

# **DIPLOMA IN GENDER STUDIES**

## **SYLLABUS**

**2024-25 AND ONWARDS**



**MIER COLLEGE OF EDUCATION (AUTONOMOUS)**  
Recognised by the Govt. of J&K & Permanently Affiliated to the University of Jammu  
Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

## **DIPLOMA IN GENDER STUDIES**

The Diploma in Gender Studies offered by the College shall be of one year duration spread over two semesters.

### **PROGRAMME LEARNING OUTCOMES**

After completing the programme students will be able to:

- PL01. Understand intersectionality by exploring the interconnectedness of gender with other social categories such as race, class, sexuality, ecology, environment, etc.
- PL02. Comprehend key feminist and gender theories, concepts, and frameworks, enabling students to critically analyze and interpret the social construction of gender roles and identities and gender dynamics.
- PL03. Critically analyze and deconstruct societal norms, cultural expectations, and institutional structures related to gender, fostering an understanding of how these constructs influence individuals and communities
- PL04. Acquire a historical perspective on the evolution of gender roles, identities, movements, gender rights and policies enabling students to contextualize contemporary gender issues and appreciate the contributions of various movements, policies and individuals to the advancement of gender equality
- PL05. Engage in advocacy and contribute to positive social change by addressing gender-based discrimination and inequality, fostering a commitment to promoting gender justice and equality in various professional and community settings and create sustainable culture, practices, technology, campaigns and entrepreneurship leading to development and empowerment
- PL06. Conduct research using feminist methodologies, apply acquired knowledge toward academic, professional, and personal development

The Scheme of the programme structure for the examinations to be held in the years given is as under:

## PROGRAMME STRUCTURE

### Semester - I (July to December)

Course Code	Course Title	Credits	Max. Marks		Total
			External	Internal	
DGS-101	Introduction to Gender Studies	04	60	40	100
DGS-102	Sexuality and Patriarchy	04	60	40	100
DGS-103	Feminist Theories	04	60	40	100
DGS-104	Gender, Community and Women Entrepreneurship	04	60	40	100
DGS-105	Project Work-Case Studies and Viva-Voce*	04	40	60	100
DGS-106	MOOC on Gender Studies	04	-	100	100
<b>Total</b>		<b>24</b>	<b>280</b>	<b>320</b>	<b>600</b>

### Semester - II (January to May)

Course Code	Course Title	Credits	Max. Marks		Total
			External	Internal	
DGC-201	Gender Rights and Law	04	60	40	100
DGC-202	Gender, Ecology and Environment	04	60	40	100
DGC-203	Understanding Third Gender	04	60	40	100
DGC-204	Gender and Sustainable Development	04	60	40	100
DGC-205	Project Work and Viva- Voce*	04	40	60	100
DGC-206	Internship and Viva-Voce*	04	40	60	100
<b>Total</b>		<b>24</b>	<b>320</b>	<b>280</b>	<b>600</b>
<b>Grand Total</b>		<b>48</b>	<b>600</b>	<b>600</b>	<b>1200</b>

\*Maximum Marks for the project work and Internship shall be 60 and Maximum Marks for Viva-Voce shall be 40

# **SEMESTER-I**

## INTRODUCTION TO GENDER STUDIES

**Course Code: DGS 101**  
**Credits: 4**

**Total Marks: 100**  
**External Marks: 60**  
**Internal Marks: 40**

### A. LEARNING OUTCOMES

**After completing the course, the students will be able to:**

- CLO1 articulate key concepts in gender studies, including sex, gender, gender identity, gender expression, and sexuality
- CLO2 Analyze and deconstruct the social construction of gender
- CLO3 Analyze gender biases and stereotypes in society
- CLO4 Explore the foundations of Women's Studies and gender studies

	CLO1	CLO2	CLO 3	CLO 4
PLO 1	X			
PLO 2		X		X
PLO 3			X	
PLO 4				X
PLO 5				
PLO6				

### B. COURSE CONTENT

#### Unit I

Gender: Concept of sex and gender, gender roles, gender discrimination and stereotypes, gender sensitivity

#### Unit II

Gender and sexuality: Concept and meaning of sexuality, body as a site and articulation of power relations, distinctions between gender, sex, and sexuality, social construction of sexual identities.

#### Unit III

Women Studies: Concept, need, scope of women studies as an academic discipline, women's studies and women's movement in India, from women's studies to gender studies: A paradigm shift

#### Unit IV

Gender Studies: concept, evolution of gender studies as an academic discipline, scope, interdisciplinary nature of gender studies, Issues and challenges

### C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, visits brain-storming sessions, online teaching (Google Classroom / Zoom) and Guest Lectures

### D. DEVELOPING A PORTFOLIO FOR GENDER STUDIES COURSE

In this portfolio, you are required to create two activities that correspond to the key concepts and learning outcomes of the course. The portfolio will help deepen your understanding and engagement with the topics while allowing you to showcase your creativity and critical thinking. The portfolio will cover the following course content: Gender, Gender and Sexuality, Women's Studies, and Gender Studies.

