

# **Syllabus of 4 + 1 Year Integrated UG and PG Programme**

**w. e. f 2024-25 Academic Year**



**GRADUATE SCHOOL**

**Mahatma Gandhi University**

**P. D. Hills P O**

**Kottayam, Kerala**

**[www.gs.mgu.ac.in](http://www.gs.mgu.ac.in)**

**[www.mgu.ac.in](http://www.mgu.ac.in)**

## Schools offering Majors

SL.No	School/Centre
1	School of Bio Sciences
2	School of Chemical Sciences
3	School of Computer Sciences
4	School of Environmental Sciences
5	School of Gandhian Thought and Development Studies
6	School of International Relations and Politics
7	School of Pure and Applied Physics
8	School of Social Sciences

Sl. No.	Major	Intake
<b>SCIENCE</b>		
1	Bio Sciences	6**
2	Chemistry	6
3	Computer Science	6
4	Environmental Science	6
5	Physics	6
<b>SOCIAL SCIENCES</b>		
1	Development Studies	5
2	Gandhian Studies	5
3	History	10
4	International Relations and Politics	10

**Majors offered and Intake** \*1 seat shall be sanctioned over and above the intake in each major in the 3rd semester for students who opt for a change of major after two semesters.

\*\*Progression to PG Shall be based on the specialization selected by students as Biochemistry (2 seats) Biotechnology (2 seats) and Microbiology (2 seats) based on merit.

### **Schools offering Minors/MDCs/AECs/VACs/SECs**

<b>SL.No</b>	<b>School/Centre</b>
1	School of Artificial Intelligence And Robotics
2	School of Behavioural Sciences
3	School of Biosciences
4	School of Chemical Sciences
5	School of Computer Sciences
6	School of Data Analytics
7	School of Energy Materials
8	School of Environmental Sciences
9	School of Food Science And Technology
10	School of Gandhian Thought And Development Studies
11	School of Gender Studies
12	School of Indian Legal Thought
13	School of International Relations And Politics
14	School of Letters
15	School of Mathematics And Statistics
16	School of Nanoscience And Nano Technology
17	School of Pedagogical Sciences
18	School of Polymer Science And Technology
19	School of Pure And Applied Physics
20	School of Social Sciences
21	School of Tourism Studies
22	International and Inter University Centre for Nanoscience and Nanotechnology
23	K N Raj School of Economics

**Scheme for 4 + 1 Integrated UG and PG Programme**  
**Graduate School**  
**Mahatma Gandhi University**

Course Code	Title	Credits	Hours per Week		Level	Type
			Theory	Practicals		
SEMESTER I						
	Major	4			Foundation (100-199)	
MG1DSCUG N121	Introduction to Gender Studies	4	50	10	“	Minor
MG1DSCUG N141	Understanding Gender in Indian Society	4	60	0	“	Minor
MG1MDCUG N101	Gendering the world	3	35	10	“	MDC
	AEC (Eng)	3			“	
	AEC (Mal)	3			“	
SEMESTER II						
	Major	4			“	
MG2DSCUG N121	Gender and Media	4	50	10	“	Minor
MG2DSCUG N141	Gender and Development	4	50	10	“	Minor
MG2MDCUG N101	Gender in Kerala	3	55	5	“	MDC
	AEC (Eng)	3			“	
	AEC (Mal)	3			“	
SEMESTER III						
	Major	4			Intermediate (200-299)	
	Major	4			“	
	Major	4			“	
MG3DSCUG N221	Engendering Keralam	4	45	15	“	Minor
MG3MDCUG	Gender and Science	3	45	0	“	MDC

N201						
MG3VACUG N201	Gender Justice and Advocacy	3	35	10	“	VAC
<b>SEMESTER IV</b>						
	Major	4			“	
	Major	4			“	
	Major	4			“	
MG4DSCUG N241	Introduction to Feminist Theory	4	50	10	“	Minor
MG4SECUGN 201	Gender Budgeting and Gender Auditing	3	45	0	“	SEC
MG4VACUG N201	Gender and Environment	3	40	5	“	VAC
	Internship/Fieldwork	2				
<b>SEMESTER V</b>						
	Major	4			Higher (300-399)	
	Major	4			“	
	Major	4			“	
	Major	4			“	
MG5SECUGN 301	Gender Data Analysis	3	30	15	“	SEC
MG5VACUG N301	Gender and Public Health	3	35	10	“	VAC
<b>SEMESTER VI</b>						
	Major	4			“	
	Major	4			“	
	Major	4			“	
	Major (E)	4			“	
	Major (E)	4			“	
MG6SECUGN 301	Interdisciplinarity and Academic Writing	3	40	5	“	SEC
<b>Total Credits</b>		<b>133</b>				

