

**TAMIL NADU OPEN UNIVERSITY, CHENNAI - 15**  
**School of Social Sciences**

**Master of Arts in Gender Studies**

**2 Year Programme**  
**(Distance Mode – Non-Semester Pattern)**





**TAMIL NADU OPEN UNIVERSITY  
SCHOOL OF SOCIAL SCIENCES  
CHENNAI – 15**

**Master of Arts in Gender Studies  
Non Semester - Distance Mode**

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**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.

**Programme Outcomes**

- **Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- **Effective Citizenship:** Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- **Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes

## **PROGRAMME SPECIFIC OBJECTIVES**

This programme aims at creating.

- An understanding of the Gender Based approaches to the study of humanity: cross-cultural comparison, holism.
- Familiarity with Gender Based literature and data sources, and a knowledge of how to critically access such information.
- Knowledge of the methodologies used to collect and assess critically gender based research studies.
- The ability to present and communicate appropriately in gender-based issues and related discussions.

**I Year**

<b>Name of the Course</b>	<b>Course Code</b>	<b>Class hours</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Credits</b>
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
<b>II Year</b>						
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
<b>Total Credits</b>						<b>64</b>



## TAMIL NADU OPEN UNIVERSITY

School Of Social Sciences

Chennai – 15

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

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<b>COURSE TITLE</b>	<b>:</b>	<b>INTRODUCTION TO GENDER STUDIES</b>
<b>COURSE CODE</b>	<b>:</b>	<b>MGS-11</b>
<b>COURSE</b>	<b>:</b>	<b>6</b>
<b>CREDIT</b>		

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#### **COURSE OBJECTIVES**

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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
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#### **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

Unit8: 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

### **REFERENCES**

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- Holmes M (2007) What is Gender? New Delhi, Sage Publication
- Lipman-Blumen J (1984) Gender Roles and Power, New Jersey: Prentice Hall.
- Oakley A (1985) Sex, Gender and Society, London: Temple Smith
- Gokilavani Main currents in Gender Studies in India, Madurai, Shivathmika Publications, 2001.
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- Jasbir Jain (Ed). (2005). "Women in Patriarchy: Cross Cultural". Rawat Publications, Jaipur.
- Kumkum Sangari and Sudesh Vaid. "Recasting Women: Essay in Colonial History".
- Lerner, Gerda. (1986). "The Creation of Patriarchy". Oxford University Press, New Delhi.
- Maithreyi Krishna Raj. (1986). "Women Studies in India: Some Perspectives". Popular Prakasham, Bombay.
- Mala Khullar, (Ed). (2005). "Writing the Women's Movement: A Reader". Zubaan, Kali for Women, New Delhi.
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- SharmilaRege, (Ed.). (2003). “Sociology of Gender: The Challenge of Feminist Sociological Knowledge”. Sage, New Delhi.
- Vina Majumdar. (1974). “Report on the committee on the Status of Women: Towards Equality”. Journal of Women Studies.
- Gender studies –A primer by V.Kadambari , 2009, RGNYID
- 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](https://en.wikipedia.org/wiki/Gendered_sexuality)

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### **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



**TAMIL NADU OPEN UNIVERSITY**  
**school of social sciences**  
**chennai – 15**

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

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<b>COURSE TITLE</b>	<b>:</b>	<b>FEMINIST THEORIES AND MOVEMENTS</b>
<b>COURSE CODE</b>	<b>:</b>	<b>MGS-12</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>8</b>

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**COURSE OBJECTIVES**

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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
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**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-arack movement, Chipko and Eco feminist Movement – ‘One Billion Rising’, 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

