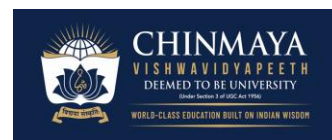


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GENDER and SOCIETY

(All UG and PG Programs)

Offered as a Minor/ Certificate Programme

Course Category: Minor	Schedule of Offering: Odd/Even
Course Credit Structure: 3	Course Code:
Total Number of Hours: 45	Contact Hours Per Week: 3
Lecture: 45	Tutorial: NA
Practical: 0	Medium of Instruction: English
Date of Revision:	Skill Focus: Skill Development
Short Name of the Course: Gender and Society	Course Stream: Ethics, Governance Culture and Social System
Grading Method: Regular	Repeatable: Credit/Audit/Non Repeatable
Course Level : Beginner	

Course Description

The aims of Gender Studies are to educate students with the issue of gender from a social, cultural and psychological level and teach them to use the gender issues within their own disciplines. The course is intended to enhance students' understanding of gender from the sociocultural and religious perspective. This course also discusses how gender relations have influenced in the fields of politics, economy, family, class, inequality, race, ethnicity and sexuality and education. Hence, this course plays an important role in the process of learning and developing human behaviour among the students.

Course Introduction

Gender studies focus on both gender behaviour and its relation to each other. Understanding of gender and gender relations is crucial as gender behaviour is everywhere. Thus, the importance of Gender studies in our education system as well as in society is great and obvious.

“ Where women are honoured, divinity blossoms there, and where ever women are dishonoured, all action no matter how noble it may be, remain unfruitful”

Manusmriti

In verses 3.55-3.56, Manusmriti also declares that "women must be honored and adorned", and "where women are revered, there the gods rejoice; but where they are not, no sacred rite bears any fruit".

Gender is both a factor in how an individual develops his/her identity, and a stratifying principle in society. To study gender is to study a fundamental category of identity of an individual, and also a way of categorizing human beings that shape basic structures in a society. People of different genders have different sorts of access to resources, and are seen as having different roles and responsibilities. Studying gender also involves studying the ways in which the world around us is gendered: how and why certain attributes of the world are associated with masculinity and femininity. Gender study is a field of interdisciplinary study, drawing upon the theories and methods of diverse disciplines.

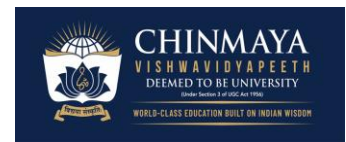
The study of gender helps to broaden our understanding of gender identity and culture, the intersection of gender with race and ethnicity, class and sexuality. Gender studies have an important impact on the development of human behaviour among students as it expands the knowledge and skills on gender issues.

Course Objective

1. Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, patriarchy and feminism.
2. Analyse gender issues in school, curriculum, textual materials across disciplines and pedagogical processes.
3. Evaluate the impact of policies, programmes and scheme for promotion of gender equality and empowerment.

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4. Understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.

Course Outcome

1. Analyse gender issue and place it in a societal and cultural as well as in interdisciplinary perspectives
2. Apply gender-sensitive perspective on new areas within the social, cultural and religious context
3. Appreciate the role of youth in the harmonious development of the Nation
4. Transfer knowledge, solve the problem, make appropriate decisions, and act accordingly
5. Work in an independent, thorough and critical manner with central issues, research literature and empirical studies on gender

Prerequisites and other constraints

There are no pre-requisites for this course.

Pedagogy

Tasks incorporated into each module will be given follow up activity. The classroom session incorporates lectures, discussion, video presentations, debate, and presentations. The teaching methodology will be primarily a lecture cum discussion method. Some class discussions and talks by experts will take place occasionally.

Suggested Reading:

Some books have been recommended for further reading and follow up.

1. Sarojini, N.B., et al. (2006). Woman's Right and Health. New Delhi: NHRC.
2. Pachauri, S.K. (1999). Women and human rights. Delhi: APH Publications.
3. Gandotra, V., & Patel, S. (2009). Women working condition and efficiency. New Delhi: New century Publication.
4. Mishra, N. (2008). Woman laws against violence and abuse. New Delhi: Pearl Books.
5. Sarojini, R. (2002). Justice for women. Hyderabad: Sai Srinivasa Printers.

Evaluation Pattern

Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components*	Class Participation and Presentation	10%	10	AT the end of each class	1,2,3,4,5
	Assignment	10%	10	At the end of each module	1,2,3,4,5
	Viva voce	20%	20	At the end of the course	1,2,3,4,5
	Seminar	20%	20	At the end of the course	1,,2,3,4,5
	CIA Marks	60%	60		
	ESE		40%	40	At the end of the course (15 th week)

The assignments involved in CIA will be subject to plagiarism checks

Module Sessions

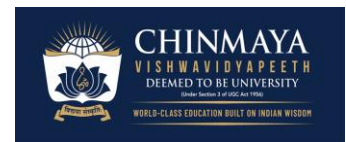
Module 1: Introduction to Gender Studies

The Module focuses on the introduction of understanding of gender roles.