SEMESTER VII						
	Major	4			Advanced (400-499)	
	Major (E)	4			“	
	Major (E)	4			“	
MG7DSCUG N441	Feminist and Queer Research Methodology	4	50	10	“	Minor
MG7DSEUG N421	Political Economy of Gender	4	55	5	“	Minor
MG7DSEUG N441	Gender, Sexuality and Intersectionality	4	50	10	“	Minor
SEMESTER VIII						
	Major	4			“	
	Major (E)	4			“	
	Research Project	12			“	
	Major*	4			“	
	Major*	4			“	
	Major*	4			“	
Total Credits		44				
SEMESTER IX						
	Major	4			PG Level (500-599)	
	Major	4			“	
	Major	4			“	
	Major	4			“	
	Major	4			“	
SEMESTER X						
	Research Project	20			“	
	Major**	4			“	

	Major**	4			“	
	Major**	4			“	
	Major**	4			“	
	Major**	4			“	
<b>Total Credits</b>		<b>40</b>				


\*Only for 4-Years Honours Students

\*\*Only for students who opt for theory courses instead of Research Project

*Note: General foundations courses shall be offered by different schools. Students can flexibly choose the courses across disciplines.*

Level	Foundation (100-199)	Intermediate (200-299)	Higher (300-399)	Advanced (400-499)	PG Level (500-599)
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Type	Major	Minor	MDC	SEC	VAC	AEC
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	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
<b>4 + 1 Integrated UG and PG Programme</b>	

School	School of Gender Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	INTRODUCTION TO GENDER STUDIES		
Course Type	Minor		
Course Level	100-199		
Course Code	MG1DSCUGN121		
Course Overview	This interdisciplinary foundational course introduces the key concepts and theoretical approaches in gender studies. It examines how major societal institutions like the family, polity, economy, religion and education are re/producing the gender in particular ways. It tries to explore the concepts of power, privilege, diversity and exclusion to examine how we think about gender/sex and sexualities.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	50	10	
Pre-requisite	Foundational knowledge about gender related concepts and social science research.		

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the key concepts and theoretical approaches in the field of gender studies	U, An	1
2	Examine the major historical and contemporary debates	U, R, E	1,2,6



	within gender studies		
3	Identify the intersectional aspects of identity and experiences and to discuss the ways in which these are impacted by the systems of power and privilege	R, U, An, E	3,4,6
4	Apply the analytical and communication skills related to gender studies to foster equity, diversity and inclusion in any context	A, An, E, C	3,5,6,7

\*(Learning Domains: Remember (R ), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

## COURSE CONTENT

	<b>Module 1</b>	<b>Hours</b>	<b>CO No</b>
	<b>Introduction to Gender Studies</b>	20 Hrs	
1.1	Historical roots of Gender Studies and Women's Studies	4	1
1.2	Key Concepts- sex- sex assigned at birth- gender- femininity- masculinity- patriarchy-sexuality	4	1
1.3	Gender socialization-Gender roles- gender identities-expressions	4	1,2,3
1.4	Traditional and contemporary ideas of gender	4	1
1.5	Perspectives on the impact of gender on society	4	3, 4
	<b>Module 2</b>		
	<b>Understanding Sex and Gender</b>	20 Hrs	
2.1	Sex-Gender distinctions- similarities-continuum	4	1,3
2.2	gender as a subject -gender as a category of analysis	4	2,3
2.3	biological essentialism- social constructionism-performative perspectives	4	2,3
2.4	Identification as non-binary- cisgender- intersex-transgender-queer	4	1,2
2.5	Intersectional aspects of Identity and Experiences - views on power and privilege	4	2,3
	<b>Module 3</b>	10 Hours	