### **REFERENCES**

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- Beauvoir, Simone de. *The Second Sex* Harmondsworth Penguin Books, 1949.
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- Maitrayee Chaudhuri, (ed). (2004). "Feminism in India – Issues in contemporary Indian Feminism". Book Review Literary Trust, New Delhi.
- Mary Eagleton, (ed). (2003). "A concise companion to Feminist Theory". Blackwell publishing.
- Mary Wollstonecraft. (1792). "Vindication of the Rights of Woman". W. W. Norton, New York.
- Mill, J.S. (1869). "The Subjection of Women". Dover Books.
- Rosemarie Tong. "Feminist Thought: A comprehensive Introduction". Western press, Boulder, San Francisco.
- Rowbotham, Sheila. (1975). "Hidden from History: Women's Oppression and the Fight against It". Pluto Press, London.
- 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/>

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## **COURSE OUTCOMES**

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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)**

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<b>COURSE TITLE</b>	<b>:</b>	<b>FEMINIST RESEARCH METHODOLOGY</b>
<b>COURSE CODE</b>	<b>:</b>	<b>MGS-13</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>6</b>

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**COURSE OBJECTIVES**

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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
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**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.

### **REFERENCES**

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

- Krishnaraj Maithreyi (ed.) *Evolving New Methodologies in Research on Women's Studies*, Bombay: SNDT Women's University 1988
- Maynard, Mary and June Purvis. *Researching Women's Lives from a Feminist Perspective*. London : Taylor & Francis, 1994
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- 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>

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#### **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)**

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<b>COURSE TITLE</b>	<b>:</b>	<b>GENDER AND SOCIETY</b>
<b>COURSE CODE</b>	<b>:</b>	<b>MGS-14</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>6</b>

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**COURSE OBJECTIVES**

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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.
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**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

### **REFERENCES**

- Connel R.W. Ashden, D., Kessler, S., Dowsett, G. (1982) Making the difference: Schools, Families
- Connell, R.W (1995) Gender. Cambridge: polity.
- Agarawal (1988) Structure of Patriarchy: State, Community and Household in modern South Asia. New Delhi: Kali for Women.
- 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>

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### **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)**

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<b>COURSE TITLE</b>	<b>:</b>	<b>GENDER AND DEVELOPMENT</b>
<b>COURSE CODE</b>	<b>:</b>	<b>MGS-15</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>6</b>

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**COURSE OBJECTIVES**

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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.
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**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.

#### **REFERENCES**

- Allen, Tuovi. Economic Development and the Feminisation of Poverty. Helsinki: Labour Institute for Economic Research.
- Bjorhn, Hettne., Development Theory and Three Worlds. New York: Longman Scientific and Technical, 1990.
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- Radha Kumar. (1993).“The History of Doing”. Kali for Women, New Delhi.

- Ronnie Vernooy, (Ed). (2006).“Social and Gender Analysis in Natural Resource Management: Learning studies and lessons from Aisa”. Sage, New Delhi.
- Karl, Marilee., Women and Empowerment: Participation and Decision Making. London: Zed Books Ltd; 1995.
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- Devaki Jain. (2005). “Women, Development, and the UN – a sixty year quest for Equality and Justice”. Orient Longman, Hyderabad.
- Dreze, Jean and AmartyaSen. (2005). “India:Development and Participation”. (chapter 7),Oxford IndiaPaperbacks, New Delhi.
- Escobar, Arturo. (1995). “Encountering Development: The Making and Unmaking of the Third World”. Princeton University Press, Princeton.
- IAWS. (1995). “Feminist Approaches to Economic Theories A Report”. IAWS, New Delhi.
- 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](https://en.wikipedia.org/wiki/Feminization_of_poverty)

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**COURSE OUTCOMES**

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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



**TAMIL NADU OPEN UNIVERSITY**  
**School Of Social Sciences**  
**Chennai – 15**

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

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<b>COURSE TITLE</b>	<b>:</b>	<b>GENDER AND GOVERNANCE</b>
<b>COURSE CODE</b>	<b>:</b>	<b>MGS-21</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>6</b>

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**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

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**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: 81<sup>st</sup> 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: 73<sup>rd</sup>, 74<sup>th</sup> 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

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### **WEB RESOURCES**

1. [https://mlkrook.org/pdf/childs\\_and\\_krook\\_06.pdf](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)

