

Programme Project Report

Master of Arts in Gender Studies



Department of Gender Studies
School of Social Science

TAMIL NADU OPEN UNIVERSITY

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Chennai - 600 015

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF SOCIAL SCIENCES
Master of Arts in Gender Studies
Non Semester - Distance Mode

Programme Project Report (PPR)

1. Programme's mission and Objectives

Gender Studies as an academic field of study and research aims at facilitating the learners to understand and use intersectional analysis to explore the bases of social inequalities; understand what it means to place women at the center of knowledge-making and of discourse across disciplinary boundaries;. It also intends to understand the dynamic relationship between Gender studies and Women's studies.

2. Relevance of the Programme with HEI's Mission and Vision:

The M.A Gender Studies Programme Investigate issues and debates around gender, particularly in relation to Indian society as well as the global perspective. It identifies and explain the ways in which gender shapes our everyday lives through the intersections of gender, race, class, sexuality, age, religion, culture, and nation. It also Discuss the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities.

3. Nature of prospective target group of Learners

The Master of Gender Studies Programme has been designed for those who are interested in serving the society through caring for the individuals, groups with same problem, marginalized communities and weaker sections of the society. Especially those who are interested in various fields like the knowledge and perspective gained from this field can be applied to various fields like women empowerment, social development programmes, journalism, creative writing, counselling, social work, etc.

4. Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence:

Gender Studies graduates will acquire requisite skills and knowledge for careers in government and politics, advocating and helping out cases of people who are unjustly charged, or are persecuted, are helped by these people. The students will have analytical skills and capability for critical thinking, and ability to carry out research studies and projects to contribute for the betterment of the society and in many areas for women and people with alternate sexualities and gender identities. As organizations and industries, urban areas and societies are expanding, job opportunities will have high importance in the coming years, as the demographic becomes more complex and mixed.

5. Procedure for admissions, curriculum transaction and evaluation:

Eligibility: Any under graduate degree from recognized University

Fee: Fee shall be fixed subject to approval of the Finance Committee of the TNOU.

Financial Assistance: SC/ST Scholarship shall be applicable as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver for the physically challenged/ differently abled persons.

Policy of Programme delivery: The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Counselling schedule will be uploaded in the TNOU website and the same will be intimated to the students through SMS.

Evaluation System: Examination to Master Degree Programme in Social Work is designed to maintain quality of standard. Theory will be conducted by the University in the identified Examination Centres. For the Assignment students may be permitted to write with the help of books/materials for each Course, which will be evaluated by the Evaluators appointed by the University.

Assignment: 1 assignment for 2 credits to be prepared and submitted by the learners. E.g. If a Course is of Credit 4, then 2 number of Assignments are to be written by the learner to complete the continuous assessment of the course. Assignment carries 30 marks for each Course.

Theory Examination: Students shall normally be allowed to appear for theory examination by completing Practical and Assignment. The Term -End Examination shall Carry 70 marks and has Section: A and Section: B and will be of duration 3 hours.

QUESTION PAPER PATTERN

Time: 3 Hours

Maximum Marks: 70

PART – A (5x5=25 Marks)

Answer any five questions out of eight questions in 300 words

All questions carry equal marks

Question Distribution Method:

1. From Unit –I
2. From Unit –II
3. From Unit –III
4. From Unit – IV
5. From Unit – V
6. From any unit
7. From any unit
8. From any unit

PART – B (3X15=45 marks)

Answer any three questions out of five questions in 1000 words

All questions carry equal marks

9. From unit -1
10. From unit-II
11. From unit – III
12. From unit –IV
13. From unit -V

Passing Minimum: Candidates who have secured 50 percent of the marks in each course (both Continuous Internal Assessment and Term End Examinations) shall be declared to have passed the examination in that course. All other candidates shall be declared to have failed in that course.

Classification of Successful Candidate

Candidates who pass all the Courses and who secure 60 per cent and above in the aggregate of marks will be placed in the First Class. Those securing 50 per cent and above but below 60 per cent in the aggregate will be placed in the Second Class.

Requirement of laboratory and Library Resources

The Programme will be offered through the Learner Support Centre (LSC) maintained by Tamil Nadu Open University. The LSC has the required infrastructural facilities to conduct the Counselling for the students who wish to clear their doubts. A well equipped Library is available in the University Headquarters and the Regional Centres with required books and research journals. The Learners Support Centre through which the Degree Programme is to be offered is also equipped with a full-fledged library having books and journals related Tamil.

Cost Estimate of the Programme and the Provisions

The cost estimate for development, delivery and maintenance of the Master of Arts in Sociology Programme to the approval of Finance Committee, TNOU is provided in the following Table.

	Details	Amount in Rs.
1	Programme development and launching cost (Expenditure)	24,46,400
2	Programme Fee charged for 2 years per student (Income)	6,600
3	Examination Fee charged for 2 years (Income) per student	1500
4	Examination expenses per student for 2 years per student (Expenditure)	3,600

Quality Assurance Mechanism and Programme Outcomes

The Quality of the Masters Degree Programme in Gender Studies is maintained by adopting the curriculum suggested by the UGC. As per UGC guidelines the core courses, three elective courses, three subject specific elective courses, two skill enhancement courses are included in the Programme. The syllabus was framed by subjects with due approval by the Board of Studies and Academic Council. The syllabus is also on par with that of the one adopted by other conventional Universities offering Gender Studies. As a part of Quality assurance the curriculum for the Programme will be updated once in three years. Necessary steps will be taken to obtain feedback from the students and the Academic Counsellors who are part of the Programme for effective delivery of the Programme.

Programme Outcomes:

After successful completion of Master Degree in Gender Studies, the learners shall be able to:

1. Equip the learners on critical questioning of the existing social inequalities and build gender perspectives and gain knowledge, wisdom on the new Knowledge Production
2. Gender Sensitized Students with the knowledge gained and sensitivity realized, would serve as torch further sensitized the society and social institutions.
3. The heightened gender sensitive leadership will be exhibited in implementing gender inclusive policies and interventions in the institutions where they are associated.
4. The students will acquire scientific perspectives and rationality and apply or question the multiple inequalities in the society with such sensitivity to eliminate the inequalities.