	<b>Understanding Sexualities</b>		
3.1	Heteronormativity- heterosexuality-homosexuality	4	1,3
3.2	Gender spectrum- gay- lesbian- bisexual- pansexual- asexual-queer	3	2,4
3.3	sexual violence-rape culture- consent	3	2,3
	<b>Module 4</b>	10 Hours	
	<b>Feminisms and Gender related Movements</b>		
4.1	Defining Feminisms- Waves of Feminism	3	2, 4
4.2	Overview of Global Women's Movements and Queer Movements	3	2,4
4.3	Theoretical models challenging the historical privilege of Whiteness and the West in Gender Studies- Orientalism- the Subaltern School-Intersectionality- Contemporary debates	4	1,2,3,4

<b>Mode of Transaction</b>	Classroom activities:  Authentic learning, case-based learning, collaborative learning, group assignment, group activities.
<b>Mode of Assessment</b>	1. Continuous Internal Assessment (CIA) 2. Assignment 3. Seminar 4. Semester End examination

## Learning Resources

Hooks, Bell. (2000). Feminism is for everybody: Passionate politics. Pluto Press.

L. Ayu Sarasawati, Barbara Shaw, and Heather Rellihan, Eds. (2017). Introduction to Women's and Gender Studies: Interdisciplinary Approaches. New York: Oxford.

Lorde, Audre. (1983). There is no hierarchy of oppressions. *Bulletin: Homophobia and education*, 14(3/4), 9.

Michael Kimmel and Amy Aronson (2017). *The Gendered Society Reader*, 6th Edition, Oxford University Press.

Fixmer-Oraiz, N., & Wood, J. T. (2019). *Gendered Lives* (13th ed.). Boston, MA: Cengage.

Kang, Miliann (2012). *Introduction to Women, Gender, Sexuality Studies*. University of Massachusetts - Amherst

## Videos

We Should All Be Feminists - Chimamanda Ngozi Adichie TED talk


The Urgency of Intersectionality - Kimberlé Crenshaw TED talk

The Gender Tag TED Talk

What is Female Masculinity?

Judith Butler and Gender Performativity

Relevance of Learning the Course/ Employability of the Course
Students will learn how to use gender and intersectionality as a category of analysis to comprehend cultural production, social institutions and structures and everyday circumstances. Students will be equipped to pursue research and research positions that require gender training and skills in feminist research and practice.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Gender Studies		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Understanding Gender in Indian Society		
Course Type	Minor II		
Course Level	100-199		
Course Code	MG1DSCUGN141		
Course Overview	Understanding Gender is one of the key skills every one needs in our society in order to eliminate all kind of Gender discrimination and to create a Gender just society. India is a complex and diverse society where all kind of social institutions intersect each other and produce multiple forms of inequalities based on gender.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60	0	
Pre-requisite	As per the requirement of the course		

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Acquainted with the conceptual framework, terminolo-	U	2

	gies related to Gender and Society.		
2	Capable to explain the link between gender and society and between varying socio- cultural, economic and political institutions and process.	E	1, 2
3	Competent to critically think over upon contemporary and ongoing debates around gender and inequalities	A	6
4	Aware about various social issues and social movements in India in relations to Gender	R	4
5	Reflect upon strategies taken by various institution to reduce gender based inequalities in India	U, E	3, 5, 7

\*(Learning Domains: Remember (R ), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

## COURSE CONTENT

Module 1	Hours	CO No
Important Concepts in Gender - Sex/Gender, Patriarchy. Sexuality, Femininity and Masculinity, Gender Stereotyping, Gender Identity, Socialization, Gender division of labour, Gender roles and Gender role perception, Gender Gap, Gender Discrimination, Gender bias, Gender equity and equality, Gender Mainstreaming, Gender Neutral, Gender needs, Gender inclusion	15	1
Module 2	Hours	
Understanding Social and society - Social structure, Social stratification, Social change, Deviance, Race and Ethnicity, Power and Authority, Globalization. Difference between Culture and society, Economy and society, and Politics and society	15	1, 2
Module 3	Hours	
Understanding Indian Society and its diversity - Gender, Patriarchy, Caste, Class, Ethnicity, Race and Religion. Condition of women and Transgenders during colonial and postcolonial period.	15	3, 4

