCC 318
- Secretary Ministry of Defence v Babita Puniya (2020) 7 SCC 469
- Shayara Bano v Union of India (2017) 9 SCC 1
- Vishaka v. State of Rajasthan (1997) 6 SCC 241)



Reading List:

- **Ahuja, Ram, (1987)** "Crime against Women", *Rawat, New Delhi.*
- **Basu, Srimati (ed.) (2005)** "Dowry and Inheritance: Issues in Contemporary Indian Feminism", *Women Unlimited, New Delhi*
- **Kapur, Ratna (ed.), (1996)** "Feminist Terrains in Legal Domain: Interdisciplinary Essays on Women and Law in India", *Kali for Women, New Delhi.*
- **Welchman, Lynn & Hossain, Sara (eds.), (2005)** "Honour: Crimes, Paradigms and Violence against Women", *Zubaan, New Delhi.*
- **Aggarwal, Nomita, (2002)** "Women and Law in India", *New Century Publication, Delhi*
- **Anand, A.S., (2002)** "Justice for Women: Concepts and Experience", *Universal Law Pub, New Delhi.*
- **Bakshi, P.M., (2006)** "Constitution of India", *Universal Law Pub., New Delhi*
- **Basu, D.D.,** "Introduction to The Constitution of India", *Wadhwa & Co. Agra*
- **Chawla, Monica, (2006)** "Gender Justice: Women and Law in India", *Deep & Deep, New Delhi.*
- **Diwan, Paras, (1983)** "Family law, (Law of Marriage and Divorce in India)", *Sterling Publishers Pvt Ltd, New Delhi*
- **Gill, Kulwant, (1986)** "Hindu Women's Right to Property in India", *Deep & Deep, New Delhi.*
- **Kapur, Ratna and Crossman, Brenda, (1996)** "Subversive Sites: Feminist Engagements with Law in India", *Sage, New Delhi, 1996.*
- **Kapur, Ratna (ed.), (1996)** "Feminist Terrains in Legal Domain: Interdisciplinary Essays on Women and Law in India", *Kali for Women, New Delhi.*
- **Mitter, Dwarka Nath, (2006)** "The Position of Women in Hindu Law", *Cosmo Pub, New Delhi.*





SEMESTER 6 (I)

COURSE TYPE: MINOR
COURSE TITLE: GENDER AND AGRICULTURE

COURSE CODE: GDS622N

CREDITS: 3
TUTORIAL: 1

OBJECTIVES

- 1. Student should know about the importance of gender issues in agriculture.*
- 2. Students should know the relationship between agriculture and sustainability.*
- 3. Student should know the importance of mainstreaming gender in agriculture.*

Unit-I: Gender and agriculture

- Agriculture as primary sector
- Role of women in agriculture
- Gender difference in ownership of land

Unit-II Agriculture and Rural development

- Access to natural resources in poultry and dairy farming
- Agriculture and commercialization
- Promoting gender equality in agriculture- Policies (only few)

Unit-III Modernization of agriculture and its impact upon women

- Access to credit and Finance
- Access to technology (labour and capital intensive)
- Women's marginalization and microcredit schemes (only two).

Tutorial-I

- Visit to various agricultural units owned by women
- Report Writing

A handwritten signature in blue ink, appearing to be 'S. Shree', is located at the bottom center of the page.

Reading list:

- Raj Kumar ed., 2000. The upbringing of Women and Society. Anmol Publications Pvt. Ltd., New Delhi. pp. 32-37 & 104-138.
- Raj Kumar ed., 2000. Women in agriculture and trade. Anmol Publications Pvt. Ltd., New Delhi.
- Raj Kumar ed., 2000. The upbringing of Women and Society. Anmol Publications Pvt. Ltd., New Delhi. pp. 32-37 & 104-138.
- Venkateswaran, S. 1992. Living on the Edge: Women, Environment and Development, Friedrich Ebert Stiftung, New Delhi.
- Singh, P.; Jhamtani, A.; Bhadauria, C.; Srivastava, R.; Singh, R. and Singh, J. (2004). Participation of women in agriculture. Ind. J. Ext. Edu. 30 (3&4):23-27.
- K. Murali Manohar, "Rural Women:- Class Formations and Development", Teaching Politics, Vol. 1, 1985, p 42.
- Easter Boserup, Role of Women in Economic Development, George Allen and Unwin Ltd; London, 1970, p.70.

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SEMESTER 6 (2)

COURSE TYPE: MAJOR

COURSE CODE: GDS622J

COURSE TITLE: FEMINIST THOUGHTS

CREDITS: 4

TUTORIAL: 2

OBJECTIVES

1. At the end of the course, students gained an understanding of key concepts in feminist theory.
2. The students recognized the historical development of feminist movements.
3. The students also explored the various perspectives of feminist movements on gender equality.
4. The students analysed the impact of feminism on society, culture and policy.

Unit I: Simon De Beauvoir

- Life and Writings-Second Sex.

Unit II: Virginia Woolf

- Life and Writings-Room of One's Own.

Unit III: Bell Hook

- Ain't I a Woman?: Black Women and Feminism (1981)

Unit IV: Chandra Mohan Trapanda

- Feminism without Borders: Decolonizing Theory, Practicing Solidarity

Tutorial I

- Review of writing of Qurat-ul-an

Tutorial II

- Review of writing of Amrita Pritam

Handwritten signatures and initials at the bottom of the page, including a large stylized 'M', 'VMS', and 'DM'.

Reading list:

- Bhasin, Kamla, What is Patriarchy?, Kali For Women, New Delhi, 1993.
- Butler, Judith and Joan W Scott, eds. Feminist Theorize the Political, Routledge, New York, 1992.
- Mary Eagleton, (ed) A concise companion to Feminist Theory, Blackwell publishing, 2003
- Rosemarie Tong: Feminist Thought: A comprehensive Introduction, western press, Boulder and san Francisco
- Bhagawat Vidyut, 2004, Introduction to Feminist Social Thought

Handwritten signature:
M. S. Kumar

SEMESTER 6 (3)

COURSE TYPE: MAJOR

COURSE CODE: GDS622J1

COURSE TITLE: GENDER AND POLITICS

CREDITS: 4

TUTORIAL: 2

OBJECTIVES

1. Making students aware about various evolutionary developments related to political participation of women in India.
2. The students should know about various legislative provisions aimed at the political development of women in India.
3. Developing awareness among the students about various decentralized political institutions and avenues.
4. The students should visualize the impact of political emancipation of women on other relevant domains.

Unit-I Women and Politics

- Status of women in politics
- Political participation of women
- Women in Governance- Barriers

Unit-II Political Empowerment of women

- Status of Political representation in Parliament and Legislative Assembly
- Women in Local Self Institutions
- Women in Panchayat Raj Institutions

Unit-III Gendered Political Behaviour

- Gender and voting behaviour
- Women's agency in politics
- Navigating gendered spaces in politics

Unit IV Women and Leadership

- Policies for political empowerment of women
- Role of women in policies making
- Women's Reservation Bill

Tutorial-I

Documentary screening of any women leader and report writing

Tutorial-II

Profiling women leader in local self government

A handwritten signature in black ink, appearing to be 'S. M. S.', is located at the bottom right of the page.

Reading List:

- Ambedkar, S. N. and Nagendra, Shilaja (2005) "Women Empowerment and Panchayati Raj" Jaipur: ABD Publishers.
- Brush, Lisa D. (2007) "Gender and Governance". New Delhi: Rawat Publications.
- Jha, Ashok Kumar (2004) "Women in Panchayat Raj Institutions". New Delhi: Anmol Publications Pvt. Ltd.
- Jha, Deepika (2010) "Women in World Politics". New Delhi: Pearl Books.
- Nandal, Roshini (1996) "Women Development and Panchayati Raj". Rohtak: Spellbound Publications Pvt. Ltd.
- Saxena, Alka (2011) "Role of Women in Reservation Politics". New Delhi: Altar Publishing House.
- Saxena, Alka (2011) "Situational Analysis of Women in Politics". New Delhi: Altar Publishing House.
- Saxena, Alka (2011) "Women and Political Leadership". New Delhi: Altar Publishing House.
- Panda, Smita Mishra (ed.) (2008) "Engendering Governance Institutions: State, Market and Civil Society". London: Sage Publications.
- Singh, Narpat (2008) "Changing Status of Women". Delhi: Vista International Publishing House.
- Singh, Preeti (2010) "Women and Politics Worldwide". New Delhi: Axis Publications.