#### Portfolio Activities:

- Conduct a short survey on 10 individuals about their understanding of gender, sex, and sexuality. Based on the results, write a reflective report summarizing the findings and analyzing how societal norms shape perceptions of gender and sexual identities.
- Prepare a timeline chart showcasing the key milestones in the evolution of Women's Studies and Gender Studies in India. Include significant movements and policy changes that have contributed to this transformation. Use visuals and provide explanations for each milestone on the chart.

### E. SCHEME OF EVALUATION

S. No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Portfolio	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

### F. NOTE FOR PAPER SETTER

- The examination shall be conducted as an open-book examination.
- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

### G. SUGGESTED READINGS

- Angela Davis (2013) *Women, Race and Class*. Navayana Publishing: New Delhi.

- Anupama Rao (2005) Sexuality and the family form. *Economic and Political Weekly*, 40(8), 757-18.
- Asha Moodley (1995) Defining Reproductive Rights. *Agenda: Empowering Women for Gender Equity*. 27.8-14.
- Billey, A., Drabinski, E. & Roberto, K.R. (2014) What's Gender Got to Do with It? A Critique of RDA 9.7, *Cataloging & Classification Quarterly*, 52(4), 412-421
- Drabinski, E. (2010) Gendered S(h)elves: Body and identity in the Library, *Women & Environments International Magazine*, (Fall), 16-18, 43
- Maitrayee Chaudhuri (2005) *Feminism in India*. Zed Books.
- Sharmila Rege (2003) *Sociology and gender: The Challenges of Feminist Sociological Knowledge*. Sage, New Delhi.
- Sonderregger, T. B. (Ed.) (1985). "Psychology and Gender". Nebraska, University of Nebraska Press.
- Stanley L. and Wise S. (1983). "Breaking out Again: Feminist Methodology and Epistemology". London, Routledge.
- Whelehan, I., & Pilicher, J (2004) "50 Key Concepts in Gender Studies". New Delhi, Sage Publications.

## SEXUALITY AND PATRIARCHY

**Course Code: DGS 102**  
**Credits: 4**

**Total Marks: 100**  
**External Marks: 60**  
**Internal Marks: 40**

### A. LEARNING OUTCOMES

**After completing the course, the students will be able to:**

- CLO1 Investigate the historical development and cultural foundations of patriarchal systems
- CLO2 Analyze how patriarchal systems influence and regulate sexuality
- CLO3 Examine the inter sectionality of sexuality and patriarchy
- CLO4 Evaluate historical and contemporary resistance movements and activism challenging patriarchal norms

	CLO1	CLO2	CLO 3	CLO 4
PLO 1			X	
PLO 2		X		
PLO 3			X	
PLO 4	X			X
PLO 5				X
PLO 6				

### B. COURSE CONTENT

#### Unit I

Patriarchy and Sexuality: Concept of sexuality and patriarchy, understanding the historical roots of patriarchy, construction of gender roles

#### Unit II

Sexuality and the Patriarchal Lens: patriarchy in sexual violence, rape culture and consent, objectification and body image, control over reproductive rights, portrayal of gender and sexuality in media

#### Unit III

Resistance and Change: sexuality and gender norms, challenging patriarchy and negative masculinity, emerging issues in the intersection of sexuality and patriarchy

#### Unit IV

Movement and Advocacy: National and international movements and advocacy- Feminist movement, LGBTQ+ Rights Movements, Reproductive Rights Movements



### C. TRANSACTIONAL STRATEGIES:

Lecture, dialogue, thematic discussion, presentation, visits, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and Guest Lectures

### D. ASSIGNMENT

Write an 8-10-page thematic research paper that explores a chosen topic related to gender inequality through a feminist perspective.

**OR**

Write an 8-10-page thematic research paper that explores your chosen topic from a patriarchal perspective and suggests its implications

### E. MULTIMEDIA PRESENTATION

Create a multimedia presentation on the theme "Breaking Boundaries: A Multimedia Reflection on Patriarchy and the Control of Sexuality" and write its report and reflection

### F. SCHEME OF EVALUATION

S. No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment/Presentation	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

### G. NOTE FOR PAPER SETTER

- The examination shall be conducted as an open-book examination.
- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

### H. SUGGESTED READINGS

- Adlakha Renu (2007) *Gender, Subjectivity, and Sexual Identity: How Young People with Disabilities conceptualize the body, sex, and marriage in urban India*, New Delhi, CWDS.
- Butalia Urvashi (2002) *Speaking Peace*, New Delhi: Kali for Women (introduction).