Status of women and transgenders in India during ancient, medieval and modern period.		
<b>Module 4</b>	<b>Hours</b>	
<p>Relevance of feminism in understanding Indian society - important movements</p> <p>Understanding the root causes of gender based oppression and inequalities in India.</p> <p>Analyzing Gender and Society in India</p> <p>Various interventions to eradicate the gender based oppression and inequalities in India.</p>	<b>15</b>	<b>3, 4, 5</b>

<b>Mode of Transaction</b>	<p><b>Classroom activities:</b></p> <p><b>Field activities:</b></p> <p><b>Lab based activities:</b></p>
<b>Mode of Assessment</b>	<b>Exam, Seminar, and Assignment</b>


### Learning Resources

1. Tanika Sarkar and Sumit Sarkar, eds. 2008. Women and Social Reform in Modern India: A Reader. Bloomington and Indianapolis: Indiana University Press.
2. Eleanor Newbigin. 2013. The Hindu Family and the Emergence of Modern India: Law, Citizenship and Community. Cambridge: Cambridge University Press.
3. Durba Ghosh. 2007. Sex and the Family in Colonial India: The Making of Empire. Cambridge: Cambridge University Press.
4. Radha Kumar. 2015. The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800 - 1990. New Delhi: Zubaan.
5. Kamla Bhasin. 2004. Exploring Masculinity, New Delhi: Women Unlimited.
6. Kamla Bhasin. 2009. Feminism and its Relevance in South Asia, New Delhi: Women Unlimited.
7. Kamla Bhasin. 1993. What is Patriarchy, New Delhi: Kali for Women.
8. Kamla Bhasin. 2003. Understanding Gender, New Delhi: Women Unlimited.
9. V. Geetha. 2002. Gender, Stree: Calcutta

10. Neera Desai, Maithreyi Krishna Raj. 1987. Women and Society in India, Delhi: Ajanta Publication.

<b>Relevance of Learning the Course/ Employability of the Course</b>
To understand basic concepts in Gender To get broad idea about Indian society and its complex nature to produce gender based oppression. Students can work with NGO's, Kudumbasree, and various other government institutions

11.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Gender Studies		
<b>Programme</b>	<b>4+1 Integrated UG and PG</b>		
<b>Course Title</b>	<b>Gendering the World</b>		
<b>Course Type</b>	Multidisciplinary Course (MDC)		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG1MDCUGN101		
<b>Course Overview</b>	The course introduces the key concepts and perspectives on gender. It critically examines how gender intersects with various aspects of our everyday life. Through an interdisciplinary approach, students will explore how gender identities, roles, and relations are shaped by social, political, economic, and cultural forces across different regions and historical periods. The course will critically examine how gender mediates our interactions with social structures and major institutions.		
<b>Semester</b>	I	<b>Credit</b>	3
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	35		10
<b>Pre-requisite</b>	No prerequisites		

#### **COURSE OUTCOMES (CO)**

<b>CO</b>	<b>Expected Course Outcome</b>	<b>Learning</b>	<b>PSO</b>
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No.	<i>Upon completion of this course, students will be able to;</i>	Domains	No.
1	Identify, describe, and explain the major concepts and perspectives used in Gender Studies.	U, R	1,2
2	Apply their understanding of gender to personal experiences, popular media, and current events and be able to analyze everyday life using a gender lens.	U, A	3,4
3	Critically examine, interpret, and explain how gender mediates the interactions with social structures and major institutions.	Ev, An	3,6
4	Explain how the skills they learned in class will be applicable in their future careers and effectively intervene in gender advocacy and activism.	C, S	2,7

\*(Learning Domains: Remember (R ), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

## COURSE CONTENT

<b>Module 1: Introduction</b>	15 Hours	CO 1,2
I. Seeing the World through a Gendered Lens II. Basic Concepts A. Patriarchy B. Sex and Gender C. Femininity, Masculinity and Queerness III. Feminist Perspectives		
<b>Module 2: Gender in Everyday Life</b>	10 Hours	CO 2,3,4
I. Gender and Family II. Gender and Health III. Gender and Workplace IV. Interactions with State, Media and Judiciary V. Gender-based Violence		
<b>Module 3: Gender, Sexuality and Queer Studies</b>	10 Hours	CO 1,3,4
I. Gender Spectrum II. Heterosexuality, Homosexuality and Sexual Diversity III. Bodies and Gender IV. Intersectionality		