Mapping the Curriculum

MASTER OF ARTS IN GENDER STUDIES - CURRICULUM MAPPING

I YEAR

Programme Outcomes	Courses				
	MGS-11	MGS- 12	MGS - 13	MGS -14	MGS -15
Understanding of concept, nature and importance	✓	✓	✓	✓	✓
Theoretical Understanding	✓	✓	✓	✓	✓
Understanding of Individual, Group, Community Issues	✓	✓	✓	✓	✓
Application of Scientific Knowledge and skills	✓	✓	✓	✓	✓
Professional knowledge, communication and Attitude	✓	✓	✓	✓	✓
Critical Evaluation of social work theory and practice	✓	✓	✓	✓	✓

II YEAR

Programme Outcomes	Courses				
	MGS-21	MGS- 22	MGS - 23	MGS-24	MGS-25
Understanding of concept, nature and importance	✓	✓	✓	✓	✓
Theoretical Understanding	✓	✓	✓	✓	✓

Understanding of Individual, Group, Community Issues	✓	✓	✓	✓	✓
Application of Scientific Knowledge and skills	✓	✓	✓	✓	✓
Professional knowledge, communication and Attitude	✓	✓	✓	✓	✓
Critical Evaluation of social work theory and practice	✓	✓	✓	✓	✓

Structure M.A. Gender Studies Programme

I Year

Name of the Course	Course Code	Class hours	Internal	External	Total	Credits
INTRODUCTION TO GENDER STUDIES	MGS-11	18	30	70	100	6
INTRODUCTION TO GENDER STUDIES	MGS-12	18	30	70	100	6
FEMINIST RESEARCH METHODOLOGY	MGS-13	24	30	70	100	8
GENDER AND SOCIETY	MGS-14	18	30	70	100	6
GENDER AND DEVELOPMENT	MGS-15	18	30	70	100	6

II Year

GENDER AND GOVERNANCE	MGS-21	18	30	70	100	6
GENDER AND HEALTH	MGS-22	18	30	70	100	6
GENDER AND TECHNOLOGY	MGS-23	18	30	70	100	6
GENDER MANAGEMENT SYSTEM	MGS-24	18	30	70	100	6
WOMEN DEVELOPMENT PROGRAMMES AND POLICIES	MGS-25	24	30	70	100	8
Total Credits						64



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CHENNAI – 15

M.A. GENDER STUDIES I YEAR (NON-SEMESTER - DISTANCE MODE)

COURSE TITLE : INTRODUCTION TO GENDER STUDIES

COURSE CODE : MGS-11

COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the Introduction to Gender Studies the student shall be able to:

CO1.Familiarize with various concepts of Gender Studies

CO2.Understand the construction of Masculinity and femininity and gender roles

CO3.Aware of the distinction between gender and sex and gender stereotyping in the private and public spaces

Block – I Introduction to Gender Studies

Unit-1: Meaning – Purpose –Basic Concept of Gender Studies

Unit-2: Differences between Sex and Gender and Intersectionality of gender

Unit-3: Gender Studies as an Interdisciplinary Subject

Unit-4: Paradigm shift from Women’s Studies to Gender Studies

Block – II Institutionalizing Gender

Unit-5: Institutionalizing Gender and Social Stratification

Unit-6: Gender Identity, Gender role and Gender division of labour

Unit-7: Gender Stereotyping and Sexism, Objectification

Unit-8: Masculinity, Sexual Orientation and LGBT

Block – III Social Construction of Femininity

Unit-9: Gender, Power, Masculinity vs Femininity, Equality vs. Equity

Unit-10: Gender Characteristics Expectations, gender power relations

Unit-11: Essentialism in the construction of femininity

Unit-12: Images and faces of women in society, economy, politics of social reproduction and gender stereotyped expectation in sports, Arts, Entertainment, Fashion Industry, Media etc.,

Block - IV Social Construction of Masculinity

Unit-13: Definition and Understanding of Masculinities

Unit-14: Male feminists- LGBTQ movements and legal provisions

Unit-15: Social Organization of Masculinity and Privileged Position of
Masculinity

Unit-16: Politics of Masculinity and Power –Portrayal in Media and gender identities.

Block – V Biological Determinism and Objectification Women

Unit-17: Biological, Phenomenological and social-cultural perspectives of body

Unit-18: Body as a site and articulation of power relations

Unit-19: Cultural meaning of female body and women's lived experiences

Unit-20: Gender and Sexuality – Social acceptance of gender non-conforming persons

Reference Book

1. Cornell R W (1995) Gender, Cambridge, Polity press.
2. Holmes M (2007) What is Gender? New Delhi, Sage Publication
3. Lipman-Blumen J (1984) Gender Roles and Power, New Jersey: Prentice Hall.
4. Oakley A (1985) Sex, Gender and Society, London: Temple Smith
5. Gokilavani Main currents in Gender Studies in India, Madurai, Shivathmika Publications, 2001.
6. Devaki Jain and Pam Rajput (Ed). (2003). "Narratives from the Women's Studies Family: Recreating Knowledge, Sage, and New Delhi.
7. Jasbir Jain (Ed). (2005). "Women in Patriarchy: Cross Cultural". Rawat Publications, Jaipur.
8. KumkumSangari and SudeshVaid."Recasting Women: Eassy in Colonial History".
9. Lerner, Gerda. (1986). "The Creation of Patriarchy". Oxford University Press, New Delhi.
10. Maithreyi Krishna Raj. (1986). "Women Studies in India: Some Perspectives". Popular Prakasham, Bombay.
11. Mala Khullar, (Ed). (2005). "Writing the Women's Movement: A Reader". Zubaan, Kali for Women, New Delhi.
12. Mies, Maria. (1980). "Indian Women and Patriarchy". Concept Publishing Company, New Delhi.
13. SharmilaRege, (Ed.). (2003). "Sociology of Gender: The Challenge of Feminist Sociological Knowledge". Sage, New Delhi.
14. Vina Majumdar. (1974). "Report on the committee on the Status of Women: Towards Equality". Journal of Women Studies.
15. Gender studies –A primer by V.Kadambari , 2009, RGNVYID
16. Bharathi Haraishankar (2019) , " Being and Doing Gender: Multidisciplinary Perspectives: Satya Nilayam Publication, Chennai

Web Resources:

1. <https://daily.jstor.org/reading-list-gender-studies/>
2. <https://www.ons.gov.uk/economy/environmentalaccounts/articles/whatisthedifferencebetweensexandgender/2019-02-21>
3. <https://www.vedantu.com/civics/social-stratification>
4. <https://www.ohchr.org/en/women/gender-stereotyping>
5. <https://www.weforum.org/agenda/2019/07/gender-where-feminist-movements-and-lgbti-movements-meet/>
6. https://en.wikipedia.org/wiki/Gendered_sexuality

COURSE OUTCOMES

After completion of the Introduction to Gender Studies the student will be able to

COC1. Communicate the gender construction and the need for reconstruction and deconstruction of gender

COC2. Gain gender sensitivity and may commit to apply in their life and interactions

COC3. Identify and explain the ways in which gender shapes our everyday lives through the intersections of gender, with class, caste, sexual orientation, age, religion, region, culture,