- Chakravarti Anand, (2004) 'Caste and Agrarian Class: A view from Bihar' in Mohanty (ed), *Class, Caste and Gender*, New Delhi: Sage Publications.
- Chowdhry Prem (ed), (2009) *Gender Discrimination in Land Ownership*, New Delhi: Sage.
- D'souza Dilip, (2001) *Branded by Law*. New Delhi: Penguin.
- Dalit Women Speak, Report by AIDMAM, Zubaan, 2011.
- Deshpande Ashwini (2011) *The Grammar of Caste*, New Delhi: Oxford (chapter6).
- Ghai Amita (2003) *(Dis)-embodied Form: Issues of Disabled Women*, New Delhi: Haranand Publications.
- J.C.Nash (2008) Re-thinking Intersectionality. *Feminist Review*. 89. 1-15.
- Kamala Bhasin (2004). *Exploring masculinity*. New Delhi.
- Olson, H. A. (2001) 'Patriarchal Structures of Subject Access and Subversive Techniques for Change', *Canadian Journal of Information & Library Sciences*, 26(2/3), 1.

## FEMINIST THEORIES

**Course Code: DGS 103**

**Credits: 4**

**Total Marks: 100**

**External Marks: 60**

**Internal Marks:40**

### A. LEARNING OUTCOMES

**After completing the course, the students will be able to:**

CL01 Explore the historical development of feminist theories

CL02 Investigate the diversity within feminist theories

CL03 Apply feminist theoretical frameworks to analyze contemporary social issues

CL04 Comprehend complexities within feminist thoughts and theories

	CLO1	CLO2	CLO 3	CLO 4
PLO 1				
PLO 2	X	X	X	X
PLO 3				
PLO 4			X	
PLO 5				
PLO 6				

### B. COURSE CONTENT

#### Unit I

Feminism and Feminist Movements: Meaning and Definition of Feminism, Waves of Feminism, Feminist Movements in India and Western Countries

#### Unit II

Streams of Feminist Theory (a) Liberal Feminism (b) Radical Feminism (c) Socialist Feminism (d) Post-Colonial Feminism

#### Unit III

Trends in Feminist Theory: Black Feminism, Cultural Feminism, Psychoanalytic Feminism (Freudian feminism), Postmodernism and Feminism (Judith Butler, Christina Hoff)

#### Unit IV

Indian Feminism: Thinkers and Activists: Women in Ancient Indian Tradition: Vedas, Epics and Smritis, Women in Ancient Indian Thought: Arthashastra (Kautilya) and Manusmriti (Manu), Women in Bhakti tradition: Meera Bai, Vachana Garties, Akka Mahadevi

### C. TRANSACTIONAL STRATEGIES:

Lecture, dialogue, thematic discussion, presentation, visits, brain-storming sessions, online teaching (Google Classroom / Zoom) and Guest Lectures

#### D. ASSIGNMENT

Critically compare and contrast two different feminist theories, examining their foundational principles, key concepts, and applications

OR

Critically analyze post-colonial feminism globally and examine its foundational principles, key concepts, and applications

#### E. SCHEME OF EVALUATION

S. No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	20
	b) Reflective Report on Course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

#### F. NOTE FOR PAPER SETTER

- The examination shall be conducted as an open-book examination.
- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

#### G. SUGGESTED READINGS

- Bhagwat Vidyut (2004) *Feminist Social Thought*, New Delhi: Rawat Publications.
- Betty Friendman (1963) *The Feminine Mystique*. New York.
- BellHooks (1984) *Feminist Theory from Margin to Centre*. Southend Press: US.
- Chandra Talpade Mohanty (2003) *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press.
- Chakravathy, R. (2007). *Feminism and Contemporary Women Writers: Rethinking Subjectivity*. Routledge, India.
- FlaviaAgnes (2003) *Feminist Jurisprudence: Contemporary Concerns*. Majlis, Mumbai.

- Kumkum Roy (2001) *Women in Early Indian Societies*, New Delhi, Oxford University Press
- Joan Wallach Scott (1996.). *Feminism and History*, New York, Oxford University Press.
- Morgan S. (2006). *The Feminist History Reader*, London, Routledge.
- Nicholson L. (1997). *The Second Wave: A Reader in Feminist Theory*, New York, Routledge, 1997.
- Smith B., (2000) *Global Feminisms since 1945: Rewriting Histories*, London, Routledge.
- Schneir M. (1972) *The Vintage Book of Historical Feminism*, London, Vintage.