- Introduction
- Gender Perspectives of Body
- Social Construction of Femininity

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- Social Construction of Masculinity
- Women's Studies and Gender sensitivity
- Gender and Media

Activity : Debate the relevance and need for gender studies in present scenario.

Recommended references:

Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi. s

Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.

Kirk Jackie (ed) , (2008), Women Teaching in South Asia, SAGE, New Delhi.

Leach, Fiona. (2003). Practicing Gender Analysis in Education, Oxfam

NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi

Nayar, Sushila and Mankekar Kamla (ed.) (2007). Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.

Module 2: Gender and Society

The Module deals with making students aware about the fact that gender roles are not only constructed socially but also legally and culturally

- Introduction
- Feminism
- Gender Lens: Political and Legal System
- Gender and Education
- Social Dynamics of Gender

Activity : Assignment on latest developments related to Gender Studies in Indian context and critically analyse the role of government agencies in it.

Recommended references:

Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National

Book Trust, New Delhi

Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO

Kirk Jackie (ed) , (2008), Women Teaching in South Asia, SAGE, New Delhi

Leach, Fiona. (2003). Practicing Gender Analysis in Education, Oxfam

NCERT 2006, National Curriculum Framework 2005: Position Paper,

National Focus Group on Gender Issues in Education, New Delhi

Module:3 Gender, Polity and Governance

This Module based on the political participation of women in pre and post independence eras.

- Introduction
- Political participation of women
- Women in local Governance
- Gender and political empowerment

Activity : Interaction with human right activist and submit the report.

Recommended reference:

Nayar, Sushila and Mankekar Kamla (ed.) 2007, Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.

Sherwani, Azim. (1998). The Girl Child in Crisis. Indian Social Institute, New Delhi.

Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes,

Concept Publishing Company Pvt. Ltd, New Delhi

Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.

Module 4: Gender and Economy

This Module deals with the perspectives about how women's labour in the public sphere is negated because of gender biases.

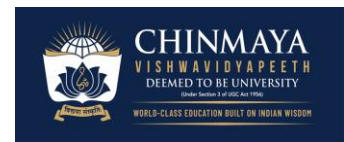
- Women as workers
- Gender Inequality in Labor Market
- Woman worker in Unorganised sector
- Women in Indian Planning
- Men empowerment and women empowerment

Activity: Assignment on Tracing the women's movement across the world, comment on its influence on Indian society

Recommended references:

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Sherwani, Azim. (1998). *The Girl Child in Crisis*. Indian Social Institute, New

Delhi.

Srivastava Gouri, (2012), *Gender and Peace in Textbooks and Schooling Processes*, Concept Publishing Company Pvt. Ltd, New Delhi

Unterhalter, Elaine. (2007). *Gender, Schooling and Global Social Justice*, Routledge.

Module 5: Violence against Women

This Module makes the students come face to face with the hidden realities of life and especially in terms of violence against women.

- Introduction
- Gender-Based Violence in Family
- Gender-based Violence in Community and State
- Cultural practices violating women's rights
- Response to Violence

Activity: Presentation on the latest developments related to Gender Studies in Indian context and critically analyse the role of government agencies in it.

Recommended References:

A. T Pearson., & T P Rooke. (1993). *Gender Studies and Teacher Education: A Proposal*. *Canadian Journal of Education*, Vol. 18(3), pp.414-415. <http://dx.doi.org/10.2307/1494941>.

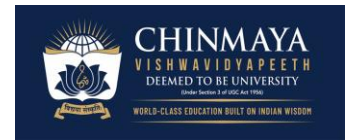
A., Sen. (1990). *Gender and Cooperative Conflicts*, In Tinker, I. (ed.), *Persistent Inequalities: Women and World Development*. Oxford University Press.

J E., Williams, & D.L Best. (1982). *Measuring sex stereotypes: A thirty nation study*.

Beverly Hills: Sage.

K. M Blee, & A R Tickamyer. (1995). *Racial differences in men's attitudes about women's gender roles*. *Journal of Marriage and the Family*, <http://dx.doi.org/10.2307/353813>.

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L. E., Duncan, B. E. Peterson & D. G Winter. (1997). Authoritarianism and gender roles: Toward a psychological analysis of hegemonic relationships. *Personality and Social Psychology Bulletin*, 23. Pp.41- 49.
<http://dx.doi.org/10.1177/0146167297231005>