<b>Module 4: Representations, Rights and Policies</b>	10 Hours	CO 3,4
I. Gender and Political Participation II. Feminist Movements III. Gender, Sexuality and Law		


<b>Mode of Transaction</b>	<b>Classroom activities</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. In-class activities</li> <li>3. Presentations</li> </ol> <b>Field activities</b> Field Trip to a government agency or non-governmental organisation working on gender-related issues
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b> <b>20% - Group Project</b> <b>20% - Assignments</b> <b>40% - Exam</b>

### Learning Resources

1. Geetha, V. Gender. Sthree Samya, 2012.
2. Tharu, Susie, A. Suneetha, and Uma Maheswari Bhargubanda, editors. A World of Equals: A Textbook on Gender. Orient BlackSwan, 2022.
3. John, Mary E., editor. Women's Studies in India: A Reader. Penguin Books India, 2008.
4. Devika, J. "കുലസ്ത്രീയും 'ചന്തെപ്പപ്പണ്ണും' ഉണ്ടായെത്തുമ്പോഴെന്ത്?" Thirissur: Kerala Sasthra Sahithya Parishath, 2015.
5. Revathi, A. The Truth About Me: A Hijra Life Story. Penguin Books, 2010.
6. Aadi. Pennappam - Poems. Dhvani Books, 2022.
7. Soundararajan, Thenmozhi. The Trauma of Caste: A Dalit Feminist Meditation on Survivorship, Healing, and Abolition. North Atlantic Books, 2022.

### Relevance of Learning the Course/ Employability of the Course

The course provides an understanding of how gender operates in our daily lives and how it mediates our relationships with social structures and processes. The course will be beneficial to students in their future career options in governmental and non-governmental agencies, media, advocacy and research where they can use gender as a category of analysis.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School Name	School of Gender Studies					
Programme	4 + 1 Integrated UG and PG Programme					
Course Name	GENDER AND MEDIA					
Type of Course	Minor					
Course Level	100-199					
Course Code	MG2DSCUGN121					
Course Summary & Justification	This course offers a deep dive into the intersection of gender and media, exploring foundational concepts and theoretical frameworks from gender studies and media studies. It examines how gender is portrayed and perpetuated through media representations, critically analyzing the ethical and social implications across various media platforms. The course delves into body image issues, body positivity movements, and media's role in promoting diversity and acceptance. Additionally, it explores feminist critiques of media representation, addressing issues of censorship and visibility. The course also considers gendered media cultures and the impact of movements like #MeToo, advocating for more inclusive media practices and envisioning radical futures for media landscapes.					
Semester	2			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	10	-		60
Pre-requisite	As per the requirement of the course					

*Others- Library, seminar and assignment preparations, test, journal, discussion etc.*

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	To understand and critique the representation of gender in various media forms	U, An, E, I	1, 7, 8, 10
2	To explore intersectional perspectives on gender and media.	An, E	1, 3, 7, 8, 10
3	To analyze the role of media in shaping and challenging gender norms	U, An, E, I, ,	1, 5
4	To gain practical skills in media analysis and production with a focus on gender inclusivity.	U, An, A, E	8, 10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT		Hrs	CO.No.
<b>UNIT 1 – Framing Gender and Media: An Introduction</b>		15	
1.1	Historical Perspectives: The portrayal of gender in early cinema and visual culture.		1, 3
1.2	Intersection of Gender and Media Studies - Unmasking Dominant Paradigms		1, 3
1.3	Historical Perspectives - Portrayal and Evolution of Gender Roles in Media - Representation and Stereotypes - Cultural Discourse - Cultural Constructions.		1,2,3
1.4	Intersectional Analysis: Understanding how race, caste, class, and sexuality intersect with gender in media.		2,3