## GENDER, COMMUNITY AND WOMEN ENTREPRENEURSHIP

**Course Code: DGS 104**  
**Credits: 4**

**Total Marks: 100**  
**External Marks: 60**  
**Internal Marks: 40**

### A. LEARNING OUTCOMES

**After completing the course, the students will be able to:**

- CL01 Comprehend gender dynamics intersect with community structures and identities
- CL02 Analyze the influence of gender on community participation and leadership
- CL03 Understand the historical and contemporary role of women in entrepreneurship.
- CL04 Analyze the barriers and challenges faced by women entrepreneurs, including social, economic, and cultural factors

	CLO1	CLO2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4			X	
PLO 5	X	X	X	X
PLO 6				

### B. COURSE CONTENT

#### Unit I

Introduction to Gender and Community: concepts of community, gender roles, and social norms, historical perspectives on gender roles within communities, interplay between gender, culture, and community structure

#### Unit II

Gender Roles and Community Participation: gendered expectations in community participation and leadership, expectations in the community participation and leadership, gender-sensitive approaches to community planning and policy-making

#### Unit III

Women Entrepreneurship: Concept and significance; historical perspectives on women in business, rise of women entrepreneurs in the 21st century, Factors contributing to women entrepreneurship

#### Unit IV

Impact of Women Entrepreneurs: Economic contributions: job creation, innovation, and GDP growth, social impact: empowerment, community development, and role models, challenges and barriers faced by women entrepreneurs

**C. TRANSACTIONAL STRATEGIES:**

Lecture, dialogue, thematic discussion, presentation, visits, brain-storming sessions, online teaching (Google Classroom / Zoom) and Guest Lectures

**D. FIELD VISIT REPORT – WOMEN ENTREPRENEURS IN ACTION**

Students will visit a women-led entrepreneurial space (e.g., a business, organization, cooperative, or startup) and develop a detailed report based on their observations, interactions, and research along with reflection

**E. SCHEME OF EVALUATION**

S. No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Field visit	20
	b) Reflective Report on the visit	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

**F. NOTE FOR PAPER SETTER**

- The examination shall be conducted as an open-book examination.
- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

**G. SUGGESTED READINGS**

- Alexander, Jacqui M., and Chandra Talpade Mohanty (1997, Eds.), *Feminist Genealogies, Colonial Legacies, Democratic Futures*, New York and London, Routledge.
- Anker, R. (1998). *Gender and jobs: Sex segregation of occupations in the world*. Geneva, Switzerland: International Labour Office.
- Chossudovsky, M., (2001). *The Globalisation of Poverty*, Goa, Madhyam.
- Deshmukh-Ranadive J. (2000ed.), *Shifting Sands: Women's Lives and Globalization*. Calcutta, Street.

- Meridians (2000, Sp. issue) – Feminism, Race and Transnationalisms, 1(1).
- Swaminathan M., (2000) Weakening Welfare, New Delhi.
- Safa, H. (2001). Women and Globalization: Lessons from the Dominican Republic, Boulder, CO: Westview
- Standing, G. (1999). Global feminization through flexible labour: A theme revisited. *World Development* 27,583-602.
- Wolkowitz, C., (2006) Bodies at Work, London, Sage Publications.



## PROJECT WORK-CASE STUDIES

**Course Code: DGS 105**  
**Credits: 4**

**Total Marks: 100**  
**Internal Marks: 60**  
**Viva-voca : 40**

### A. LEARNING OUTCOMES

**After completing the course, the students will be able to:**

- CLO1 Identify the inter sectionality of gender with other social categories
- CLO2 Apply intersectional frameworks to analyze and interpret case studies
- CLO3 Evaluate case methodological approaches, biases, and potential implications for understanding gender and intersectionality
- CLO4 Connect theoretical perspectives to real-world instances and develop effective communication skills to present findings from case studies

	CLO1	CLO2	CLO 3	CLO 4
PLO 1	X	X		
PLO 2		X		X
PLO 3				
PLO 4				
PLO 5				
PLO6			X	X

### B. PROJECT DESCRIPTION

This case study assignment is designed for students in the Diploma in Gender Studies course to apply their knowledge of gender and intersectionality to a real-world scenario on the theme “**Exploring Gender and Intersectionality in the Workplace.**” Students will explore the complex dynamics of gender, intersectionality, and social structures in a workplace setting. The assignment encourages critical thinking, analysis, and discussion on topics related to gender equality, diversity, and inclusion.

### C. Project Details

**Part 1: Case Selection:** Students are required to select **two** real-world workplace cases or scenarios that involve issues related to gender, intersectionality, and diversity. The case could be from a workplace, a news article, a documentary, or any other credible source. The case should highlight the experiences of individuals at various intersections of gender, such as race, ethnicity, sexual orientation, ability, and socio-economic status.

**Part 2: Case Analyses:** once students have selected a case, they must analyze it through the lens of gender and intersectionality. This analysis should address the following aspects:

- a. Identify the key gender-related issues in the case, including gender stereotypes, discrimination, or disparities.
- b. Explore how intersectionality influences the experiences of individuals involved in the case.
- c. Examine the organizational culture and policies that may have contributed to the issues described.
- d. Discuss the potential consequences, both positive and negative, of these gender-related issues on the individuals and the organization as a whole.

**Part 3: Recommendations and Solutions:** In the final part of the assignment, students will develop recommendations and solutions to address gender-related issues and foster a more inclusive workplace environment. They should consider strategies that organizations can implement to promote gender equality and diversity. Students should also discuss the potential challenges and barriers to implementing these recommendations.