Handwritten signature and initials in black ink, located at the bottom center of the page. The signature appears to be 'S. D. Sharma' with a stylized flourish.

SEMESTER 7 (1)

COURSE TYPE: MINOR

COURSE CODE: GDS722N

COURSE TITLE: WOMEN ENTREPRENEURSHIP

CREDITS: 3

TUTORIAL: 1

OBJECTIVE

1. *To provide knowledge about the entrepreneurship.*
2. *To give an insight and establish the link between entrepreneurship & economic empowerment of women.*
3. *To assess the impact of both technology and entrepreneurship from the perspective of gender*
4. *Help students to develop an entrepreneurial imagination and to bring out the practice of Entrepreneurship in India.*

Unit-I Concept of Women Entrepreneurship

- Meaning and definition of entrepreneurship
- Importance of women entrepreneurship
- Relationship between entrepreneurship and women empowerment.

Unit-II Women Entrepreneurship and Economic growth

- Role of women in entrepreneurship in Indian economy.
- Women entrepreneurship, economic empowerment and development
- Challenges faced by Women Entrepreneurs & the strategies to overcome.

Unit-III Government Schemes for Women Entrepreneurs

- Schemes Supporting Women Entrepreneurs – NABARD, WDC
- STEP-IAY-PMRY
- Micro Credit Initiatives.

Tutorial-I

- Guest lecture by an expert in the field of entrepreneurship



Reading List:

- **Bamshali, S. G.** (1987). "Entrepreneurship Development". Himalayan Publisher House.
- **Banerjee, Nirmala.** (1985). "Women Workers in the Unorganized Sector". Sangam Books, Hyderabad.
- **Barua, Nayan and Borkakoty, Aparajeeta.** (2005). "Women Entrepreneurship". APH Pub Corp, New Delhi.
- **Entrepreneurship Development Institute of India.** (1987). "Developing New Entrepreneurs". Ahmedabad.
- **Gary N Powell. (ed).** (1996). "Handbook of Gender and Work". Sage, New Delhi.
- **Gupta, C. B.** (1992). "Entrepreneurial Development". Sultan Chand and Sons, New Delhi.
- **Malcolm Harper.** "Training Module for Micro Financing". House. ICSSR, New Delhi.
- **Ministry of Education and Social Welfare.** (1974). "Towards Equality: Report of the Committee on Status of Women in India".
- **Mohal, S. and Elangovan, R., (ed).** (2006). "Current Trends in Entrepreneurship". Deep & Deep, New Delhi.



SEMESTER 7 (2)

COURSE TYPE: MAJOR

COURSE CODE: GDS722J

COURSE TITLE: GENDER AND VIOLENCE

CREDITS: 4

TUTORIAL: 2

OBJECTIVES

1. *Enabling Students to understand gender specific violence.*
2. *They will be able to develop critical thinking about gender based violence theories.*
3. *Students will be able to understand and critically evaluate the role of media and other social institutions in shaping the gender based violence.*
4. *Enhancing, students' knowledge regarding eminent scholars who have contributed through their writings.*

Unit I: Introduction to Gendered Violence

- Definition and Concepts of Violence
- Types of violence : Physical & Psychological
- Socio- Cultural aspects of violence against women in Indian Same content

UNIT-II: Manifestation of Violence

- Violence against Women in Public Spheres
- Violence against Women in Private Spheres
- Domestic Violence

UNIT-III: Power and Violence

- Sexual abuse focus on incest
- Issue of Honor Killing
- Sexual Harassment at Workplace

UNIT-IV: Legal Discourses on Gender and Violence

- UN women intervention
- CEDAW
- Salient feature of Domestic Violence Act, 2005

Tutorial –I

Identifying women domestic violence women survival in nearby locality

Tutorial-II

Report Writing



Suggested Readings:

- Devi, Laxmi (1998). *Crime Atrocities and Violence Against Women and Related Laws of Justice*. New Delhi: Anmol Publications Pvt. Limited
- Thomas, Joseph (2001). *Social Movements and Violence*. New Delhi: Mittal Publications.
- Krishnaraj, Maithreyi Ed. (1991). *Women and Violence: A Country Report*. Bombay: Research Centre for Women's Studies, SNDT Women's University.
- Jaising, Indira Ed (2009), *Law of Domestic Violence*. New Delhi: Lexis Nexis.
- Chatterjee, Partha Ed. (2001). *Community, Gender and Violence*. New York: Columbia University Press.
- Geonsekere, Savitri, Ed (2004), *Violence, Law and Women's Rights in South Asia*. Colombo: Sage Publication
- Welehman, Lynn Ed. (2005). *Honour: Crimes, Paradigms and Violence Against Women*. London: Zed books.
- Omvedt, Gail (1995) *Violence against Women*. New Delhi: Kali for Women

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SEMESTER 7 (3)

COURSE TYPE: MAJOR

COURSE CODE: GDS722J1

COURSE TITLE: GENDER AND EDUCATION

TUTORIAL: 2

OBJECTIVES:

1. At the end of the course, students must be able to compare the educational status of women during pre and post-independence period.
2. They must have knowledge of the various educational policies, programmes and schemes.
3. They must develop critical thinking and sensitivity with regard to the functioning of education

Unit-I: Women's Education in India

- Women's education: Objectives
- Significance and Scope of education for girls
- Current Scenario of Women's Education in India

Unit II: Historical Development

- Women's Education in Ancient India
- Women's Education in Medieval India
- Women's Education in Pre Independent India

Unit-III: Educational Policies and Programmes of Post Independence

- Constitutional Provisions and Programmes
- National Policies on Education 1986: Gender Perspective Educational Commissions
- National Policies on Education 2020: Gender Perspective

Unit IV: Issues and Challenges

- Gender bias in education Institution
- Gender bias in curriculum and text books
- Access of women in higher education

Tutorial-1

Visit to nearby schools and examine sex ratio in school

Tutorial-II

Report Writing

A handwritten signature in black ink, appearing to be 'S. Kumar', is written at the bottom of the page.

Reading List:

- Agrawal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.
- Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.
- Arya Sadhna (1999), Women, Gender Equality and the State, New Delhi, Deep & Deep Publications.
- Bakshi, S.R. (2002), Empowerment of Women and Politics of Reservation, Guwahati, DVS Publishers. 5. Dakshi, S.R. (1999), Welfare and Development of Women, New Delhi, Deep & Deep Publications.
- Gupta Mukta (2000), Women and Educational Development, Guwahati, DVS Publishers.
- Joshi, S.T (2003), Women and Development: The changing scenario, Guwahati, Nivedita Book Distributor.
- Joshi, S.T. (1999), Women and Development-The Changing Scenario, New Delhi, Mittal Publications. 9. Kanhere U. S. (1987), Women and Socialisation, New Delhi, Mittal Publications.
- Menon Latika.(1998), Women Empowerment and Challenge of Change, New Delhi, Kanishka Publishers.
- Narasimhan Sakuntala(1999), Empowering Women, New Delhi, Sage Publications.
- Ranganathan Sarala (1998), Women and Social order: A Profile of Major Indicators and Determinants, New Delhi, Kanishka publishers.
- Seth Mira (2001), Women and Development, New Delhi, Sage Publications



SEMESTER8 (1)

COURSE TYPE: MINOR

COURSE CODE: GDS822N

COURSE TITLE: GENDER, SCIENCE AND TECHNOLOGY

CREDITS: 3

TUTORIAL: 1

OBJECTIVES

1. At the end of the course, the students must be able to understand the historical and contemporary interrelationships among women, gender, science, and technology.
2. The students must be able to understand how gender influences the fields of science and technology.
3. The students must be able to recognize historical and contemporary gender biases in these domains.
4. The students must explore the underrepresentation of women and marginalized genders and analyze the societal implications of technological developments.