COC4. Discuss the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities



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CHENNAI – 15

M.A. GENDER STUDIES I YEAR (NON-SEMESTER - DISTANCE MODE)

COURSE TITLE : FEMINIST THEORIES AND MOVEMENTS

COURSE CODE : MGS-12

COURSE CREDIT : 8

COURSE OBJECTIVES

While studying the Feminist Theories and Movements the student shall be able to:

CO1.get informed about the feminism, different waves, schools of feminism and perspectives

CO2.Understand the genesis and emergence of Feminist Theories and Women Movements

CO3.Women's Movements and their contributions

Block I Feminism

Unit-1: Definitions and Meaning of Feminism – Related to Gender Studies

Unit-2: Feminist Ideology and Critique of Feminism

Unit-3: Indian Feminism and women in freedom struggle

Block II Waves of Feminism

Unit-13: Western Feminism vs Indian Feminism

Unit-14: First wave feminism

Unit-15: Second wave feminism

Unit-16: Third wave feminism.

Block II Theories and Schools of Feminist thought

Unit-4: Liberal Feminism

Unit-5: Marxist Feminism

Unit-6: Socialist Feminism

Unit-7: Radical Feminism

Unit-8: Psychoanalytical and existential Feminism and News

Block III Emerging Post Modern Feminisms

Unit-9: Postmodern feminism

Unit-10: Black Feminism and Dalit feminism, Queer Feminism

Unit-11 Eco feminism and Global feminism

Unit 12 History and emergence of Indian feminist movements.-IAWS, RAWS etc.,

Block V Contemporary Grass-root Women's Movements

Unit-17: Anti-price rise movement, SEWA, SHG, the current developments in the digital platform movements

Unit-18: Anti-arrack movement, Chipko and Eco feminist Movement – ‘One Billion Raising’, Me-Too, Wall of Protest; Gulabi Gang, ‘No Conditions Apply’ Saheen Bagh -CAA

Unit-19: New forms of grass root feminist activism of Neduvasal, Jallikattu, Koodankulum TASMAL, Sterlite...anti rape campaign, LGBTQ Movements

Unit-20: State response to Women’s movement in contemporary India

Reference Book

1. Barrett, Michele. Women’s Oppression Today: Problems in Marxist Feminist Analysis. London: Virago Publications.
2. Beauvoir, Simone de. The Second Sex Harmonds work Penguin Books, 1949.
3. Betty Friedan. The Feminine Mystique. New York Delhi, 1974
4. Hunter College Women’s Studies Collective. Women’s Realities, Women’s Choices: An Introduction to Women’s Studies, New York: OUP, 1983
5. Jaggar Alison M. Feminist Politics and Human Nature. New Jersey: Rowman and Allenhold Publishers, 1983
6. Liddle, Joanna & Rama Joshi. Daughters of Independence, New Delhi : Kali.
7. MaitrayeeChaudhri, (ed). (2004). “Feminism in India – Issues in contemporary Indian Feminism”. Book Review Literary Trust, New Delhi.
8. Mary Eagleton, (ed). (2003). “A concise companion to Feminist Theory”. Blackwell publishing.
9. Mary Wollstonecraft. (1792). “Vindication of the Rights of Woman”. W. W. Norton, New York.
10. Mill, J.S. (1869). “The Subjection of Women”. Dover Books.
11. Rosemarie Tong. “Feminist Thought: A comprehensive Introduction”. Western press, Boulder, San Francisco.
12. Rowbotham, Sheila. (1975). “Hidden from History: Women’s Oppression and the Fight against It”. Pluto Press, London.
13. Rowbotham, Sheila. (1997). “A Century of Women: The History of Women in Britain and the US”. Viking Books, New York.

Web Resources:

1. <https://iwda.org.au/learn/what-is-feminism/>
2. <https://www.impriindia.com/insights/history-indias-women-freedom-fighters/>
3. <https://www.pacificu.edu/magazine/four-waves-feminism>
4. <https://opentext.wsu.edu/theoreticalmodelsforteachingandresearch/chapter/feminist-theory/>
5. <https://unacademy.com/content/upsc/study-material/post-independence-india/women-movement-in-india/>

COURSE OUTCOMES

After completion of the Feminist Theories and Movements the student will be able to:

COC1.Build the feminist concerns and perspectives in their day to interactions drawing lessons from different waves of feminism

COC2. Understand how theory and knowledge are interrelated and how feminist theorizing and knowledge have influenced research, policy, and action.

COC3. Understand how diverse assumptions about the same phenomenon result in diverse explanations, theories, and power positions.

COC4. Understand and appreciate the different schools of feminist thought and try to adopt to theory building.



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M.A. GENDER STUDIES I YEAR (NON-SEMESTER - DISTANCE MODE)

COURSE TITLE : FEMINIST RESEARCH METHODOLOGY

COURSE CODE : MGS-13

COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the Feminist Research Methodology the student shall be able to:

CO1.Introduce to the an alternative inclusive research method namely feminist research method

CO2. Learn as to how knowledge is constructed and deployed and how interdisciplinary feminist perspectives inform research methods.

CO3. Sensitize to redefine traditional categories, hierarchy, dichotomy between researcher and researched.

CO4.Trained to use new tools and techniques and revisit the social science research methods

Block – I Research Process and Methods

Unit-1: Need for Research and Research Process

Unit-2: Research Design: Descriptive Exploratory – Diagnostic and Experimental

Unit-3: Types: Survey, Action, Advocacy, Historical Evaluation

Unit-4: Comparative Research.-Need for applying Feminist Research Methods – Social science mainstream research vs feminist research

Block – II Feminist Research and Its Characteristics

Unit-5: Objectivity Vs Subjectivity – debates in Social Science Research

Unit-6: Characteristics of Feminist Research -Non-Sexism- Non –Hierarchical

Unit-7: Feminist Ontology – Epistemology – Empiricism, Gender Insensitivity

Unit-8: Double Standards – Sex Appropriateness – Sexual Dichotomy – Experience of Women – Central to Research

Block - III Sampling and Tools of data collection in Feminist Research

Unit-9: Types: Probability – Non-Probability – Snow ball sampling- Narratology

Unit-10: Data Collection in Feminist Research –Qualitative vs Quantitative

Unit-11: Tools and Techniques: Observation, Interview Schedule Questionnaire,

Unit-12: Case Study- Oral life History Content analysis- diaries, notes, autobiography – Focus Group Discussion. In-Depth Interview, Key Informants Interviews

Block – IV Feminist Research Analysis

Unit-13: Experiential - Content – Cross Cultural Feminist Stand Point – Epistemology

Unit-14: Qualitative, Experiential, Empirical, Narratives

Unit-15: Gender as a Variable in the analysis Mixed Methods Approach;
Triangulation: Merits and Types; Action Research;

Unit-16: Participatory Rural Appraisal (PRA) Feminist Action Research, Feminist
Ethnography, Archival Research, Feminist Surveys, Content Analysis, Textual Analysis,
Folklores ----Proxis

Block – V Statistical Techniques and report writing

Unit-17: Measures of Central tendencies: Mean, Median, Mode

Unit-18: Measures of Variance: Rang, Mean Deviation, Standard Deviation

Unit-19: Correlation: Meaning, types, Karl Pearson's Correlation, Spearman's Rank
correlation-Scaling Technique, Chi-Square, ANOVA 'T' Test, Factor Analysis

Unit-20: Tenets and Principles of Writing a Research Report.