#### **SCHEME OF EVALUATION**

<b>S. No.</b>	<b>Activity</b>	<b>Marks</b>
1	Case-studies (2)	50
2	Presentation	10
3	Viva-voce	40
<b>Grand Total</b>		<b>100</b>

## MOOC ON GENDER STUDIES

**Course Code: DGS 106**  
**Credits: 4**

**Total Marks: 100**  
**Internal Marks: 100**

### A. LEARNING OUTCOMES

**After completing a MOOC on Gender Studies the students will be able to:**

CL01 Understanding of Core Concepts in Gender Studies

CL02 Critically analyze contemporary gender issues and challenges

CL03 Apply key theories and frameworks within gender studies to comprehend real-world scenarios

CL04 Develop research skills by accessing, evaluating, and synthesizing scholarly articles, reports, and other resources

	CL01	CL02	CL03	CL04
PLO 1				
PLO 2	X		X	
PLO 3				
PLO 4		X		
PLO 5				
PLO6				X

### B. SCHEME OF EVALUATION

A student is required to submit the certificate of completion of MOOC on gender studies from any one of the following platforms Coursera/Udemy/edX/SWAYAM

S. No.	Activity	Marks
1	Completion Certificate	50
2	Reflection Report	50
	Total	100

# **SEMESTER-II**

## GENDER RIGHTS AND LAWS

**Course Code: DGS 201**

**Credits: 4**

**Total Marks: 100**

**External Marks: 60**

**Internal Marks: 40**

### **A. LEARNING OUTCOMES**

**After completing the course, the students will be able to:**

CLO1 Develop a comprehensive understanding of human rights, fundamental rights, and gender rights

CLO2 Critically evaluate existing gender-related laws and policies

CLO3 Explore the inter sectionality of gender with other social categories such as race, class, and sexual orientation

CLO4 Acquire skills necessary to engage in gender advocacy and activism

	CLO1	CLO2	CLO 3	CLO 4
PLO 1			X	
PLO 2				
PLO 3				
PLO 4	X	X		
PLO 5				
PLO 6				X

### **B. COURSE CONTENT**

#### **Unit I**

Understanding Gender Human Rights: Concept, Historical Evolution of Gender Human Rights,

#### **Unit II**

Gender Rights as Human Rights: International Initiatives-U.N. World Conference on Women, Universal Declaration of Human Rights, Convention on the Elimination of all forms of Discrimination against Women, National Initiatives-National Commission for Women and other State Commissions, Ministry and Department of Women and Child

#### **Unit III**

Gender Equality and Constitution: Fundamental Rights, Rights of all genders – Political, family and property rights

#### **Unit IV**

Personal Laws Relating to Women: Concept and scope of personal laws, Difference between personal laws and general laws, Marriage and Divorce Laws, Inheritance and Succession Laws

### C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, visits, online teaching (Google Classroom / Zoom) and Guest Lectures

### D. ASSIGNMENT

Discuss the impact of two legal cases on the development of gender rights jurisprudence and how these cases have influenced societal perceptions and legal outcomes.

OR

Critically compare gender rights legislation in two different countries, assessing the legal frameworks, protections, and challenges faced by individuals based on gender identity and expression

### E. INTERVIEW REPORT

Conduct an interview with a member of an organization (government or NGO) involved in gender rights advocacy. Prepare a report summarizing their views on the impact of international and national initiatives on gender equality in your country.

### F. SCHEME OF EVALUATION

S. No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	10
	b) Interview report and Reflection	20
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

### G. NOTE FOR PAPER SETTER

- The examination shall be conducted as an open-book examination.
- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

### H. SUGGESTED READINGS

- Aggarwal Nomita (2002). Women and Law in India, New Century Publication, New Delhi
- Anand, A.S. (2002). Justice for Women: Concepts and Experience, University Law Pub., New Delhi
- Bakshi, P.M. (2006). Constitution of India, University Law Pub., New Delhi

- Chatterjee, Mohini (2005) *Feminism and Gender Equality*, Aavishkar, Jaipur.
- Gill, Rajesh (2009). *Contemporary Indian Urban Society- Ethnicity, Gender and Governance*, Bookwell Publishers, New Delhi, 2009
- Jain, Devaki and Rajput, Pam, (2003, Ed.), *Narratives from the Women's Studies Family*, Sage, New Delhi
- Kuriakose, T. (2005). Women's rights movement - International dimensions and national experiences, *Women's Link*, 11(2); 10-15
- Seth, L.A. (2005). Uniform Civil Code: towards gender justice, *Vikasini: The Journal of Women's Empowerment*. 20(1), 2
- Wadia, P. (2005). Victim and witness protection: a women's right, *From the Lawyers Collective*, 20(6),
- Sen, R. (2006). Sociological insight into the private sphere of women's lives, *Roshni*. p.20
- Suneetha, A and Nagaraj, V. (2006). A difficult match: women's actions and legal institutions in the face of domestic violence, *Economic and Political Weekly*. 41(41), 43355-4362
- Miglani, D. (2006). Some legal provisions to facilitate women's empowerment in India *Legal News and Views*. 20(11), 15-17
- Agnes, F. (2006). Making laws work for women: the potential of existing laws against domestic violence, *Manushi*, 56, 25-31