Unit-I: Women and Science

- An introduction to Science and Technology (Gender perspective)
- Gender differences in STEM.
- Women and careers in science

Unit-II Women and Information Communication Technology

- Gender difference in ICT.
- The Digital Divide (Gender perspective).
- Role of women in ICT

Unit-III Women's Contribution to Science

- Bio-sciences
- Medicine
- Engineering/Technology

Tutorial-I

- Empowering girls and women through ICT and report writing



S. Shanthi

Reading List:

- Cooper, Joel, Weaver, Kimberlee D., Gender and Computers; Understanding the Digital Divide, Taylor and Francis, 2003.
- Fox, Mary Frank, Johnson, Deborah G. and Rosser, Sue V, (eds.), Women, Gender and Technology, University of Illinois, 2006.
- Lederman, Muriel and Bartsch, Ingrid, (eds.), The Gender and Science Reader, Routledge, London, 2001.
- Grint, Keith and Gill, Rosalind (eds.), The Gender-Technology Relation: Contemporary.
- Theory and Research. Harding, Sandra, The Science Question in Feminism, Cornell Univ., New York, 1986.
- Melhem, Samia, Morell, Claudine, Tandon, Nidhi, Information and Communication Technologies for Women's Socio-Economic Empowerment, World Bank Working Paper No. 176, World Bank, 2009.
- Ng, Cecilia and Mitter, Swasti, (eds.) Gender and the Digital Economy: Perspective from the Developing World, Sage, New Delhi, 2005.
- Rosser, Sue V. (ed.) Women, Science and Myth, ABC-CLIO Inc, California, 2008.
- Suriya, M. and Balakrishnan, Gender Perspectives in Computing: An anthology, Kalpaz Publications, Delhi, 2012.
- Sonnert, Gerhard and Holton, Gerald, **Who Succeeds in Science? The Gender Dimension**, Rutgers, New Jersey, 1995.
- Steinber, Deborah Lynn, Feminist Approaches to Science, Medicine and Technology in Gill, Kirkup et al, (eds.) The Gendered Cyborg: A Reader, Routledge, London, 2000.
- Harding, Sandra, **The Science Question in Feminism**, Cornell Univ., New York, 1986.

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- Kass-Simon, G., and Farnes, Patricia, **Women of Science: Righting the Record**, Indiana Univ., 1993.
- Grint, Keith and Gill, Rosalind (eds.), **The Gender-Technology Relation: Contemporary Theory and Research.**

A handwritten signature in black ink, appearing to be 'S. Simon', with a stylized flourish at the end.

COURSE TYPE: MAJOR

COURSE CODE: GDS822J

COURSE TITLE: RESEARCH METHODOLOGY

CREDITS: 4

TUTORIAL: 2

Objectives:

1. To understand the basics of research methods
2. To learn the methodologies to do research
3. To learn to do research in Feminism Expected Course

Unit-I INTRODUCTION TO RESEARCH METHODOLOGY

- Meaning of Research: Objectives-Types- Significance of Research-
- Introduction to Qualitative Research- Introduction to Quantitative Research
- Understanding Mixed Methods for Research in Social Science

Unit-II RESEARCH DESIGN

- Meaning of Research Design-Need for Research Design-Features of good design-
- Techniques and methods of data collection-Hypothesis-Sampling-Scaling Techniques
- Identifying Research Problem and Literature Review –

Unit-III DATA ANALYSIS AND DATA INTERPRETATION

- Mean-Median-Mode- Range-Mean deviation-Standard Deviation-Correlation-Regression-Chi-square
- Meaning of Interpretation-Significance of Report Writing-Layout of Research Report
- Documentation and Citation Styles - Acknowledging Sources

Unit-IV RESEARCH IN MULTI-DISCIPLINARY AND INTER DISCIPLINARY APPROACHES

- Feminist Perspective in different Disciplines- Intersectional Analysis –
- Examining the Intersections of Feminism with other disciplines–
- Feminist Research Ethics

Reading List:

- Babbie Earl. (1979). "The practice for social Research". Himalaya publishing house, Bombay.
- Caroline Ramazanoglu and J.Holland. (2003). "Feminist Methodology, Challenges and choices". Sage publications, New Delhi.
- Davis, Martin Brett.(2007). "Doing a Successful Research Project: Using Qualitative or Quantitative Methods". Palgrave, Hampshire.
- Eichler M. (1991). "Non-Sexist Research Methods: A Practical Guideline".Routledge Chapman & Hall.
- Goode and Hatt. (1952). "Methods in social Research".Macgrawhill, Bombay.
- Goode, William J. &Hatt, Paul K. "Methods in Social Research". McGraw Hill Book Company, USA, Latest edition.
- Helen Roberts (ed). (1984). "Doing Feminist Research". Rutledge and Kegan Paul, London.
- Kothari, C.R. (1995). "Research Methodology: Methods and Techniques". Willey Fastern LTD, New Delhi.

- Krishanaraj, Maithreyi (ed). (1985). "Evolving New Methodologies in Research on Women"s Studies". SNDT Women"s University, Bombay.
- Sandra Harding. (1987). "Feminism and Methodology". Indian University press, Indi



SEMESTER 8 (3)

COURSE TYPE: MAJOR

COURSE CODE: GDS822J1

COURSE TITLE: PROJECT WORK

CREDITS: 4

TUTORIAL: 2

OBJECTIVES

- 1. The candidates must identify the problems relating to current diverse issues on discrimination against women vis-à-vis Research Methodology through the prism of gender.*
- 2. The students shall be in a position to conduct an in-depth study on the problems selected for the Project Work.*
- 3. To expose the students to social research using the mixed techniques of quantitative and qualitative methods in social research.*
- 4. The students shall analyse the data gathered and also shall also be proficient in report writing.*

Note: The project work has to be mandatorily done under the supervision of a supervisor/guide. The internal assessment would be assigned by the concerned guide for 25 marks. The Project report submitted will be assessed for 75 marks as part of the Examination. The final report duly signed by the guide should be submitted before the commencement of the theory Examination to the concerned department. Spiral binding minimum three copies and preferable word limits are 800-1000 words

Marks allotted for the research Project:

- Final Project Report :75 Marks (3 credits)
- Viva Voce: 25 Marks (01 Credit)
- Total Marks 100

Viva must be conducted in the presence of external evaluator.