Reference Book

1. Burgass, Robert G. (ed.). Key variables in Social Investigation, London: Routledge and Kegan Paul, 1986
2. Chadwick, Bruce A. et al. Social Science Research Methods. Prentice Hall Inc. New Jersey: Englewood Cliffs, 1984
3. Eichler, Margrit. Non-Sexist Research Methods: A Practical Guide, London: Allen and Urwin, 1988
4. Farham, Christie. (Ed.) the Impact of Feminist Research the Academy, Indiana University Press, 1987.
5. Fink, Arlene and Jacqueline Kosecoff. How to conduct surveys: A step by step guide, USA Sage Publications 1985
6. Krippendorff, Klaus. Content Analysis: An Introduction to its Methodology USA Sage Publications 1980
7. Krishnaraj Maithreyi (ed.) Evolving New Methodologies in Research on Women's Studies, Bombay: SNDT Women's University 1988
8. Maynard, Mary and June Purvis. Researching Women's Lives from a Feminist Perspective. London : Taylor & Francis, 1994
9. Stanley, Liz and Sue Wise Breaking Out: Feminist Consciousness and Feminist Research, London : Taylor & Francis, 1994.
10. Wilkinson, T.S. and Bhandarkar. P.L. Methodology and Techniques Social Research, Bombay: Himalaya Publishing House, 1979.
11. Goode and Hatt. (1952). "Methods in social Research". Macgrawhill, Bombay.
12. Goode, William J. & Hatt, Paul K. "Methods in Social Research". McGraw Hill Book Company, USA, Latest edition.
13. Helen Roberts (ed). (1984). "Doing Feminist Research". Rutledge and Kegan Paul, London.
14. Kothari, C.R. (1995). "Research Methodology: Methods and Techniques". Willey Eastern LTD, New Delhi.

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

Web Resources:

1. <https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-3-the-research-process/>
2. <http://www.yorku.ca/mlc/sosc3990A/projects/femresearch/femresearch.html>
3. <https://www.jotform.com/data-collection-methods/>
4. <https://www2.unb.ca/parl/research.htm>
5. <http://course1.winona.edu/thooks/Media/Statistical%20Report%20Writing.pdf>

COURSE OUTCOMES

After completion of the Feminist Research Methodology, the student will be able to:

- COC1. Use and advocate the feminist research methods and its needs in research
- COC2. Understand the flaws in mainstream research methods and incorporate into the disciplines
- COC3. Discuss feminist research concepts with social science Researchers
- COC4. Appreciate the Methods and Techniques of Feminist Research in future research



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M.A. GENDER STUDIES I YEAR (NON-SEMESTER - DISTANCE MODE)

COURSE TITLE : GENDER AND SOCIETY

COURSE CODE : MGS-14

COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the Society and Culture in a Gender Perspective the student shall be able to:

- CO1.To draw attention to how gender inequality remains structurally embedded in a systemic patriarchy.
- CO2.To examine how gender relations are fundamentally relations of inequality.
- CO3.To explore how gender inequality intersects with other bases of inequality such as: race, ethnicity, caste class, religion, region,sexual identities, disability, age, etc.

Block – I Gender and Social Institutions

Unit-1: Social institutions governing Gender and need for engendering

Unit-2: Private vs public dichotomy

Unit-3: Existential foundation of gender-power relations

Unit-4: Human development and Gender Inequality Indices-Gender Questions

Block – II Role of Patriarchy and Capitalism in Gendering process

Unit-5 Social dynamics of gender

Unit-6 Patriarchy and Gender power

Unit-7 Capitalism and Gender

Unit-8 Caste, Class and Gender. Block – II Gender Socialization and Gender Roles

Unit-5: Gender and family: Gender division of labour and asymmetric role structure

Unit-9: Gender role socialization and formation of identity

Unit10: Psycho-analysis, social constructionist and discursive analysis of gender,

Unit-11: Gender and Economy: Segmented labour market and labour force participation

Unit-12: Occupational segregation and wage discrimination – gender stereotyping in work place.

Block – III Gender Exclusion in Politics

Unit-13: Political and legal system: Gender representation in Indian polity

Unit-14: Gender dimensions in electoral politics

Unit-15: Gender exclusion in politics and affirmative actions

Unit-16: Inclusive Governance and participation of women and the marginalized

Block – IV Gender in Knowledge production

Unit-17: Gender and Education: Gender disparity in education

Unit-18: Gender bias in school curriculum

Unit-19: Andocentric construction of knowledge

Reference Book

1. Connel R.W. Ashden, D., Kessler, S., Dowsett, G. (1982) Making the difference: Schools, Families
2. Connell, R.W (1995) Gender. Cambridge: polity.
3. Agarawal (1988) Structure of Patriarchy: State, Community and Household in modern South Asia. New Delhi: Kali for Women.
4. Lipman-Blumen, J. (1984) Gender roles and power. New Jersey, Prentice-Hall.

Web Resources:

1. <https://www.jstor.org/stable/3598436>
2. <https://www.cadtm.org/How-Patriarchy-and-Capitalism-Combine-to-Aggravate-the-Oppression-of-Women>
3. <https://www.economic-policy.org/75th-economic-policy-panel/discrimination-politics/>
4. <https://www.tandfonline.com/doi/full/10.1080/09557571.2020.1838201>

COURSE OUTCOMES

After completion of the Society and Culture in a Gender Perspective student will be able to:

COC1. Commit to work towards reconstruction of the gendered values embedded in social system

COC2. Revisit the societal institutions and power structures impacting the material realities of women's lives and try to bring change.