## GENDER, ECOLOGY AND ENVIRONMENT

**Course Code: DGS 202**  
**Credits: 4**

**Total Marks: 100**  
**External Marks: 60**  
**Internal Marks: 40**

### A. LEARNING OUTCOMES

**After completing the course, the students will be able to:**

CLO1 Understand the interconnectedness of gender, ecology, and the environment

CLO2 Analyze the impact of environmental policies on gender dynamics

CLO3 Examine the role of women in sustainable development

CLO4 Engage in community-based approaches to environmental justice

	CLO1	CLO2	CLO 3	CLO 4
PLO 1	X			
PLO 2				
PLO 3				
PLO 4		X		
PLO 5			X	X
PLO6				

### B. COURSE CONTENT

#### Unit I

Ecology and Environment: Defining Ecology and Environment, Human-environment relationship, Understanding the concept of gender in the context of environmental studies

#### Unit II

Introducing Eco-feminism: Definition of Eco-feminism, Various branches within eco-feminism, Difference between eco-feminism and other types of feminism

#### Unit III

Eco-feminism: Gendered perspective of environmental change, Gendered relationship to access to resource, Environmental activism-gendered Perspective, Feminist political ecology and environmental justice perspective

#### Unit IV

Gender, Ecology, and Environmental Justice: environmental justice and its relevance to gender, role of women and marginalized communities in environmental justice movements, Strategies for promoting gender-inclusive environmental justice



### C. TRANSACTIONAL STRATEGIES:

Lecture, dialogue, thematic discussion, presentation, visits, brain-storming sessions, online teaching (Google Classroom / Zoom) and Guest Lectures

### D. DESIGN A CAMPAIGN BROCHURE:

Identify an environmental justice movement in your region or another country (Chipko Movement (India), Standing Rock Protests (USA)) that was led or strongly influenced by women or marginalized groups. Develop a campaign brochure analyzing the strategies used by these groups to promote environmental justice, highlighting the role of gender inclusivity.

### E. SCHEME OF EVALUATION

S. No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Design a campaign brochure	20
	b) Reflection report on the course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

### F. NOTE FOR PAPER SETTER

- The examination shall be conducted as an open-book examination.
- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

### G. SUGGESTED READINGS

- Ethelston, Sally (1994). Gender, Population, Environment. *Middle East Report*, no. 190 <http://dx.doi.org/10.2307/3012458>.
- Yoo, Seung Jick (2019) Gender and Environment. *Asian Women* 35(4), 141–43. <http://dx.doi.org/10.14431/aw.2019.12.35.4.i>.
- Nightingale, Andrea (2006) The Nature of Gender: Work, Gender, and Environment. *Environment and Planning D: Society and Space* 24(2), 165–85. <http://dx.doi.org/10.1068/d01k>
- Menon, N. (1999 Ed.), *Gender and Politics in India*, New Delhi, Oxford University Press.
- Mies M and V. Shiva (1993) *Ecofeminism*, Halifax, Fernwood Publications.
- Rai S., (2002). *Gender and the Political Economy of Development*, UK, Polity Press.

- Rao, N., Rurup, L and R Sudarshan (1995 Eds), *Sites of Changes*, New Delhi, UNDP and Friedrich Ebert Stiftung.
- Salleh, A. 1997. *Ecofeminism as Polity: Nature, Marx and the Postmodern*. London: Zed Books.
- Schroeder, R. A. 1999. *Shady Practices: Agroforestry and Gender Politics in The Gambia*. Berkeley: University of California Press.
- Shiva, V. 1989. *Staying Alive: Women, Ecology and Development*. London: Zed Books.
- Stein, R. 2004. *New Perspective on Environmental Justice: Gender, Sexuality and Activism*. New Jersey: Rutgers University Press.
- Steingraber, S. 1998. *Living Downstream: A Scientist's Personal Investigation of Cancer and the Environment*. New York: Vintage
- Visvanathan N., Duggan L., Nisonoff L. and N. Wiegiersma (1997 Eds.), *The Women, Gender and Development Reader*, New Delhi, Zubaan.
- Warren, K. 1994. *Ecological Feminism*. New York: Routledge.