**Syllabus for B.A Gender Studies
(As per NEP-2020)**



**Centre for Women's Studies and Research University of Kashmir
Srinagar, 190006**

Semester VII

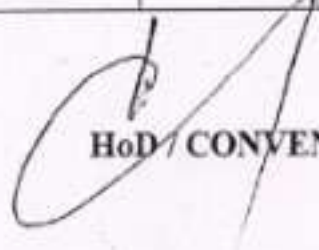
Table of Contents

CURRICULAR FRAMEWORK FOR BACHELORS WITH GENDER STUDIES AS MAJOR

| SEMESTER | COURSE CODE | COURSE TYPE | COURSE TITLE | CREDITS | |
|---------------|-------------|-------------|---|---------|----------|
| | | | | THEORY | TUTORIAL |
| I | GDS122J | CT1 | GENDER STUDIES: UNDERSTANDING GENDER | 4 | 2 |
| II | GDS222J | CT1 | GENDER STUDIES: EMERGING DEBATE IN GENDER | 4 | 2 |
| III | GDS322J | CT1 | GENDER STUDIES: EMERGENCE OF WOMEN AND GENDER STUDIES | 4 | 2 |
| IV | GDS422J1 | CT1 | GENDER STUDIES: WOMEN'S MOVEMENTS IN INDIA | 3 | 1 |
| | GDS422J2 | CT2 | GENDER STUDIES: GENDER, CULTURE AND MEDIA | 4 | 2 |
| | GDS422J3 | CT3 | GENDER STUDIES: WOMEN AND WORK | 4 | 2 |
| V | GDS522J1 | CT1 | GENDER STUDIES: GENDER AND ENVIRONMENT | 3 | 1 |
| | GDS522J2 | CT2 | GENDER STUDIES: GENDER AND HEALTH | 4 | 2 |
| | GDS522J3 | CT3 | GENDER STUDIES: GENDER AND LAW IN INDIA | 4 | 2 |
| VI | GDS622J1 | CT1 | GENDER STUDIES: GENDER AND AGRICULTURE | 3 | 1 |
| | GDS622J2 | CT2 | GENDER STUDIES: FEMINIST THOUGHTS | 4 | 2 |
| | GDS622J3 | CT3 | GENDER STUDIES: GENDER AND POLITICS | 4 | 2 |
| HONOURS MODE | | | | | |
| VII | GDS722J1 | CT1 | GENDER STUDIES: WOMEN ENTREPRENEURSHIP | 3 | 1 |
| | GDS722J2 | CT2 | GENDER STUDIES: GENDER AND VIOLENCE | 4 | 2 |
| | GDS722J3 | CT3 | GENDER STUDIES: GENDER AND EDUCATION | 4 | 2 |
| VIII | GDS822J1 | CT1 | GENDER STUDIES: GENDER SCIENCE AND TECHNOLOGY | 3 | 1 |
| | GDS822J2 | CT2 | GENDER STUDIES: WOMEN IN CONTEMPORARY INDIAN SOCIETY | 4 | 2 |
| | GDS822J3 | CT3 | GENDER STUDIES: GENDER AND DEVELOPMENT | 4 | 2 |
| RESEARCH MODE | | | | | |
| VII | GDS722J1 | CT1 | GENDER STUDIES: WOMEN ENTREPRENEURSHIP | 3 | 1 |
| | GDS722J2 | CT2 | GENDER STUDIES: RESEARCH METHODOLOGY | 4 | 2 |
| | GDS722J3 | CT3 | GENDER STUDIES: GENDER AND EDUCATION | 4 | 2 |
| VIII | GDS822J1 | CT1 | GENDER STUDIES: GENDER SCIENCE AND TECHNOLOGY | 3 | 1 |
| | GDS822R | CT3 | GENDER STUDIES: PROJECT WORK | 12 | |

CURRICULAR FRAMEWORK FOR BACHELORS WITH GENDER STUDIES AS MINOR

| SEMESTER | COURSE CODE | COURSE TYPE | COURSE TITLE | CREDITS | |
|----------|-------------|-------------|---|---------|----------|
| | | | | THEORY | TUTORIAL |
| I | GDS122N | CT1 | GENDER STUDIES: UNDERSTANDING GENDER | 4 | 2 |
| II | GDS222N | CT1 | GENDER STUDIES: EMERGING DEBATE IN GENDER | 4 | 2 |
| III | GDS322N | CT1 | GENDER STUDIES: EMERGENCE OF WOMEN AND GENDER STUDIES | 4 | 2 |
| IV | GDS422N | CT1 | GENDER STUDIES: WOMEN'S MOVEMENTS IN INDIA | 3 | 1 |
| V | GDS522N | CT1 | GENDER STUDIES: GENDER AND ENVIRONMENT | 3 | 1 |
| VI | GDS622N | CT1 | GENDER STUDIES: GENDER AND AGRICULTURE | 3 | 1 |
| VII | GDS722N | CT1 | GENDER STUDIES: WOMEN ENTREPRENEURSHIP | 3 | 1 |
| VIII | GDS822N | CT1 | GENDER STUDIES: GENDER SCIENCE AND TECHNOLOGY | 3 | 1 |


HoD/CONVENOR, BOUGS

Semester VII

HONOURS MODE

COURSE TYPE: MAJOR

COURSE CODE: GDS722JI

COURSE TITLE: WOMEN ENTREPRENEURSHIP CREDITS: 3

TUTORIAL: 1

OBJECTIVE:

- 1. To provide knowledge about the entrepreneurship.*
- 2. To give an insight and establish the link between entrepreneurship & economic empowerment of women.*
- 3. To assess the impact of both technology and entrepreneurship from the perspective of gender*

Unit-I Concept of Women Entrepreneurship

- Meaning and definition of entrepreneurship
- Importance of women entrepreneurship
- Relationship between entrepreneurship and women empowerment.

Unit-II Women Entrepreneurship and Economic growth

- Role of women in entrepreneurship in Indian economy.
- Women entrepreneurship, economic empowerment and development
- Challenges faced by Women Entrepreneurs & the strategies to overcome.

Unit-III Government Schemes for Women Entrepreneurs

- Schemes Supporting Women Entrepreneurs – NABARD, WDC
- STEP-IAY-PMRY
- Micro Credit Initiatives.

Tutorial-I

- Guest lecture by an expert in the field of entrepreneurship

Reading List:

- **Bamshali, S. G.** (1987). "Entrepreneurship Development". Himalayan Publisher House.
- **Banerjee, Nirmala.** (1985). "Women Workers in the Unorganized Sector". Sangam Books, Hyderabad.
- **Barua, Nayan and Borkakoty, Aparajeeta.** (2005). "Women Entrepreneurship". APH Pub Corp, New Delhi.
- **Entrepreneurship Development Institute of India.** (1987). "Developing New Entrepreneurs". Ahmedabad.
- **Gary N Powell. (ed).** (1996). "Handbook of Gender and Work". Sage, New Delhi.
- **Gupta, C. B.** (1992). "Entrepreneurial Development". Sultan Chand and Sons, New Delhi.
- **Malcolm Harper.** "Training Module for Micro Financing". House. ICSSR, New Delhi.
- **Ministry of Education and Social Welfare.** (1974). "Towards Equality: Report of the Committee on Status of Women in India".
- **Mohal, S. and Elangovan, R., (ed).** (2006). "Current Trends in Entrepreneurship". Deep & Deep, New Delhi.

SEMESTER 7 (2)

COURSE TYPE: MAJOR

COURSE CODE:

GDS722J2

COURSE TITLE: GENDER AND VIOLENCE

CREDITS: 4

TUTORIALS: 2

OBJECTIVES

1. *Enabling students to understand gender specific violence.*
2. *They will be able to develop critical thinking about gender based violence theories.*
3. *Students will be able to understand and critically evaluate the role of media and other social institutions in shaping the gender based violence.*

Unit I: Introduction to Gendered Violence

- Definition and Concepts of Violence
- Types of violence: Physical & Psychological
- Socio- Cultural aspects of violence against women in Indian
Same content

UNIT-II: Manifestation of Violence

- Violence against Women in Public Spheres
- Violence against Women in Private Spheres
- Domestic Violence

UNIT-III: Power and Violence

- Sexual abuse focus on incest
- Issue of Honor Killing
- Sexual Harassment at Workplace

UNIT-IV: Legal Discourses on Gender and Violence

- UN women intervention
- CEDAW
- Salient feature of Domestic Violence Act, 2005

Tutorial –I

Identifying women domestic violence survival in nearby locality

Tutorial-II

Report Writing

Reading List:

- Devi, Laxmi (1998). *Crime Atrocities and Violence Against Women and Related Laws of Justice*. New Delhi: Anmol Publications Pvt. Limited
- Thomas, Joseph (2001). *Social Movements and Violence*. New Delhi: Mittal Publications.
- Krishnaraj, Maithreyi Ed. (1991). *Women and Violence: A Country Report*. Bombay: Research Centre for Women's Studies, SNDT Women's University.
- Jaising, Indira Ed (2009), *Law of Domestic Violence*. New Delhi: Lexis Nexis.
- Chatterjee, Partha Ed. (2001). *Community, Gender and Violence*. New York: Columbia University Press.
- Geonsekere, Savitri, Ed (2004), *Violence, Law and Women's Rights in South Asia*. Colombo: Sage Publication
- Welehman, Lynn Ed. (2005). *Honour: Crimes, Paradigms and Violence Against Women*. London: Zed books.
- Omvedt, Gail (1995) *Violence against Women*. New Delhi: Kali for Women