COC3. Understand the gendered inequalities as social exclusions are differently expressed across different institutional domains and tries to appreciate the intersectionalities



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M.A. GENDER STUDIES I YEAR (NON-SEMESTER - DISTANCE MODE)
COURSE TITLE : GENDER AND DEVELOPMENT
COURSE CODE : MGS-15
COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the Gender Development Approaches and Analysis the student shall be able to:

- CO1.Delineate the development approaches towards women and gender empowerment
- CO2.Introduce the areas of gender disparities prevailing in the society
- CO3.Gain an understanding the issues in development theories and the feminist critiquing.

Block – I Women’s Position in the Development Context

- Unit 1 Women in Development – Welfare Approach-CEDAW
- Unit 2 Anti-poverty, Efficiency-Equity, Empowerment
- Unit 3. Failure of recognition of women’s agency in development
- Unit 4 Women Empowerment approaches. – Practical and Strategic Gender Needs

Block – II Family, Religion and Work place Patriarchies and Development

- Unit-5: Family Patriarch- Capitalist Patriarch- Religious Patrarch-intersections
- Unit-6: Intra household division of resources and gender division of labour- building power relations
- Unit-7: Occupational segregation – labour market and wage discrimination – power and authority
- Unit-8: Women in different sectors- roles and constraints- invisibility to visibility

Block – III Development Approaches to Women-Gender

- Unit-9: Women in Development (WID),
- Unit-10 Women and Development (WAD)
- Unit-10: Gender and Development (GAD)- Sen’s Capability Approach -SHG, Micro Credit Initiatives –Micro Enterprise Development
- Unit-11: HDI, GDI, GEM – State Human Development -Sustainable livelihoods, Gender Budgeting and Gender Auditing
- Unit-12: Development in the contemporary gender development perspective – Sustainable Development Goals (SDGs)

Block – IV Gender and Work- gender inequalities and Capability Approach

Unit-13: Women and Work- Paid and Unpaid, Invisibility- Care economy : gender concerns

Unit-14: Feminization of Poverty – Rural Poverty –Faces of Inequality

Unit-15: A new conceptual former work for analysis of poverty, social capital

Unit-16: Poverty reduction, measurement of social capital.

Block – V Women’s Empowerment

Unit-17: Meaning and Concepts – Empowerment levels –Gender Planning Framework – Self Help Group Movement- Women specific formal credit sources

Unit-18: National Policy for empowerment of women – 2001, State Policy – Strategies of Tamil Nadu Government – Governance

Unit-19: Women Development Programs-Women entrepreneurship- collectives and networks

Unit-20: Enforcement machinery : National Commission for Women, State Commission for Women, All Women Police Station, All Women Court, Legal Service Authority.

Reference Book

1. Allen, Tuovi. Economic Development and the Feminisation of Poverty. Helsinki: Labour Institute for Economic Research.
2. Bjorhn, Hettne., Development Theory and Three Worlds. New York: Longman Scientific and Technical, 1990.
3. Department of Women and Child Development. National Policy for the Empowerment of Women – 2001. New Delhi: Department of Women and Child Development, GOI, 2001.
4. Promilla Kapur (ed). (2000).“Empowering Indian Women”. Publication Division, Government of India, New Delhi.
5. Radha Kumar. (1993).“The History of Doing”. Kali for Women, New Delhi.
6. Ronnie Vernooy, (Ed). (2006).“Social and Gender Analysis in Natural Resource Management: Learning studies and lessons from Aisa”. Sage, New Delhi.
7. Karl, Marilee., Women and Empowerment: Participation and Decision Making. London: Zed Books Ltd; 1995.
8. Kurien, C.T. Poverty Plans and Social Transformation. Allied Publishers, 1978.
9. Nussbaum, Martha C. Women and Human Development: The Capabilities Approach. New Delhi: Kali for Women, 2000.
10. Sahay, Sushama., Women and Empowerment: Approaches and Strategies. New Delhi: Discovery Publishing House, 1998.
11. Bina. (1992). “The Gender and Environment Debate”. Feminist Studies, spring. Also in N. Rao (et al) eds. (1996). “Sites of Change: The Structural Context of Empowering Women in India”. FES and UNDP, New Delhi.
12. Devaki Jain. (2005). “Women, Development, and the UN – a sixty year quest for Equality and Justice”. Orient Longman, Hyderabad.
13. Dreze, Jean and AmartyaSen. (2005). “India:Development and Participation”. (chapter 7),Oxford IndiaPaperbacks, New Delhi.

14. Escobar, Arturo. (1995). "Encountering Development: The Making and Unmaking of the Third World". Princeton University Press, Princeton.
15. IAWS. (1995). "Feminist Approaches to Economic Theories A Report". IAWS, New Delhi.
16. Martha Nusbaum. "Women and capability approach – Gender perspective in social policy". AmartyaSen's. "Participation and development".

Web Resources:

1. <https://globalvolunteers.org/global-role-of-women/>
2. <https://www.jstor.org/stable/41603930>
3. <https://journals.sagepub.com/doi/full/10.1177/1440783318791755>
4. <https://www.thehindu.com/books/books-reviews/religion-as-a-barrier-in-womens-empowerment/article5364865.ece>
5. <https://www.un.org/sustainabledevelopment/gender-equality/>
6. https://en.wikipedia.org/wiki/Feminization_of_poverty

COURSE OUTCOMES

After completion of the Gender Development Approaches and Analysis the student will be able to:

- COC1.Appreciate the differences in the gender and development approaches and try to apply to their local conditions
- COC2.Apply the critiquing of the development theories and their failure of inclusion of gender and work towards the same
- COC3.Inculcate an alternative perspective building
- COC4.Learn to discuss and assess the relevance of different policy measures from a theoretical and empirical analysis in a gender perspectives



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M.A. GENDER STUDIES II YEAR (NON-SEMESTER - DISTANCE MODE)

COURSE TITLE : GENDER AND GOVERNANCE

COURSE CODE : MGS-21

COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the Governance and Gender Inclusiveness the student shall be able to:

CO1.the History of Governance and how gendered it is

CO2.informed about Women's participation in Governance

CO3.Gain knowledge on the constitutional amendments on women's political participation and exclusion

Block – I Governance

Unit-1: Definition – Feminist Thinking about welfare state -Freedom as Choice

Unit-2: Gender, Polity and governance

Unit-3: Governance, Management and participation of Women and the Marginalized

Unit-4: Gender Citizenship- debates- CAA and contemporary issues

Block – II Gender in Politics

Unit-5: Politics, History and Social theory

Unit-6: Gender and Power Dynamics in Governance

Unit-7: Female Powerlessness; Cultural Preparedness - Existential base for power relationship- Exclusion of the marginalized and inclusive strategies

Unit-8: Political theory of Sex and Power.