## UNDERSTANDING THIRD GENDER

**Course Code: DGS 203**

**Credits: 4**

**Total Marks: 100**

**External Marks: 60**

**Internal Marks: 40**

### **A. LEARNING OUTCOMES**

**After completing the course, the students will be able to:**

CLO1 Define and contextualize the concept of the third gender

CLO2 Examine the diversity of third-gender identities

CLO3 Analyze the historical and contemporary experiences of third-gender individuals

CLO4 Evaluate legal and human rights issues related to third-gender recognition

	CLO1	CLO2	CLO 3	CLO 4
PLO 1	X			
PLO 2			X	
PLO 3		X		
PLO 4				X
PLO 5				
PLO6				

### **B. COURSE CONTENT**

#### **Unit I**

Introduction to Third Gender: Understanding the concept of third gender, Historical perspectives on gender diversity, human rights and legal rights, Social constructionism and intersectionality theories of gender

#### **Unit II**

Historical Perspectives on Third Gender: historical roles and significance of third gender individuals in different cultures, cultural and religious roles of third gender individuals

#### **Unit III**

Contemporary Issues: healthcare disparities, employment discrimination, and violence against third gender individuals, strategies for creating more inclusive and accepting societies

#### **Unit IV**

Representation and Media: Representation of third-gender identities in films, television, literature and art, role of social media and digital platforms in shaping third-gender identities, New challenges and opportunities for third-gender individuals in the 21st century

**C. TRANSACTIONAL STRATEGIES:**

Lecture, dialogue, thematic discussion, presentation, visits, brain-storming sessions, online teaching (Google Classroom / Zoom) and Guest Lectures

**D. ASSIGNMENT**

Explain the historical and cultural contexts that have shaped the concept of the third gender, understanding its evolution and significance across different societies.

**OR**

Explore the lived experiences of individuals identifying as the third gender and analyze advocacy initiatives aimed at promoting their rights and well-being

**E. VIDEO PRESENTATION**

Choose a third-gender community and prepare a short video presentation on their historical roles, cultural significance, and the changes in their societal position over time. Include interviews of some members in the presentation.

**F. SCHEME OF EVALUATION**

S. No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment/Presentation	20
	b) Reflection report on the course	10
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

**G. NOTE FOR PAPER SETTER**

- a. The examination shall be conducted as an open-book examination.
- b. The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- c. All the questions shall be essay-type/long-answer type.
- d. The length of each answer shall be between 400-600 words
- e. Maximum marks for the Question Paper shall be 60
- f. Minimum pass marks shall be 24 (40%)
- g. The duration of the examination shall be 3 Hours

**H. SUGGESTED READINGS**

- Addlakha Renu (2007) Gender, Subjectivity, and Sexual Identity: How Young People with Disabilities conceptualise the body, sex, and marriage in urban India, New Delhi, CWDS.

- Alam, Javed (2004) *The Vulnerable Populations and Democracy in Who Wants Democracy?* Orient Longman: New Delhi
- Bose Brinda and Subhabrata Bhattacharyya (Eds.), 2007, *The Phobic and the Erotic: The Politics of Sexualities in Contemporary India*, London: Seagull
- Chowdhry Prem (2009, Ed). *Gender Discrimination in Land Ownership*, New Delhi: Sage
- Douglas A. Vakoch (2022) *Transgender India: Understanding Third Gender Identities and Experiences*, Springer Nature Switzerland AG
- Jackson Stevi and Sue Scott (1998, Eds.). *Feminism and Sexuality: A Reader*, Columbia University Press.
- John Mary and Janaki Nair (1998, Ed.). *A Question of Silence: Sexual Economies of Modern India*, New Delhi
- Hassan Zoya (2009) *The Politics of Inclusion*, New Delhi: Sage
- Menon Nivedita (2007, Ed), *Sexualities*, New Delhi: Women Unlimited  
Richardson Diane, *Rethinking Sexuality*, London: Sage Publications

# GENDER AND SUSTAINABLE DEVELOPMENT

**Course Code: DGS 204**  
**Credits: 4**

**Total Marks: 100**  
**External Marks: 60**  
**Internal Marks: 40**

## A. LEARNING OUTCOMES

**After completing the course, the students will be able to:**

- CLO1 Understand the linkages between gender and sustainable development
- CLO2 Analyze gender disparities in access to resources and opportunities
- CLO3 Explore the role of women in sustainable development
- CLO4 Explore gender-responsive policy development for sustainable practices

	CLO1	CLO2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3		X		
PLO 4				
PLO 5	X		X	X
PLO6				

## B. COURSE CONTENT

### Unit I

Sustainable Development Goals (SDGs): Overview of the 17 SDGs, role of gender in each SDG, gender mainstreaming in the SDGs, case studies highlighting gender-specific challenges and successes in achieving SDGs

### Unit II

Global Perspectives on Gender and Sustainable Development: Comparative analysis of gender-related challenges in different regions, international policies and agreements promoting gender equality and sustainable development, Role of NGOs in advancing gender and sustainability

### Unit III

Gender-Responsive Planning and Policy Implementation: Importance of gender analysis in policy development, gender mainstreaming in government policies and programs, developing gender-sensitive training programs, empowering communities through capacity-building programs

## Unit IV

Gender, Technology, and Innovation: digital divide and its impact on women and gender minorities, use of technology to promote gender equality and sustainable development

### C. TRANSACTIONAL STRATEGIES:

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, online teaching (Google Classroom / Zoom) and Guest Lectures

### D. ASSIGNMENT

Discuss gender perspectives in the Sustainable Development Goals (SDGs) and assess their impact on gender equality and sustainable development.