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### **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



**TAMIL NADU OPEN UNIVERSITY**  
**School Of Social Sciences**  
**Chennai – 15**

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

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<b>COURSE TITLE</b>	<b>:</b>	<b>GENDER AND HEALTH</b>
<b>COURSE CODE</b>	<b>:</b>	<b>MGS-22</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>8</b>

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**COURSE OBJECTIVES**

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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 a 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

#### **REFERENCES**

- Chloe E. Bird, Patricia Perri Rieker (2008) Gender and Health: The Effects of Constrained Choices and social polies. Cambridge: Cambriidge University Press.
- Goldman, B.M Hatch C.M.(2000) Women and Health, California: Academic press.
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- Singh Abha Lakshmi (2005), Rural Women: Work and Health, New Delhi: Women press.
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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/Brief\\_7\\_EN.pdf](https://www.unscn.org/files/Publications/Briefs_on_Nutrition/Brief_7_EN.pdf)
3. <https://www.unicef.org/media/58171/file>
4. <https://main.mohfw.gov.in/sites/default/files/56321456698774563.pdf>

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## **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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**SCHOOL OF SOCIAL SCIENCES**  
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**M.A. GENDER STUDIES II YEAR (NON-SEMESTER - DISTANCE MODE)**

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<b>COURSE TITLE</b>	<b>:</b>	<b>GENDER AND TECHNOLOGY</b>
<b>COURSE CODE</b>	<b>:</b>	<b>MGS-23</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>6</b>

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**COURSE OBJECTIVES**

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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

#### **REFERENCES**

- Rothchild, Joan. Women, Technology and Innovation, New York, Oxford, 1982
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- Women and Productivity, Asian productivity Organisation, 1996. Tokyo
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1. <https://www.un.org/womenwatch/daw/csw/csw55/panels/Panel1-Miroux,Ane-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>

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### **COURSE OUTCOMES**

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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



**TAMIL NADU OPEN UNIVERSITY**  
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**M.A. GENDER STUDIES II YEAR (NON-SEMESTER - DISTANCE  
MODE)**

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<b>COURSE TITLE</b>	<b>:</b>	<b>GENDER MANAGEMENT SYSTEM</b>
<b>COURSE CODE</b>	<b>:</b>	<b>MGS-24</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>6</b>

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**COURSE OBJECTIVES**

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- ❖ 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

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- Common Wealth Secretariat. Gender Budget Initiative : A Common Wealth Initiative to Integrate Gender into National Budgetary Processes. London: Common Wealth Secretariat, 1999.
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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>

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### **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



**TAMIL NADU OPEN UNIVERSITY**  
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**M.A. GENDER STUDIES II YEAR (NON-SEMESTER - DISTANCE MODE)**

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<b>COURSE TITLE</b>	<b>:</b>	<b>WOMEN DEVELOPMENT PROGRAMMES AND POLICIES</b>
<b>COURSE CODE</b>	<b>:</b>	<b>MGS-25</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>6</b>

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**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

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**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**

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### **WEB RESOURCES**

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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>

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### **COURSE OUTCOMES**

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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

**M.A GENDER STUDIES**  
**PROGRAMME MAPPING**

Programme Learning Outcomes	Course Code									
	MGS-11	MGS-12	MGS-13	MGS-14	MGS-15	MGS-21	MGS-22	MGS-23	MGS-24	MGS-25
Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop professional skills						✓	✓	✓	✓	✓
Communication	✓	✓						✓	✓	✓
Problem Solving								✓	✓	✓
Gender based Welfare & Social Wellbeing								✓	✓	✓
Life-Long Learning				✓	✓	✓	✓	✓	✓	✓
Human Values				✓	✓	✓	✓	✓	✓	✓
Ethical Psycho social sensibility						✓	✓	✓	✓	✓
Application of Social Skills and knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Local	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Regional	✓						✓	✓	✓	✓
National			✓	✓	✓	✓	✓			
International			✓	✓	✓	✓	✓			✓