Block – III Gendered Political Governance -Indian Scenario

Unit-9: One third reservation in Parliament-Debate

Unit-10: Sex based and marginalized community based distribution in Parliament

Unit-11: Governance in Public and Private sector Leadership – Gender Performance

Unit-12: 81st Amendment for 1/3 reservation- applications- Role of State in engendering Governance

Block – IV Electoral Politics and Gender concerns

Unit-13: Voters – Contestants – Leaders – Voting Behaviour

Unit-14: Electoral Politics: Emerging Culture of Market

Unit-15: Gender constraints for LGBT's participation

Unit-16: Politics as career for Women and the marginalized- issues

Block – V Women and Local Self Governance

Unit-17: 73rd, 74th Amendments – Panchayat Raj Institution – Women’s Participation

Unit-18: Provisions for Women – Issues and Challenges towards Gender and marginalized inclusion

Unit-19: Role Performance of Elected women, Problems, Strategies –contributions
Intersctionality in local governance -SC and ST Participation-Marginalized sections
representation and Participation in local governance

Unit-20 Capacity Building – Grass root level training by NGOs.- Role of State

Reference Book

1. Varma Sudhir, Women’s Struggle for political Space from enfranchisement to participation” New Delhi, Rawat Publication, 1997
2. Chopra. J.K. Women in the Indian Parliament New Delhi: Mittal Publications, 1993
3. Kumar Raj, “Women in Politics” New Delhi, Anmol Publications Pvt. Ltd., 2000
4. Devi Lakshmi, Women in Politics Management and Decision-Making Process, New Delhi, Anmol Publication Pvt.Ltd, 1998
5. Palanithurai, New Panchayati Raj in Tamil Nadu, New Delhi Concept Publishing House, 2003
6. Ackerly A.Brooke. Political Theory and Feminist Social Criticism. University Press Cambridge Broke A.Ackerly 2000
7. Finn Geraldine and Miles R.Angela. Feminism From Pressure to Politics, Jaipur and New Delhi. Rawat Publications 2002
8. Walby Sylvia Gender Transformation. London and York. Routledge. 1997
9. Mohantry Talpade Chandra. Feminism without Borders Decolonizing Theory, Practicising Solidarity. Duke University Press, 2003
10. Mostove Julie and Lvekovic Rada. From Gender to national. South Asia Publication 2004.

Web Resources:

1. https://mlkrook.org/pdf/childs_and_krook_06.pdf
2. <https://gsdrc.org/topic-guides/gender/gender-and-governance/>
3. <https://rm.coe.int/gender-mainstreaming-toolkit-20-gender-equality-and-political-particip/168092e9ec>
4. [https://www.worldwidejournals.com/indian-journal-of-applied-research-\(IJAR\)/special_issues_pdf/December_2014_1418821538_54.pdf](https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/special_issues_pdf/December_2014_1418821538_54.pdf)

COURSE OUTCOMES

After completion of the Governance and Gender Inclusiveness the student will be able to:

COC1.Will apply gender lens to view Government system

COC2.Appreciate and commit for Women’s participation in Politics and Local Self Government.

COC3.Evaluate the working of the constitutional amendments and the role of dominant social order



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COURSE TITLE : GENDER AND HEALTH
COURSE CODE : MGS-22
COURSE CREDIT : 8

COURSE OBJECTIVES

While studying the Nutrition and Health: Gender Analysis the student shall be able to:

CO1.This Course will include an analysis of health issues which concern women throughout the life cycle. The psychological, Physiological, cultural and political impact upon women's wellbeing will be addressed. It will create awareness about the importance of Nutrition and Health to improve the quality of life for women in particular. Understand the Concept of differences health

CO2.Introduce the students to health and gender biases in nutrition and health

CO3.Understand about health care education for women, and policies

CO4.Inform the interconnections of poverty, privatization and health seeking behaviour

CO5.Learn gender based violence and its costs and as public health issue

Block – I Concept of health.

Unit-1: Concept of health – parameters of community health

Unit-2: Health care needs for men, women and transgender, tribal

Unit-3: Health indicators of women – Mortality - Morbidity – Anemia – MCH issues

Unit 4: Components of Reproductive Health, Mental Health issues

Block – II Gender and Nutrition

Unit-5 Gender and malnutrition – nutrition education for girls –Adolescent Health – Gender Mainstreaming and Nutrition

Unit-6: Gender bias in nutrition intake – intra household distribution and discrimination

Unit-7: Maternal Health concerns- Child Health-MMR-Women's health seeking behavior –Transgender Health- myths and needs– State Initiatives

Unit-8: RCH to MCH- Policies, programmes and interventions to improve : NRC – Rishori Sakthi, International: WHO – ICDS – UNICEF.

Block – IV Poverty, Adolescent and Health Seeking

Unit-13: Poverty, Gender discrimination and under nutrition – Household and State

Unit-14: Psychological and mental health needs of pregnant women, infertile, pre marital pregnancy.

Unit-15: Early marriage, unwanted pregnancy and unsafe abortions – infertility treatment – privatization of health – commodification of health care.

Unit-16: Adolescent pregnancy and sexually transmitted infection and HIV/AIDS – Health issues relating to violence: sexual abuse, immoral trafficking, rape.

Block – V National Health Care Programmes- Gender Concerns

Unit-17: International conference on population and development (ICPD) and National health policy of India _MCH programmes

Unit-18: Immunization programme, Women and Children-coverage

Unit-19: National Family Health Survey indicators- National Rural Health Mission -ICDS

Unit-20: Violence against women-a Public Health issue

Reference Book

1. Chloe E. Bird, Patricia Perri Rieker (2008) Gender and Health: The Effects of Constrained Choices and social policies. Cambridge: Cambridge University Press.
2. Goldman, B.M Hatch C.M.(2000) Women and Health, California: Academic press.
3. Lewis L. (2010) New Dimensions in Women's Health. Ontario: Jones Barret Publishers.
4. Singh Abha Lakshmi (2005), Rural Women: Work and Health, New Delhi: Women press.
5. National Family Health Survey Report.
6. Rosalind Pollack Petchesky. (2003). "Gendering Health and Human Rights". Jed Book, London.
7. Shukla P.K. (1982). "Nutritional Problems of India". Prentice Hall of India, New Delhi.