OR

Develop practical skills in designing a comprehensive, gender-responsive sustainable development plan for a specific community or region

### E. POLICY DEVELOPMENT

Design a gender-sensitive policy implementation plan for a government program of your choice (e.g., education, healthcare, agriculture). Your plan should include key elements such as gender analysis, gender mainstreaming, and community empowerment strategies. Prepare a written report detailing your plan and how it will be monitored and evaluated and present it.

### F. SCHEME OF EVALUATION

S. No.	Activity	Marks
1	External Marks (Open Book Examination)	60
2	Internal Assessment	
	a) Assignment	10
	b) Policy Development	20
	c) ICT Based Quiz (MCQs)	10
<b>Grand Total</b>		<b>100</b>

### G. NOTE FOR PAPER SETTER

- The examination shall be conducted as an open-book examination.
- The Question Paper shall have four questions, with one question selected from each unit. Each question shall have a weightage of 15 marks.
- All the questions shall be essay-type/long-answer type.
- The length of each answer shall be between 400-600 words
- Maximum marks for the Question Paper shall be 60
- Minimum pass marks shall be 24 (40%)
- The duration of the examination shall be 3 Hours

## I. SUGGESTED READINGS

- Desai N. (1982a). *Breaking the academic isolation: An analysis of teaching and research on women in India with special reference to social sciences*. Paper presented at the First International Conference on Research and Reaching, July, Research Unit on Women's Studies, SNDT Women's University, Mumbai.
- Datchana Moorthy Ramu (2020) *Gender Equality & Sustainable Development Goals: In India*, Notion Press, India
- Desai N., & Thakkar U. (2001). *Women in Indian society*. National Book Trust India, New Delhi.
- Kumud Ranjan (1993) *Women and modern occupation in India*, Chugh Publications
- K.S. Shukla (1987). *The other side of development*, Sage Publisher, New Delhi.
- Harish (2017) *Economic development and role of Indian women*, Commonwealth Publishers, California, USA
- Melissa Leach (2015) *Gender Equality and Sustainable Development*, Routledge Publisher
- Shewta Prasad (2024) *Gender, Environment and Sustainable Development*, Routledge, India
- ICSSR Report Status of women in India
- CSWI – towards equality - report on status of women in India



## PROJECT WORK

Course Code: DGS 205  
Credits: 4

Total Marks: 100  
Internal Marks: 60  
Viva Voce Marks:40

### A. LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO1 Analyze and articulate the concept of gender empowerment
- CLO2 Design and produce a creative multimedia campaign that effectively communicates their understanding of gender empowerment
- CLO3 Apply effective social media strategies to ensure that the multimedia campaign is engaging, accessible, and impactful
- CLO4 Critically reflect on the impact of their multimedia campaign and evaluating its effectiveness in raising awareness and promoting gender empowerment

	CLO1	CLO2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5	X	X	X	X
PLO6				

### B. ACTIVITIES

- Each student will have to create a creative multimedia campaign(audio/video) of 5-7 minutes for social media to express your understanding of gender empowerment on the theme "**Empower Her: Breaking Barriers**"
- The campaign project should include:
  - a) A brief overview of the presentation theme
  - b) Explanation of the chosen medium
  - c) Importance of gender empowerment in breaking societal barriers
  - d) Reflection on the project
  - e) Message of the campaign (audio/video)

### C. SCHEME OF EVALUATION

S. No.	Activity	Marks
1	Project Work	50
2	Presentation	10
3	Viva-voce	40
<b>Grand Total</b>		<b>100</b>

## INTERNSHIP

Course Code: DGS 206

Credits: 4

Total Marks: 100

Project Marks: 60

Viva Voce Marks:40

### A. LEARNING OUTCOMES

After completing the course, the students will be able to:

CLO1 Understand the local community dynamics

CLO2 Conduct a needs assessment on gender-related challenges

CLO3 Develop and implement gender equity awareness campaigns

CLO4 Advocate for local policy changes promoting gender equity

	CLO1	CLO2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3		X		
PLO 4				X
PLO 5	X		X	
PLO6				

S.No.	Activity	Max. Marks
1	Work with an NGO/agency/institution/ social work during the semester. Conduct a need assessment related to gender challenges in a local community then organize awareness sessions. The project will address various aspects of gender studies, including gender identity, gender roles, intersectionality, and discrimination. Maintain an activity log and report.	40
2	The students shall prepare a report on their personal growth during the year of their internship. A first-hand account of their experiences of their work will also be submitted.	20
	<b>Total</b>	<b>60</b>

### VIVA-VOCE EXAMINATION

After completing the Internship, the students will take the viva voce examination, which carries 40 marks.