

**Semester – II**  
**PART – A: THEORY COURSE**  
**BTC-203: GENDER STUDIES**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

**ESSENCE OF THE COURSE**

This course will enable students to understand the modern concept of gender studies. It aims to develop understanding about the need & importance of gender studies, features of gender studies, life in gender world, basic concepts, gender and culture and the role.

**COURSE LEARNING OUTCOME**

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

- Understand the modern concept of gender studies.
- Describe the Need & Importance of gender studies.
- evaluate Features of gender studies
- Understand the basic concept of gender studies.
- Explain gender discrimination.

**COURSE CONTENTS**

**Unit-I: Concept of Gender Studies**

- Definition, Meaning, Aim and Objectives of Gender studies,
- Need and Importance of Gender studies,
- Features of Gender studies,
- Life in Gender world
- Gender policy in India

**Unit-II : Historical Perspectives of Gender Studies**

- Position of Women through the Ages
- Gender Discrimination
- Feminism
- Patriarchal / Matriarchal Position in Gender Studies.
- National Women Commission
- Gender Stereotype

**Unit-III : Gender Issues in Dynamic Society**

- Cultural and Religious Issues on Gender Studies
- Eve-teasing and Rape
- Domestic Harassment
- Violation of Fundamental Rights
- Desertion of Women
- Divorce & Judicial Separation
- Violation of Marital Enactments.

#### **Unit-IV: Scope of Gender Studies in Sports**

- Sport and Gender
- Integrating gender equity in development of sports
- Gender Equity and women in sports
- Sports as tool to promote gender equity and empower girl and women
- Gender issues in sports

#### **TEACHING LEARNING STRATEGIES**

- The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.
- The teacher will cover the ways to think innovatively liberally using thinking techniques.

#### **ASSESSMENT RUBRICS**

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|--|---------------------------|
| ● End Semester Exam  | <b>Marks: 100 (70+30)</b> |
| ● Classroom Test, Project Work, Assignments, Presentations | <b>Marks: 70</b>          |
| ○ Classroom Tests: Best one out of two unit tests          | <b>Marks: 30 (10+20)</b>  |
| ○ Project Work, Assignments, Presentations                 | <b>(Marks: 10)</b>        |
|  | <b>(Marks: 20)</b>        |

#### **SUGGESTED READINGS**

Hofrichter, R. (ed.) Toxic Struggle: The Theory and Practice of Environmental Justice. Philadelphia: New Society Publishers.

Lancaster, R. N. and Leonardo, M. (eds.) 1997. The Gender /Sexuality Reader: Culture, History, Political Economy. New York: Routledge. 10

Shiva, V. 1989. Staying Alive: Women, Ecology and Development. London: Zed Books.

Stein, R. 2004. New Perspective on Environmental Justice: Gender, Sexuality and Activism. New Jersey: Rutgers University Press.

UNDP: Human Development Report (2000) New Delhi: OUP.