<b>UNIT 2 - Ethical and Social Implications of Gender Portrayals in Media</b>		15	
2.1	Gender in Print media - Advertisements- Film and Television - Digital Media		1,2,3
2.2	Body Images- Unrealistic Beauty Standards - Impacts		1,2,3
2.3	Body Positivity Movements - Fat Acceptance Movement - Resistance		1, 3
2.4	Queering the gazes		2,3, 4
2.5	Role of media in promoting body diversity and acceptance - Social media campaigns		1, 2, 3, 4
<b>UNIT 3- Gender Equality and Representation in Cinema and Visual Culture</b>		15	
3.1	Feminist Critiques of the 'Gaze' in Media- Politics of Representation		1, 3
3.2	Hegemonic Masculinities - The Divine Feminine Tropes- Madonna–Whore Dichotomy		3
3.3	Queering the gazes - Exploring Censorship, Erasure, Misrepresentation and Visibility		2, 5
3.4	Representation Tests -Bechdel’s Test- Duvernay Test- Landau Test - The Vito Russo Test		1, 3
<b>UNIT 4 – Gendered Media Cultures , Resistance and Countercultures</b>		15	
4.1	News production - Ideologies and Politics- Gendered media culture - Glass Ceiling in Media Industries		1, 3, 5
4.2	Resurfacing Forgotten Cultures/Images: Feminist and Queer Reconstructions		2, 5
4.3	#MeToo Movement - Transformative Voices - Women in Cinema Collective		3
4.4	Shaping future media landscapes- Inclusive media contents- Visions and Radical Futures		1, 2 3, 4

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, case-based learning, collaborative learning, seminar, group activities.
<b>Assessment Types</b>	<b>Mode of Assessment</b> 1. Continuous Internal Assessment (CIA) 2. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar 3. Assignments A. Semester End examination

## REFERENCES

Visual Pleasure and Narrative Cinema, Laura Mulvey, 1975

Films and Feminism Essays in Indian Cinema Jasbir Jain and Sudha Rai (Ed.), Rawat Publications.

Gopalan, Lalitha. "Avenging women in Indian cinema." Screen 38, no. 1 (1997): 42-59

Rosie Thomas. 2005. 'Not Quite (Pearl) White: Fearless Nadia, Queen of the Stunts' in Raminder Kaur and Ajay J. Sinha (eds). Bollyworld: Popular Indian Cinema through a Transnational Lens, pp.35-69. New Delhi: Sage Publications Relevant screenings

Gender Setting New agendas for Media Monitoring and Advocacy, Margaret 44 Gallagher, Zed books, London, 2001.

The polity reader in Gender Studies, Polity Press, Rawat Publications, New Delhi, 2002.

Who's News? The Media and Women's Issues, Ammu Joseph and Kalpana Sharma, Sage Publications, New Delhi, 2006.

Beyond French Feminisms Debates on Women, Politics and Culture in France Roger Celestin (Ed.), Palgrave, Macmillan, New York 2003.

Women's Bodies Discipline and Transgression, Jane Arthurs and Jeam Grims-haw, Cassel, London.

Sexuality, Gender and Rights: Exploring Theory and Practice in South and South Asia, Ed. Geetanjali Misra and Radhika Chandiramani, Sage Publications, New Delhi, 2005

Making the News: Women in Journalism, Ammu Joseph, Sage Publications, New Delhi.

The Routledge Companion to Feminism and Post Feminism, Sarah Gamble (Ed), Routledge, 2001.

The Body in the Mirror: Women and Representation in Contemporary India, Meenakshi Thapan, P.337364, Mapping Histories : Essays Presented to Ravinder Kumar, Ed. Neera Chandhoke, Tulika, New Delhi, 2000.

Women in Malayalam Cinema: Naturalising Gender Hierarchies, (Ed.) Meena T Pillai, Orient BlackSwan, New Delhi, 2010.

Young Malayali men and Their Heroes, Caroline and Filippo Osella, P.224 – 261, South Asian Masculinities, Ed. Radhika Chopra, Caroline Osella and Fillippo Osella, Women Unlimited, 2004.

Real and Imagined Women: Gender, culture, post colonialism : Rajeswari Sunder Rajan, P. 129146, Routledge, London and New York, 1995.

Vasudevan, Ravi. 1996. 'You Cannot Live in Society--and Ignore It: Nationhood and Female Modernity in Andaz' in Patricia Uberoi (ed). Social Reform, Sexuality and the State, pp. 83-108. New Delhi: Sage Publications.