SEMESTER 7 (3)

COURSE TYPE: MAJOR
COURSE CODE: GDS722J3

COURSE TITLE: GENDER AND EDUCATION
CREDITS: 4
TUTORIALS: 2

OBJECTIVES:

1. At the end of the course, students must be able to compare the educational status of women during pre and post-independence period.
2. They must have knowledge of the various educational policies, programmes and schemes.
3. They must develop critical thinking and sensitivity with regard to the functioning of education

Unit-I: Women's Education in India

- Women's education: Objectives
- Significance and Scope of education for girls
- Current Scenario of Women's Education in India

Unit II: Historical Development

- Women's Education in Ancient India
- Women's Education in Medieval India
- Women's Education in Pre Independent India

Unit-III: Educational Policies and Programmes of Post Independence

- Constitutional Provisions and Programmes
- National Policies on Education 1986: Gender Perspective Educational Commissions
- National Policies on Education 2020: Gender Perspective

Unit IV: Issues and Challenges

- Gender bias in education Institution
- Gender bias in curriculum and text books
- Access of women in higher education

Tutorial-1

Visit to nearby schools and examine sex ratio in school

Tutorial-II

Report Writing

Reading List:

- Agrawal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.
- Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.
- Arya Sadhna (1999), Women, Gender Equality and the State, New Delhi, Deep & Deep Publications.
- Bakshi, S.R. (2002), Empowerment of Women and Politics of Reservation, Guwahati, DVS Publishers. 5. Dakshi, S.R. (1999), Welfare and Development of Women, New Delhi, Deep & Deep Publications.
- Gupta Mukta (2000), Women and Educational Development, Guwahati, DVS Publishers.
- Joshi, S.T (2003), Women and Development: The changing scenario, Guwahati, Nivedita Book Distributor.
- Joshi, S.T. (1999), Women and Development-The Changing Scenario, New Delhi, Mittal Publications. 9. Kanhere U. S. (1987), Women and Socialisation, New Delhi, Mittal Publications.
- Menon Latika.(1998), Women Empowerment and Challenge of Change, New Delhi, Kanishka Publishers.
- Narasimhan Sakuntala(1999), Empowering Women, New Delhi, Sage Publications.
- Ranganathan Sarala (1998), Women and Social order: A Profile of Major Indicators and Determinants, New Delhi, Kanishka publishers.
- Seth Mira (2001), Women and Development, New Delhi, Sage Publications

Semester VII (1)
RESEARCH MODE

COURSE TYPE: MAJOR

COURSE CODE: GDS722J1

COURSE TITLE: WOMEN ENTREPRENEURSHIP

CREDITS: 3

TUTORIAL: 1

OBJECTIVE:

1. *To provide knowledge about the entrepreneurship.*
2. *To give an insight and establish the link between entrepreneurship & economic empowerment of women.*
3. *To assess the impact of both technology and entrepreneurship from the perspective of gender*

Unit-I Concept of Women Entrepreneurship

- Meaning and definition of entrepreneurship
- Importance of women entrepreneurship
- Relationship between entrepreneurship and women empowerment.

Unit-II Women Entrepreneurship and Economic growth

- Role of women in entrepreneurship in Indian economy.
- Women entrepreneurship, economic empowerment and development
- Challenges faced by Women Entrepreneurs & the strategies to overcome.

Unit-III Government Schemes for Women Entrepreneurs

- Schemes Supporting Women Entrepreneurs – NABARD, WDC
- STEP-IAY-PMRY
- Micro Credit Initiatives.

Tutorial-I

- Guest lecture by an expert in the field of entrepreneurship

Reading List:

- **Bamshali, S. G.** (1987). "Entrepreneurship Development". Himalayan Publisher House.
- **Banerjee, Nirmala.** (1985). "Women Workers in the Unorganized Sector". Sangam Books, Hyderabad.
- **Barua, Nayan and Borkakoty, Aparajeeta.** (2005). "Women Entrepreneurship". APH Pub Corp, New Delhi.
- **Entrepreneurship Development Institute of India.** (1987). "Developing New Entrepreneurs". Ahmedabad.
- **Gary N Powell. (ed).** (1996). "Handbook of Gender and Work". Sage, New Delhi.
- **Gupta, C. B.** (1992). "Entrepreneurial Development". Sultan Chand and Sons, New Delhi.
- **Malcolm Harper.** "Training Module for Micro Financing". House. ICSSR, New Delhi.
- **Ministry of Education and Social Welfare.** (1974). "Towards Equality: Report of the Committee on Status of Women in India".
- **Mohal, S. and Elangovan, R., (ed).** (2006). "Current Trends in Entrepreneurship". Deep & Deep, New Delhi.

SEMESTER 7 (2)

COURSE TYPE: MAJOR

COURSE CODE:

GDS722J2

COURSE TITLE: RESEARCH METHODOLOGY

CREDITS: 4

TUTORIAL: 2

OBJECTIVES:

1. To understand the basics of research
2. To learn the methodologies of research
3. To learn to do research in Feminist Courses

Unit-I INTRODUCTION TO RESEARCH METHODOLOGY

- Meaning of Research: Objectives-Types- Significance of Research-
- Introduction to Qualitative Research- Introduction to Quantitative Research
- Understanding Mixed Methods for Research in Social Sciences

Unit-II RESEARCH DESIGN

- Meaning of Research Design-Need for Research Design-Features of good design-
- Techniques and methods of data Collection-Hypothesis-Sampling-Scaling Techniques
- Identifying Research Problem and Literature Review –

Unit-III DATA ANALYSIS AND DATA INTERPRETATION

- Mean-Median-Mode- Range-Mean Deviation-Standard Deviation-Correlation-Regression-Chi-square
- Meaning of Interpretation-Significance of Report Writing-Layout of Research Report
- Documentation and Citation Styles - Acknowledging Sources

Unit-IV RESEARCH IN MULTI-DISCIPLINARY AND INTER DISCIPLINARY APPROACHES

- Feminist Perspective in different Disciplines- Intersectional Analysis –
- Examining the Intersections of Feminism with other disciplines–
- Feminist Research Ethics

Tutorial-1

- Feminist Methodology Workshop

Tutorial-2

- Introduction to citation management tools (Zotero and Mendeley)

Reading List:

- Babbie Earl. (1979). "The practice for social Research". Himalaya publishing house, Bombay.
- Caroline Ramazanoglu and J.Holland. (2003). "Feminist Methodology, Challenges and choices". Sage publications, New Delhi.
- Davis, Martin Brett. (2007). "Doing a Successful Research Project: Using Qualitative or Quantitative Methods". Palgrave, Hampshire.
- Eichler M. (1991). "Non-Sexist Research Methods: A Practical Guideline". Routledge Chapman & Hall.
- Goode and Hatt. (1952). "Methods in social Research". Macgrawhill, Bombay.
- Goode, William J. & Hatt, Paul K. "Methods in Social Research". McGraw Hill Book Company, USA, Latest edition.
- Helen Roberts (ed). (1984). "Doing Feminist Research". Rutledge and Kegan Paul, London.
- Kothari, C.R. (1995). "Research Methodology: Methods and Techniques". Willey Fastern LTD, New Delhi.
- Krishanaraj, Maithreyi (ed). (1985). "Evolving New Methodologies in Research on Women's Studies". SNTD Women's University, Bombay. Sandra Harding. (1987). "Feminism and Methodology". Indian University

SEMESTER 7 (3)

COURSE TYPE: MAJOR

COURSE CODE: GDS722J3

COURSE TITLE: GENDER AND EDUCATION

CREDITS: 4

TUTORIALS: 2

OBJECTIVES:

4. At the end of the course, students must be able to compare the educational status of women during pre and post-independence period.
5. They must have knowledge of the various educational policies, programmes and schemes.
6. They must develop critical thinking and sensitivity with regard to the functioning of education

Unit-I: Women's Education in India

- Women's education: Objectives
- Significance and Scope of education for girls
- Current Scenario of Women's Education in India

Unit II: Historical Development

- Women's Education in Ancient India
- Women's Education in Medieval India
- Women's Education in Pre Independent India

Unit-III: Educational Policies and Programmes of Post Independence

- Constitutional Provisions and Programmes
- National Policies on Education 1986: Gender Perspective Educational Commissions
- National Policies on Education 2020: Gender Perspective

Unit IV: Issues and Challenges

- Gender bias in education Institution
- Gender bias in curriculum and text books
- Access of women in higher education

Tutorial-1

Visit to nearby schools and examine sex ratio in school

Tutorial-II

Report Writing

Reading List:

- Agrawal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.
- Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.
- Arya Sadhna (1999), Women, Gender Equality and the State, New Delhi, Deep & Deep Publications.
- Bakshi, S.R. (2002), Empowerment of Women and Politics of Reservation, Guwahati, DVS Publishers. 5. Dakshi, S.R. (1999), Welfare and Development of Women, New Delhi, Deep & Deep Publications.
- Gupta Mukta (2000), Women and Educational Development, Guwahati, DVS Publishers.
- Joshi, S.T (2003), Women and Development: The changing scenario, Guwahati, Nivedita Book Distributor.
- Joshi, S.T. (1999), Women and Development-The Changing Scenario, New Delhi, Mittal Publications. 9. Kanhere U. S. (1987), Women and Socialisation, New Delhi, Mittal Publications.
- Menon Latika.(1998), Women Empowerment and Challenge of Change, New Delhi, Kanishka Publishers.
- Narasimhan Sakuntala(1999), Empowering Women, New Delhi, Sage Publications.
- Ranganathan Sarala (1998), Women and Social order: A Profile of Major Indicators and Determinants, New Delhi, Kanishka publishers.

Seth Mira (2001), Women and Development, New Delhi, Sage Publication

COURSE TYPE: MINOR

COURSE CODE: GDS722N

COURSE TITLE: WOMEN ENTREPRENEURSHIP

CREDITS: 1

TUTORIAL: 3

OBJECTIVE:

1. *To provide knowledge about the entrepreneurship.*
2. *To give an insight and establish the link between entrepreneurship & economic empowerment of women.*
3. *To assess the impact of both technology and entrepreneurship from the perspective of gender*

Unit-I Concept of Women Entrepreneurship

- Meaning and definition of entrepreneurship
- Importance of women entrepreneurship
- Relationship between entrepreneurship and women empowerment.

Unit-II Women Entrepreneurship and Economic growth

- Role of women in entrepreneurship in Indian economy.
- Women entrepreneurship, economic empowerment and development
- Challenges faced by Women Entrepreneurs & the strategies to overcome.

Unit-III Government Schemes for Women Entrepreneurs

- Schemes Supporting Women Entrepreneurs – NABARD, WDC
- STEP-IAY-PMRY
- Micro Credit Initiatives.

Tutorial-I

- Guest lecture by an expert in the field of entrepreneurship

Reading List:

- **Bamshali, S. G.** (1987). "Entrepreneurship Development". Himalayan Publisher House.
- **Banerjee, Nirmala.** (1985). "Women Workers in the Unorganized Sector". Sangam Books, Hyderabad.
- **Barua, Nayan and Borkakoty, Aparajeeta.** (2005). "Women Entrepreneurship". APH Pub Corp, New Delhi.
- **Entrepreneurship Development Institute of India.** (1987). "Developing New Entrepreneurs". Ahmedabad.
- **Gary N Powell. (ed).** (1996). "Handbook of Gender and Work". Sage, New Delhi.
- **Gupta, C. B.** (1992). "Entrepreneurial Development". Sultan Chand and Sons, New Delhi.
- **Malcolm Harper.** "Training Module for Micro Financing". House. ICSSR, New Delhi.
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- **Mohal, S. and Elangovan, R., (ed).** (2006). "Current Trends in Entrepreneurship". Deep & Deep, New Delhi.

**Syllabus for B.A Gender Studies
(As per NEP-2020)**



**Centre for Women's Studies and Research University of Kashmir
Srinagar, 190006**

Semester VIII

Table of Contents

CURRICULAR FRAMEWORK FOR BACHELORS WITH GENDER STUDIES AS MAJOR

| SEMESTER | COURSE CODE | COURSE TYPE | COURSE TITLE | CREDITS | |
|----------------------|-------------|-------------|---|---------|----------|
| | | | | THEORY | TUTORIAL |
| I | GDS122J | CT1 | GENDER STUDIES: UNDERSTANDING GENDER | 4 | 2 |
| II | GDS222J | CT1 | GENDER STUDIES: EMERGING DEBATE IN GENDER | 4 | 2 |
| III | GDS322J | CT1 | GENDER STUDIES: EMERGENCE OF WOMEN AND GENDER STUDIES | 4 | 2 |
| IV | GDS422J1 | CT1 | GENDER STUDIES: WOMEN'S MOVEMENTS IN INDIA | 3 | 1 |
| | GDS422J2 | CT2 | GENDER STUDIES: GENDER, CULTURE AND MEDIA | 4 | 2 |
| | GDS422J3 | CT3 | GENDER STUDIES: WOMEN AND WORK | 4 | 2 |
| V | GDS522J1 | CT1 | GENDER STUDIES: GENDER AND ENVIRONMENT | 3 | 1 |
| | GDS522J2 | CT2 | GENDER STUDIES: GENDER AND HEALTH | 4 | 2 |
| | GDS522J3 | CT3 | GENDER STUDIES: GENDER AND LAW IN INDIA | 4 | 2 |
| VI | GDS622J1 | CT1 | GENDER STUDIES: GENDER AND AGRICULTURE | 3 | 1 |
| | GDS622J2 | CT2 | GENDER STUDIES: FEMINIST THOUGHTS | 4 | 2 |
| | GDS622J3 | CT3 | GENDER STUDIES: GENDER AND POLITICS | 4 | 2 |
| HONOURS MODE | | | | | |
| VII | GDS722J1 | CT1 | GENDER STUDIES: WOMEN ENTREPRENEURSHIP | 3 | 1 |
| | GDS722J2 | CT2 | GENDER STUDIES: GENDER AND VIOLENCE | 4 | 2 |
| | GDS722J3 | CT3 | GENDER STUDIES: GENDER AND EDUCATION | 4 | 2 |
| VIII | GDS822J1 | CT1 | GENDER STUDIES: GENDER SCIENCE AND TECHNOLOGY | 3 | 1 |
| | GDS822J2 | CT2 | GENDER STUDIES: WOMEN IN CONTEMPORARY INDIAN SOCIETY | 4 | 2 |
| | GDS822J3 | CT3 | GENDER STUDIES: GENDER AND DEVELOPMENT | 4 | 2 |
| RESEARCH MODE | | | | | |
| VII | GDS722J1 | CT1 | GENDER STUDIES: WOMEN ENTREPRENEURSHIP | 3 | 1 |
| | GDS722J2 | CT2 | GENDER STUDIES: RESEARCH METHODOLOGY | 4 | 2 |
| | GDS722J3 | CT3 | GENDER STUDIES: GENDER AND EDUCATION | 4 | 2 |
| VIII | GDS822J1 | CT1 | GENDER STUDIES: GENDER SCIENCE AND TECHNOLOGY | 3 | 1 |
| | GDS822R | CT3 | GENDER STUDIES: PROJECT WORK | 12 | |