Web Resources:

1. <https://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4a-concepts-health-illness/section2/activity3>
2. https://www.unscn.org/files/Publications/Briefs_on_Nutrition/Brief7_EN.pdf
3. <https://www.unicef.org/media/58171/file>
4. <https://main.mohfw.gov.in/sites/default/files/56321456698774563.pdf>

COURSE OUTCOMES

After completion of the Nutrition and Health: Gender Analysis the student will be able to:

- COC1.Analyse the public health policies, social determinants of health ,in a gender perspectives
- COC2.Understand the gender gap in health seeking behaviour and connect with social structure
- COC3.Delineate the health policies, women specific health needs and advocate for gender inclusion and break the silence over adolescent health



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COURSE TITLE : GENDER AND TECHNOLOGY

COURSE CODE : MGS-23

COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the Science and Technology in a Gender Perspectives the student shall be able to:

CO1. Understand Gender, Technology and access in a gender perspective

CO2. Gain inputs on Technology helping or Replacing women

CO3. Know Women's Entry into Science and Technology field.

Block – I Technology in a gender perspective

Unit-1: Technology – Agriculture, Industry, Science, Digital era

Unit-2: Changing gender roles –role or technology

Unit-3: Science and Technology for Sustainable cities and societies

Unit 4 Reproductive and Assisted Reproductive Technology

Block – II Technology and its contributions: gender concerns

Unit-5: Entry into Science – Politics of Technology – Dignity of Labour- Gender challenges

Unit-6: Climate smart technologies to small and marginal farmers, Challenges in access to technology to disadvantaged women- challenges

Unit-7: Impact of Technology: Health – Nutrition – Education – Employment – Economy

Unit-8: Women and labor intensive technology- Technology and displacement of women in agriculture and other fields, industry etc. Utilization of Bio-technology for women.

Block – III Women Scientist

Unit-9: Hypatia and Leelavathi – Patrilocality – Family – Workplace

Unit-10: Role of Women Scientists and their significant contribution in ISRO

Unit-11: Women in Advancement to Science- Women Scientist Facilitative Initiatives

Unit-12: Women Scientists Association – Career Motivation in Science.

Block – IV Technology for Women

Unit-13: Technology for mission Appropriate Technology – Energy

Unit-14: Information and Assisted reproductive technologies – Gender Concerns

Unit-15: Technical education for women and women in technical education

Unit-16: Role of Regularity bodies.

Block – V Futuristic Perspective

Unit-17: Science and Technology Approach to Women, Environment and Development

Unit-18: Hurdles for women in Technology – Cyber issues

Unit-19: Women as catalyst for appropriate technology

Unit-20: Need for Alternative Approaches in Science, Technology, IT and Access
Contemporary Engagements in Gender and Technology: Blogging, Gaming, Programming,
Remaking Identities On-line

Reference Book

1. Rothchild, Joan. Women, Technology and Innovation, New York, Oxford, 1982
2. Jain S.C. Women and Technology, Rawat Publications, Jaipur Bagh, 1985. Krishnaraj,
3. Kunwar, Upendra, Science and Technology for Rural Development, Deep and Deep Publications, New Delhi, 1991
4. Whyte, Edith. Girls into Science and Technology, Routledge and Kogan paul, London
5. Zimmerman, Jan (Ed) The Technology Women: Interfacing with tomorrow. Prague Publication, USA
6. Subrahmanyam, Lalita. Women Scientists in the Third World New Delhi: Sage Publications, 1988
7. Role of Women in Science – Society Interaction K.P.Suleebka Roorkee, Ajay Printers and Publishers, 1996
8. Krishnaraj, Maithreji. Women and Science – Selected Essays: Bombay : Himalaya Publishing House, 1991
9. Women and Productivity, Asian productivity Organisation, 1996. Tokyo
10. Mahmed, Syedjafar. Science, Technology and Social Values Delhi, Daya Publishing House, 1990
11. Narasimha, Roddam etal. The dynamics of Technology, New Delhi, Saga Publications, 2003
12. Turpin Jennifer and Lois Ann Lorentzen. (ed) The Gendered New World Order, New York: Routledge, 1996.

Web Resources:

1. <https://www.un.org/womenwatch/daw/csw/csw55/panels/Panel1-Miroux,Anne-ppt.pdf>
2. <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/121125/bk-gender-technology-010198-en.pdf?sequence=1&isAllowed=y>
3. [https://www.indiascienceandtechnology.gov.in/sites/all/themes/vigyan/images/Women's Scientist Brochure Low Res.pdf](https://www.indiascienceandtechnology.gov.in/sites/all/themes/vigyan/images/Women's_Scientist_Brochure_Low_Res.pdf)
4. <https://vigyanprasar.gov.in/science-communication-programs/it-gender-and-technology-communication/technologies-for-women/>
5. <https://unctad.org/news/what-if-our-future-were-designed-equally-women>

COURSE OUTCOMES

After completion of the Science and Technology in a Gender Perspectives the student will be able to:

- COC1.Commit to eliminate gender biases in technology
- COC2.Work to engender technology and identify appropriate technology not replacing women
- COC3.Present the gender needs and the impact of technology on gender



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M.A. GENDER STUDIES II YEAR (NON-SEMESTER - DISTANCE MODE)

COURSE TITLE : GENDER MANAGEMENT SYSTEM
COURSE CODE : MGS-24
COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the Gender Management System the student shall be able to:

- CO1.Introduce to the concept of Gender Management System
- CO2.Gain knowledge on Gender Mainstreaming Strategies
- CO3.Sensitize on incorporating gender needs to the management system.

Block – I Management and its Necessity

- Unit-1: Defining Management-Principles of Gender Management System
- Unit-2: Goal setting – Planning – Organizing – Staffing – Directing – Coordinating – Controlling –Glass Ceiling- Chilly Climate- Related concepts – Engendering
- Unit-3: Gender Mainstreaming: Strategies and Initiatives
- Unit-4: Gender Blind, Gender Neutral, Gender Aware Programmes.

Block – II Gender Management System

- Unit-5: Definition – Principles: Empowerment, integration, Accountability
- Unit-6: Gender Management System: Structures – Mechanisms – Processes – Enabling Environment.

Block – III Gender Mainstreaming System

- Unit-7: Pipe Line Theory- Gender Stagnation
- Unit-8: Prioritizing goals
- Unit-9: Points of entry for gender mainstreaming
- Unit-10: Setting up or strengthening GMS structures and mechanisms.

Block – IV Gender Action Plan

- Unit-11: Stages in preparing Gender Aware Plan: Gender Analysis

Unit-12: Policy Development and Appraisal
Unit-13: Gender Budgeting
Unit-14: Gender Auditing
Unit-15: Monitoring and Evaluation
Unit-16: Gender Aware Work Plans Implementation.