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<b>Relevance of Learning the Course/ Employability of the Course</b>

	<b>MAHATMA GANDHI UNIVERSITY</b>  <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Gender Studies		
<b>Programme</b>	<b>4 + 1 Integrated UG and PG Programme</b>		
<b>Course Title</b>	Gender and Development		
<b>Course Type</b>	Minor		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG2DSCUGN141		
<b>Course Overview</b>	<p>This course delves into the dynamic field of Gender and Development. It will explore how this field has changed over time, examining key concepts like gender mainstreaming and empowerment and dive into specific areas like education, work, and employment to see how gender plays out in real-world policies. The course begins with exploring key theoretical approaches to gender and development, development theory and its feminist critique. The course will equip the students to address the issue of how to make the field of gender and development more inclusive and equitable by paying attention to global inequalities and how they intersect with gender. The program is inter and multi – disciplinary approach to evidence-based research to re-examine development theories, feminist perspectives, and policy practices in both India and the global context. Upon completion of the course, the students will gain a progressive understanding of the critical issues in development, like increasing gender gap, unemployment, feminization of poverty and different aspects of development.</p>		
<b>Semester</b>	2	<b>Credit</b>	4

<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work/field work</b>
	50	10
<b>Pre-requisite</b>	As per the requirement of the course	

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the key concepts, theoretical and ongoing debates, frameworks, and strategies for promoting gender equality and development practices	R, U, An, I	1
2	Develop critical skills to engage with the diverse socio-economic and cultural contexts within development practices	U, A, An, E, S	1, 2, 5, 6
3	Critically evaluate the roles of state and non-state institutions in development practices, analyzing their strengths, limitations, and potential for collaboration	R, A, An, E	1, 2, 5
4	Analyze the effectiveness of development interventions in diverse rural settings by examining the roles of institutions and initiatives, and evaluating their impact on policy development	R, An, E, C	2, 5, 6
5	Evaluate the design and implementation of government programs and policies aimed at gender mainstreaming and women empowerment, and will suggest potentials for further improvement	R, A, An, E, C	1, 2, 5, 6

\*(Learning Domains: Remember (R ), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

### COURSE CONTENT

<b>Module 1: Introduction to Gender Studies</b>	<b>Hours</b>	<b>CO No</b>
What is Sex; What is Gender; The Gender Spectrum; Gender Division of Labour; Masculinity and Femininity; Patriarchy; The Private-Public Division; Gender Justice and Gender equality and Equity; Women empowerment	<b>15</b>	<b>1, 2</b>
<b>Module 2: Fundamentals of Development</b>	<b>Hours</b>	
Concept of Development; Empowerment; Social Exclusion and Inclusive Development; Empowerment and Mainstreaming; Gender and Development; Development approaches: WID, WAD, GAD; Strategic gender needs and practical gender needs; Development Experience of Indian Economy; Planning and Development	<b>15</b>	<b>1, 2, 3, 5</b>
<b>Module 3: Advanced Theories in Gender and Development</b>	<b>Hours</b>	
Biological Determinism; Concept of Sexuality; Performativity Theory; Queer Theories; Theories of Development: Paul Narcoz Rosenstein, Walt Whitman Rostow; Poverty; Graded Inequality; Marginalities	<b>15</b>	<b>1, 2</b>
<b>Module 4: Gender, Development and Planning Process</b>	<b>Hours</b>	
Development from a Gender perspective; Gender Issues in development; Gender inclusive planning , budgeting and analysis; Role of government in development; Rural Development & Issues; SDG's and MDG's; Gender Budgeting; Indian and Kerala experiences; Women Component plan, Gender mainstreaming policies, Feminization of Poverty, Challenges and opportunities for a gender inclusive planning and development	<b>15</b>	<b>2, 3, 4, 5</b>

<b>Mode of Trans-action</b>	<b>Classroom activities:</b> Authentic learning, case-based learning, collaborative learning, seminar, group activities  <b>Field activities:</b> Policy Analysis
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<b>Mode of Assessment</b>	<ol style="list-style-type: none"> <li>1. Continuous Internal Assessment (CIA)</li> <li>2. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>3. Assignments</li> <li>4. Field Work</li> <li>5. Semester End examination</li> </ol>
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## Learning Resources