CURRICULAR FRAMEWORK FOR BACHELORS WITH GENDER STUDIES AS MINOR

| SEMESTER | COURSE CODE | COURSE TYPE | COURSE TITLE | CREDITS | |
|----------|-------------|-------------|---|---------|----------|
| | | | | THEORY | TUTORIAL |
| I | GDS122N | CT1 | GENDER STUDIES: UNDERSTANDING GENDER | 4 | 2 |
| II | GDS222N | CT1 | GENDER STUDIES: EMERGING DEBATE IN GENDER | 4 | 2 |
| III | GDS322N | CT1 | GENDER STUDIES: EMERGENCE OF WOMEN AND GENDER STUDIES | 4 | 2 |
| IV | GDS422N | CT1 | GENDER STUDIES: WOMEN'S MOVEMENTS IN INDIA | 3 | 1 |
| V | GDS522N | CT1 | GENDER STUDIES: GENDER AND ENVIRONMENT | 3 | 1 |
| VI | GDS622N | CT1 | GENDER STUDIES: GENDER AND AGRICULTURE | 3 | 1 |
| VII | GDS722N | CT1 | GENDER STUDIES: WOMEN ENTREPRENEURSHIP | 3 | 1 |
| VIII | GDS822N | CT1 | GENDER STUDIES: GENDER SCIENCE AND TECHNOLOGY | 3 | 1 |


HoD / CONVENOR, BOUGS

SEMESTER VIII (1)

HONOURS MODE

COURSE TYPE: MAJOR

COURSE CODE: GDS822J1

COURSE TITLE: GENDER, SCIENCE AND TECHNOLOGY

CREDITS: 3

TUTORIAL: 1

OBJECTIVES:

1. At the end of the course, the students must be able to understand the historical and contemporary interrelationships among women, gender, science, and technology.
2. The students must be able to understand how gender influences the field of science and technology.
3. The students must explore the underrepresentation of women and marginalized genders and analyze the societal implications of technological developments.

Unit-I: Women and Science

- An introduction to Science and Technology (Gender perspective)
- Gender differences in STEM.
- Women and careers in science

Unit-II Women and Information Communication Technology

- Gender difference in ICT.
- The Digital Divide (Gender perspective).
- Role of women in ICT

Unit-III Women's Contribution to Science

- Bio-sciences
- Medicine
- Engineering/Technology

Tutorial-I

- Empowering girls and women through ICT and report writing



Reading List:

- Cooper, Joel, Weaver, Kimberlee D., *Gender and Computers; Understanding the Digital Divide*, Taylor and Francis, 2003.
- Fox, Mary Frank, Johnson, Deborah G. and Rosser, Sue V, (eds.), *Women, Gender and Technology*, University of Illinois, 2006.
- Lederman, Muriel and Bartsch, Ingrid, (eds.), *The Gender and Science Reader*, Routledge, London, 2001.
- Grint, Keith and Gill, Rosalind (eds.), *The Gender-Technology Relation: Contemporary*.
- Theory and Research. Harding, Sandra, *The Science Question in Feminism*, Cornell Univ., New York, 1986.
- Melhem, Samia, Morell, Claudine, Tandon, Nidhi, *Information and Communication Technologies for Women's Socio-Economic Empowerment*, World Bank Working Paper No. 176, World Bank, 2009.
- Ng, Cecilia and Mitter, Swasti, (eds.) *Gender and the Digital Economy: Perspective from the Developing World*, Sage, New Delhi, 2005.
- Rosser, Sue V. (ed.) *Women, Science and Myth*, ABC-CLIO Inc, California, 2008.
- Suriya, M. and Balakrishnan, *Gender Perspectives in Competing: An anthology*, Kalpaz Publications, Delhi, 2012.
- Sonnert, Gerhard and Holton, Gerald, *Who Succeeds in Science? The Gender Dimension*, Rutgers, New Jersey, 1995.
- Steinber, Deborah Lynn, *Feminist Approaches to Science, Medicine and Technology* in Gill, Kirkup et al, (eds.) *The Gendered Cyborg: A Reader*, Routledge, London, 2000.
- Harding, Sandra, *The Science Question in Feminism*, Cornell Univ., New York, 1986.
- Kass-Simon, G., and Farnes, Patricia, *Women of Science: Righting the Record*, Indiana Univ., 1993.
- Grint, Keith and Gill, Rosalind (eds.), *The Gender-Technology Relation: Contemporary Theory and Research*.

COURSE TYPE:
MAJOR

COURSE CODE:
GDS822J2

COURSE TITLE: WOMEN IN CONTEMPORARY INDIAN SOCIETY

CREDITS: 4

TUTORIALS: 2

Course Outcome:

- This course will help students develop a comprehensive and systematic understanding of various social issues and problems.
- Students will be equipped to take up and enter any field, requiring deep social understanding for conflict resolution.
- The content of the course will develop students' skills to frame better essays and answers for competitive exams apart from their academic training.
- Students will be acquainted with various contemporary and emerging discourses in India, which are a must for the culture of debates and discussions for meaningful closures.

UNIT I: Gender and Institutions

- Kinship and Family: Patriarchy: Concept, origin, Matriliney, Matrilocality, Joint and Nuclear Family
- Marriage- Concept and Definition, Monogamy, Polygamy, Polyandry, Multiple Roles, Role Conflict.
- Gender and Education: Gender bias in enrollment, curriculum, content, drop out, recent trends in women's education

UNIT II: Contribution of Women

- Historical Impact of Women Leaders in Indian Society.
- Women in social reform movements in the 19th century.
- Feminism in India: Past-present continuum

UNIT III: Women's Position in India

- Position of Women in India: Education, Political Participation and Workforce participation.
- Women, Hierarchy, Inheritance, Marriage alliance
- Gender and Caste in India; Gender and Tribe in India

UNIT IV: Women and Citizenship

- Women in Local Governance
- Women and Reservation
- Contemporary debates on Land rights

Tutorial I: Book Review

- Gender and Caste by Anupama Rao
- Gendering Caste by Uma Chakarvorti

Tutorial II:

- Field Work on Local Tribal Women

Description: This field of study encompasses various aspects of tribal life, including their culture, history, language, social structure, customs, traditions and issues related to their socio-economic, political, and cultural well-being.

Suggested Readings:

- Anupama R. (2006). *Gender and Caste*. New Delhi: Zed Books.
- David, G. M. (1970). *Society in India*. USA: California: University of California Press.
- D. R. N. (2010). *The Flaming Feet and Other Essays: The Dalit Movement in India*. New Delhi: Permanent Black.
- Jaya S. (2005). *Child Marriage in India: Socio-legal and Human Rights Dimension*. New Delhi: OUP.
- Jean D. and Amartya S. (2002). *India: Development and Participation*. Oxford: OUP.
- JJ R. B. (2012). Status of Tribal Women in India. *Mainstream Weekly*, Vol L, No.12.
- Srinivas M. N. (1991). *India: Social Structure*. New Delhi: Hindustan Publishing Corporation.
- Martha C. Nussbaum (1999). *Sex and Social Justice*. USA: OUP.
- Mary E. John (ed.) (2008). *Women's Studies in India: A Reader*. New Delhi: Penguin India
- Chaudhary M. (2007). *Feminism in India*. New Delhi: Zed Books.
- N. Shantha Mohan (1998). *Status of Banjara Women in India*. New Delhi: Uppal Publishing House.
- Kabeer N. (ed.) (2005). *Inclusive Citizenship: Meaning and Expressions*. New Delhi:
- Zubaan. Chatterjee P. and Jeganathan P. (eds). (2000). *Community, Gender and Violence- Subaltern Studies 11*. New Delhi: Permanent Black.
- Mody P. (2008). *The Intimate State: Love-marriage and Law in Delhi*. New Delhi: Routledge India.
- Uberoi P. (2006). 'Hierarchy and Marriage Alliance in Indian Kinship'. In R. S. Khare (ed.) *Caste, Hierarchy and Individualism*. New Delhi: OUP.
- Thapar R. (2014). *The Past as Present: Forging Contemporary Identities Through History*. New Delhi: Aleph.
- Despande S. (2003). *Contemporary India: A Sociological View*. New Delhi: Penguin Books.
- Chakravarti U. (2003). *Gendering Caste Through a Feminist Lens*. New Delhi: Sage Publication.
- Sharma U. (ed.) (2007). *Indian Women from Tradition to Modernity*, 3 Vol. New Delhi: Vista International Publishing House.
- Singh Y. (2006). *Social Stratification and Change in India*. New Delhi: Manohar Publication.
- Thapar, R. (2014). *The Past as Present: Forging Contemporary Identities Through History*. New Delhi: Aleph.