Block – V Gender Sensitive Indicators and Current Statistics

Unit-17: Population composition and Change
Unit-18: Human Settlement and Geographical Distribution
Unit-19: Households and Families – Marital Status, Fertility
Unit-20: Health, Health Services, Nutrition

Reference Book

1. Chinkin, Chrisine. Gender Mainstreaming in Legal Constitutional Affairs: A reference Manual for Government and other Stake holders. London: Common Wealth Secretariat, 2001.
 2. Common Wealth Secretariat. Gender Budget Initiative : A Common Wealth Initiative to Integrate Gender into National Budgetary Processes. London: Common Wealth Secretariat, 1999.
 3. Common Wealth Secretariat. Gender Mainstreaming in the Public Service : A reference manual for Government and other Statke holders. London : Common Wealth Secretariat, 1999
 4. Kabeer, Naila and Ramya Subramanian. Institutions, Relations and Outcomes: Framework and Tools for Gender – Aware Planning. UK Institute of Development Studies, 1996
 5. McGregor, Elizabeth and Fabiola Bazo. Gender Mainstreaming in Science and Technology: A reference Manual for Gocernment and Other Stake holders. London: Common Wealth Secretaraiat, 2001
 6. Sen, Tonv. Using Gender – Sensitive Indicators: A reference manual for Governments and other Stakeholders, London : Common Wealth Secretariat, 1999
 7. Taylor, Vivienne, Gender Mainstreaming in Development Planning: A Reference manual for Government and other Stake Holders. London : Common Wealth Secretariat, 1999.
 8. Menon, Kalyani., Sen A.K.Shivakumar. Women in India: How free? How Equal? New Delhi: United National Resident Coordinator, 2001.
 9. Sen, Gita. Gender Mainstreaming in Finance: A reference Manual for Government and other Stake Holders. London: Common Wealth Secretariat, 1999.
 10. Cooper, Cary, L and Davidson, Marilyn. (1984). “Women in Management”. Heinemann.
- Dwivedi, O.P. (2007). “Managing Development in a Global Context”. Palgrave, Hampshire.

Web Resources:

1. <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-institutional-transformation/step-10-establishing-gender-information-management-system>

2. <https://eige.europa.eu/gender-mainstreaming/resources/non-eu-countries/gender-management-system-gms-toolkit>
3. <https://www.unicef.org/gender-equality/gender-action-plan-2022-2025#:~:text=UNICEF's%20Gender%20Action%20Plan%20specifies,testing%2C%20prevention%2C%20counselling%20and%20care>
4. <https://www.oecd.org/dac/gender-development/43041409.pdf>

COURSE OUTCOMES

After completion of the Gender Management System the student will be able to:

- COC1. Apply the gender management system in their governance system.
- COC2. Evaluate policies towards inclusion of gender and the marginalized.
- COC3. Introduce gender management system to others



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M.A. GENDER STUDIES II YEAR (NON-SEMESTER - DISTANCE MODE)

**COURSE TITLE : WOMEN DEVELOPMENT PROGRAMMES
AND POLICIES**

COURSE CODE : MGS-25

COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the Women Development Programmes and Policies the student shall be able to:

- CO1.Informed programmes and Policies implement for Women development.
- CO2.Gain knowledge on various dimensions of development towards Women development.
- CO3.Get aware of various programmes policies for women in India

Block – I Measuring Development – Human Development

Unit-1: Economic, social, and Human Development- Interconnections

Unit-2: HDI, GDI, GEM, Human and Social Capital

Unit 3- Women development in Five Year plans

Unit 4 Shift from Women Empowerment to Gender and Development

Block – II Development and Gender Analysis

Unit-5: Development in Gender Perspectives

Unit-6: Dimensions of Development – A Holistic perspective

Unit-7 Gender Gap areas, MDGs, SDGs, Govt. Policies and programmes

Unit-8: India's Policy for planned development with special reference to women:

Landmark policies, Programmes and reports

Block-III Development Issues in a Patriarchal Governance System and Policy needs

Unit-9: Patriarchy, division of labour, Interconnections of patriarchy and capitalism
(changing working patterns - informalisation)

Unit-10: Challenges of retention of women in labor market, Workplace harassment
issues and related policies

Unit-11: Issues of migration –Gender Concerns - inclusive policies ensuring the
social security of the vulnerable sections

Unit-12: Women and environment:-critical analysis of absence of role and
representation of women's concerns in water policy

Block – IV National and International Instruments and initiatives

Unit-13: Nairobi – Copenhagen – Mexico – Beijing – Pst Beijing Conference – Resolution

Unit-14: U.N. Declaration – Strategies – Impact

Unit-15: Grant-in-aid: Government – Foreign Agencies

Unit-16: CIDA – SIDA – DANIDA – UNIFAM – UNICEF – WHO- World Bank.

Block – V Women Development Programmes and Interventions

Unit-17: Constitutional and Legal provisions towards gender equality and equity

Unit-18: Central & State Welfare Programmes for Drop-outs – Girl Children – Destitute – Widows – Aged – Rural Poor.

Unit-19: Women Entrepreneurship Gender Concerns

Unit-20: Health and Nutrition - Reservation in Education and Employment.

References:

1. Agarwal, Bina. (ed.) Gender roles in Development Projects. Structures of Patriarchy. New Delhi: Kali for Women. 1988
2. Allen, Tuovi Economic Development and the Feminisation of Poverty. Helsinki: Labour Institute for Economic Research.
3. Beijing Declaration and Platform for Action. For Equality, Development and peace, 1995.
4. Bjorn, hettne, Development Theory and the Three Worlds. New York: Longmon Scientific and Technical , 1990
5. Boserup, Ester, Women's role in Economic Development. New York: Martin's Press, 1970.
6. Dayal, Rekha. Resource Book on Women's Development New Delhi: SIDA & Dept of Women and Child Development. Ministry of Human Resource Development, 1987.
7. Human Development Report – 2001, UNDP, OUP, 2002.
8. National Perspective Plan for Women. New Delhi: Department of Women and Child Development 1988.
9. Mosse, David. John Farrington & Alan (eds). Development as Process: Concepts and Methods for working with Complexity. London: Rutledge, 1988.
10. Sujaya, C.P, the Evaluation of WID Programme - From the Margin to the Center in Training Programme on Gender Issues. Hand Book of Policy and Related Documents on Women in India, Delhi: National Institute of Public Co-operation and Child Development, 1998.

Web Resources:

1. <https://hdr.undp.org/data-center/human-development-index#/indicies/HDI>
2. <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-analysis>
3. <https://www.opendemocracy.net/en/5050/contesting-patriarchy-as-governance-lessons-from-youth-led-activism/>
4. <https://wcd.nic.in/schemes-listing/2405>

COURSE OUTCOMES

After completion of the Women Development Programmes and Policies the student will be able to:

COC1. Disseminate the various women and gender development programmes

COC2. Evaluate the policies for women development in a gender perspectives

COC3. Gain the constitutional rights and legal provisions for women and spread the same to others