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27. Sen, Amartya. (1997). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi: Critical Quest.
28. Simone de Beauvoir, *The Second Sex*, Translated & Edited by H. M. Parshley, London, Vintage, 1997.
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<b>Relevance of Learning the Course/ Employability of the Course</b>
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1. Promotes Social Justice and Equality
2. Improves Development Outcomes
3. Enhances Critical Thinking
4. Opens Career Opportunities:
  - Working with NGO's, UN Agencies or Government institutions
  - Researchers and advocates for gender inclusive policies
  - Working with marginalized communities
  - Research and Academia

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Gender Studies		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Gender in Kerala		
Course Type	Minor		
Course Level	100-199		
Course Code	MG2MDCUGN101		
Course Overview	The course offers an overview of how gender shapes and mediates everyday life in Kerala. The course explores the gendered experiences of individuals within social institutions such as state, family, religion, education, and economy in the state. Most importantly, using historical and contemporary works, the course will encourage students to question the claims surrounding the Kerala model of development from a gendered standpoint.		
Semester	III	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	55	5	
Pre-requisite	No prerequisites		

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		

1	Identify, describe, and explain the major concepts and perspectives used in Gender and Queer studies in Kerala.	U, R	
2	Apply their understanding of gender to personal experiences, popular media, and current events and be able to analyze everyday life using a gender lens.	U, A	
3	Critically examine, interpret, and explain how gender mediates the interactions with social structures and major institutions.	Ev, An	
4	Explain how the skills they learned in class will be applicable in their future careers and effectively intervene in gender advocacy and activism.	Ev, C	

## COURSE CONTENT

<b>Module 1 : Introduction</b>	15 Hours
I. A Gender History of Kerala II. Gender and Modernity III. Feminist Perspectives in Kerala	
<b>Module 2: Understanding Kerala Society as a Gendered Space</b>	15 Hours
I. Gender and Social Institutions (Family, Health, Education, Workplace) II. Social Space/Public Space/Safe Space III. Gender and Intersectionality IV. Representations	
<b>Module 3: Economic and Cultural Negotiations</b>	15 Hours
I. Gender and workspace transformations II. Domestic Work and Care Work III. The State of Women in Kerala (social, economic and political) IV. Engendering Local Development	
<b>Module 4 : Gender, Development and Resistance in Kerala</b>	15 Hours
I. Body as a site of Work, Resistance and Violence II. Gender and Institutionalized Trade Unions III. Gender and Queer Social Movements in Kerala	

<b>Mode of Transaction</b>	<b>Classroom activities</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. In-class activities</li> <li>3. Presentations</li> </ol> <b>Field activities</b> <b>Lab based activities</b>
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b> <b>20% - Group Project</b> <b>20% - Assignments</b> <b>40% - Exam</b>

### Learning Resources

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2. Abraham, J. (2017). 'Matriliney did not become patriliney!' The transformation of Thiyya 'tharavad' houses in 20th-century Kerala. *Contributions to Indian Sociology*, 51(3), 287-312.
3. Arathi, P. M. (2019). Silent Voices: A Critical Analysis of Surrogacy's Legal Journey in India. *Social Change*, 49(2), 344-352.
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16. Dimithrova, K. G. (2021). Life in A Metro: The Challenges and Hardships Faced by Transgender Persons in Kochi. *Journal of Multidisciplinary Cases (JMC) ISSN 2799-0990*, 1(02), 1-5.
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19. Fathima, R. (2023). *Rehana Fathima: Sannidhyam, Samaram, Shareeram*, Gooseberry Books.
20. George, S. (2013). Towards recognition through professionalisation: Organising domestic workers in Kerala. *Economic and Political Weekly*, 69-76.
21. George, S. (2013). Enabling subjectivities: Economic and cultural negotiations—a gendered reading of the handloom sector and the special economic zone of Kerala. *Indian Journal of Gender Studies*, 20(2), 305-334.
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23. George, S. (2019). Globalization, workspace transformation and informal workers: A reversal of gender roles. *Perspectives on Neoliberalism, Labour and Globalization in India: Essays In Honour of Lalit K. Deshpande*, 273-297.
24. Janu, C. K., & Bhaskaran, R. S. (2004). Mother forest: the unfinished story of CK Janu. (No Title).
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32. Kuriakose, A. Masculinity without Men: Reflections on the Invisibilisation of Female-to-Male Transgender Identities in Kerala. *Gender and Politics: Emerging Trends and Issues*.
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<b>Relevance of Learning the Course/ Employability of the Course</b>