COURSE TYPE:

MAJOR COURSE

CODE: GDS822J3

COURSE TITLE: GENDER AND DEVELOPMENT

CREDITS: 4

TUTORIALS: 2

Objectives of the Course: The course, at the end, would enable the student to: 1. To understand the development models from gender perspective 2. To make students learn about globalisation and its impact on women

Course Outline:

Gender and Development

Objectives of the Course: The course, at the end, would enable the learners to:

1. To understand the development models from gender perspective
2. To understand the processes of development and its impact on women, particularly in the context of a developing nation like India.

UNIT –I GENDER AND DEVELOPMENT

- Differentiate between Gender and Development
- Concept of development
- Different approaches to development: WID, WAD, GAD
- Women's role in Development.

Unit –II Globalization and Development

- Meaning of Globalization
- Impact of Globalization upon women
- Women and Migration
- Inclusive Development

Unit-III Women's Empowerment – Programmes & Policies

- Concept of women empowerment/economic empowerment
- Women development and empowerment
- Developmental policies for empowerment of women,
- Central and State government (IRDP – DWACRA SGSY – Shreeshakti, MGNREGA)

Unit IV Gender Policy (Tools of Measurement)

1. Gender Mainstreaming:
2. Gender Budgeting
3. Gender Audit
4. Gender Development Index

Tutorial-1

Two case studies of the government programme related to women

Tutorial-2

Review of five years Indian Economic Planning

Readings

1. Agarwal, B. (2015). *Gender challenges*. Oxford University Press.
2. Amenta, E. (2003). What we know about the development of social policy. *Comparative historical analysis in the social sciences*, 91-130.
3. Connelly, M. P., Li, T. M., MacDonald, M., & Parpart, J. L. (2000). Feminism and development: Theoretical perspectives. *Theoretical perspectives on gender and development*, 51-159.
4. Dower, Nigel. "The Development Dictionary: A Guide to Knowledge as Power." (1993): 86-88.
5. Fudge, J. (2012). Women Workers: Is Equality Enough?. *feminists@ law*, 2(2).
6. Johnson, S. A. (2009). *Happy women and the influence of enabling institutions* (Doctoral dissertation, Capella University).
7. Kelles-Viitanen, A., & Shrestha, A. (2011). Gender Equality and Social Inclusion.
8. Moser, C., & Moser, A. (2005). Gender mainstreaming. *Mainstreaming Gender in Development: A Critical Review*, 11.
9. Ramachandrappa, G. T. (2018). Understanding women empowerment: Indian perspectives.
10. Sharma, A. (2010). States of empowerment. In *The State in India after Liberalization* (pp. 87-106). Routledge.

RESEARCH MODE
SEMESTER 8 (I)

COURSE TYPE: MAJOR

COURSE CODE: GS822J1

COURSE TITLE: GENDER, SCIENCE AND TECHNOLOGY

CREDITS: 3

TUTORIAL: 1

OBJECTIVES:

1. At the end of the course, the students must be able to understand the historical and contemporary interrelationships among women, gender, science, and technology.
2. The students must be able to understand how gender influences the field of science and technology.
3. The students must explore the underrepresentation of women and marginalized genders and analyze the societal implications of technological developments.

Unit-I: Women and Science

- An introduction to Science and Technology (Gender perspective)
- Gender differences in STEM.
- Women and careers in science

Unit-II Women and Information Communication Technology

- Gender difference in ICT.
- The Digital Divide (Gender perspective).
- Role of women in ICT

Unit-III Women's Contribution to Science

- Bio-sciences
- Medicine
- Engineering/Technology

Tutorial-I

- Empowering girls and women through ICT and report writing

Reading List:

- Cooper, Joel, Weaver, Kimberlee D., Gender and Computers; Understanding the Digital Divide, Taylor and Francis, 2003.
- Fox, Mary Frank, Johnson, Deborah G. and Rosser, Sue V, (eds.), Women, Gender and Technology, University of Illinois, 2006.
- Lederman, Muriel and Bartsch, Ingrid, (eds.), The Gender and Science Reader, Routledge, London, 2001.
- Grint, Keith and Gill, Rosalind (eds.), The Gender-Technology Relation: Contemporary.
- Theory and Research. Harding, Sandra, The Science Question in Feminism, Cornell Univ., New York, 1986.
- Melhem, Samia, Morell, Claudine, Tandon, Nidhi, Information and Communication Technologies for Women's Socio-Economic Empowerment, World Bank Working Paper No. 176, World Bank, 2009.
- Ng, Cecilia and Mitter, Swasti, (eds.) Gender and the Digital Economy: Perspective from the Developing World, Sage, New Delhi, 2005.
- Rosser, Sue V. (ed.) Women, Science and Myth, ABC-CLIO Inc, California, 2008.
- Suriya, M. and Balakrishnan, Gender Perspectives in Competing: An anthology, Kalpaz Publications, Delhi, 2012.
- Sonnert, Gerhard and Holton, Gerald, Who Succeeds in Science? The Gender Dimension, Rutgers, New Jersey, 1995.
- Steinber, Deborah Lynn, Feminist Approaches to Science, Medicine and Technology in Gill, Kirkup et al, (eds.) The Gendered Cyborg: A Reader, Routledge, London, 2000.
- Harding, Sandra, The Science Question in Feminism, Cornell Univ., New York, 1986.
- Kass-Simon, G., and Farnes, Patricia, Women of Science: Righting the Record, Indiana Univ., 1993.
- Grint, Keith and Gill, Rosalind (eds.), The Gender-Technology Relation: Contemporary Theory and Research.

SEMESTER 8 (2)

COURSE TYPE:

MAJOR COURSE

CODE: GDS822R

COURSE TITLE: PROJECT WORK

CREDITS: 12

Objective:

- *To sensitize students to the ground realities concerning gender in their immediate surroundings.*

Students are expected to take up small research projects and come up with a dissertation in computer typed and binded form (hard binding). Submission constitutes the culmination of a student's degree, and should consist of original research on a topic of significance within the field of Women and Gender Studies. It reflects the research area of specialization identified by the student in consultation with their faculty advisor and supervisory committee members.

Marks allotted for the research project:

- a. Final Project Report: 250 Marks**
- b. Viva Voce: 50 Marks**
- c. Total Marks = 300**

- **Viva must be conducted in the presence of external evaluator.**
- **Any attempt to replicate/duplicate the work of others on the subject will be considered a serious case of malpractice/plagiarism liable for strict action, as per University rules and regulation.**

Note: The final report duly signed by the guide should be submitted before the commencement of the theory examination to the concerned department. Moreover, spiral binding with minimum three copies with preferable word limit should be 3000 - 4000 words.

COURSE TYPE:

MINOR COURSE

CODE: GDS822N

COURSE TITLE: GENDER, SCIENCE AND TECHNOLOGY

CREDITS: 3

TUTORIAL: 1

OBJECTIVES:

1. At the end of the course, the students must be able to understand the historical and contemporary interrelationships among women, gender, science, and technology.
2. The students must be able to understand how gender influences the field of science and technology.
3. The students must explore the underrepresentation of women and marginalized genders and analyze the societal implications of technological developments.

Unit-I: Women and Science

- An introduction to Science and Technology (Gender perspective)
- Gender differences in STEM.
- Women and careers in science

Unit-II Women and Information Communication Technology

- Gender difference in ICT.
- The Digital Divide (Gender perspective).
- Role of women in ICT

Unit-III Women's Contribution to Science

- Bio-sciences
- Medicine
- Engineering/Technology

Tutorial-I

- Empowering girls and women through ICT and report writing