




B.A. in Gender Studies
Syllabus for Yearly System

Submitted by:
Department of Gender Studies
Faculty of Humanities and Social Sciences
Kirtipur

Submitted to:
Dean Office
Faculty of Humanities and Social Sciences
Kirtipur
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प्राथमिक परीक्षा केन्द्र
कीर्तिपुर
Scholar

V. Shrestha

किर्तिपुर विश्वविद्यालय
सामाजिक विज्ञान विभाग
कीर्तिपुर

Outline of the Course of Study for Bachelor of Gender Studies Tribhuvan University, Nepal

Introduction: Government of Nepal aims towards establishing gender equality and empower women to achieve the social and economic development of the nation. In this context, Bachelor of Gender Studies as a behavioral and technical academic discipline is offered to make students academically eligible with the concept, theories and practices of gender in development.

This course of study is designed for four years of Bachelor degree in Gender Studies, Tribhuvan University, Nepal. This course is offered to all women, men, and other genders.

Objective: The objective of this course is to enable the Bachelor of Arts degree holders as development professionals and advocates of gender equality. In-yearly system 70 percent of marks of each paper will be obtained from final written examination, 30 percent marks will be obtained from Field work, group work, and mini project (20) and class presentation (10).

Course Framework

Year	Course Title and Code	Course Content	Credit Hours	Pass Marks / Full Marks	Remarks:
1st year	GS 421	Concepts and Theories of gender	150	40/100	
	GS 422	Patriarchy and Feminism	150	40/100	
2 nd Year	GS 423	Gender Based Violence (GBV)	150	40/100	
	GS 424	Gender and Society	150	40/100	
3 rd Year	GS 425	Gender and Development	150	40/100	
3 rd Year	GS 410 Elective	Gender, Patriarchy, and Feminism Conceptual Clarity	150	40/100	
4 th Year	GS 426	Gender sensitivity and Gender responsiveness in Development Programme Management	150	40/100	
4 th year	Gs 427	Research Methodology (Research from Gender Perspective)	150	40/100	

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First year B.A.

Full Marks – 100
Pass Marks – 40
Lecture hours -150 hrs

GS. 421: Concepts and Theories of gender

Course objective: This paper is a foundation of the course on Gender studies. It will familiarize students with the concepts terminologies and basic theories related to Gender studies.

I. Gender studies: history and prospect (12 hrs.)

Unit objective: Students will be familiar with Gender Studies as a discipline

- 1.1 nature
- 1.2 scope
- 1.3 History (world and Nepal)
- 1.4 Gender studies as multidisciplinary subject
- 1.5 Gender studies and its relation with other social sciences (Sociology, Anthropology, Psychology, Economics, and Political science)
- 1.6 Gender as a human rights based subject

II. Conceptual clarity (25 hrs.)

Unit objective: students will get familiarity with the concepts and terms related to Gender

- a. Sex, gender and Sexuality
- b. Masculinity and Femininity
- c. Subordination and oppression
- d. Heteronormativity, Homophobia
- e. Bigenderism
- f. Androgyny
- g. Queer
- h. Gender spectrum
- i. Gender equality and equity
- j. Gender and power relations
- k. Practical gender needs and strategic gender interest

III. Dimensions of Gender: (18hrs.)

Unit objective: students will understand dimensions of gender and the process of gender construction.

- a. Dimensions: **body, identity and social** (Body Our body, our experience of our own body, how society genders bodies, and how others interact with us based on our body).
- b. Gender as a structure



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c. Gender relations (four dimensions of gender relations: **gender division of labor, gender norms, access to and control over resources and benefits, and decision-making**).

- c. Gender and politics
- d. Gender and economics
- e. Gender and society/culture
- f. Gender and religion

IV. Social construction of gender (25hrs)

Unit objective: students will be able to understand gender as a construction and they will be able to analyze the role of different institution on gender construction.

- a. Gender as a social construction: referring Margaret Mead
- b. Doing gender (West and Zimmerman)
- c. Gender Performativity (Judith Butler)
- d. Gender socialization (definition, meaning)
- e. Methods of gender socialization
- f. Agents of gender socialization (family/home, peer group, educational institutes, workplace, state, media, market, religion and global fora)

V. Construction of Masculinities and Femininities (15 hrs.)

- a. Define masculinities and femininities
- b. Types of masculinities and femininities
- c. Patriarchy defined masculinity and Femininity
- d. Feminist defined masculinity and Femininity
- e. Contemporary debates on masculinity and femininity
- f. Impact of Patriarchy defined masculinity and Femininity on men women and gender and sexual minorities

VI. Contemporary issues and terminologies in gender discourses (15 hrs)

Unit objective: Students will be familiar with contemporary local, regional and global issues and terminologies emerging in the discipline.

- a. New issues related to gender: sexual harassment at work place.
- b. Gender and unpaid care work: contemporary debate
- c. Emerging terminologies in gender discourse (new terms and concepts that have being used in gender related discourse)

VII. Essentialist and social constructionist theories of gender (30 hrs.)

Unit objective: Students will know basic social theories that explain gender as essential concept and theories that explain gender as constructed

- a. Psychoanalysis theory (Sigmund fried and Nancy Chodorow)
- b. Structural functionalism (Talcott Parsons and Emile Durkheim)
- c. Symbolic Interactionism (Peire Bourdeu)
- d. Social learning theory (Claire Renzetti and Curran Daniel)
- e. Gender and Cooperative-Conflict theory (Amartya Sen)



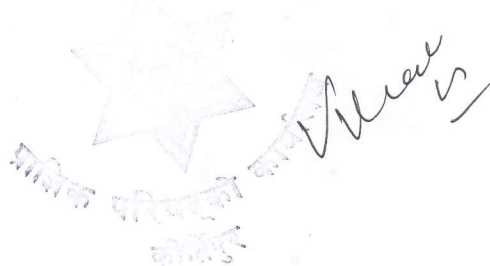
VIII. **Writing term papers, group work, and class presentation**

(10hrs)

Unit objective: students will have knowledge and skill related to group work, writing papers and presenting them in the class.

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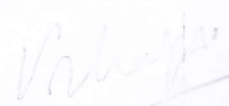
1. Bhadra, C. (ed) 2010 *Gender Studies*. Kathmandu: Oxford International publication
2. Bhasin, K.(2004). *Exploring Masculinity*. New Delhi: Women Unlimited
3. Bhasin, Kamla. 2000. *Understanding Gender*. New Delhi: Kali.
4. Connell, R.W. 2000. 'Understanding Men: Gender Sociology and the New International Research on Masculinities'. Lecture: University of Kansas.
5. Mishra, Mira. 2075. "Construction of Femininity and Masculinity" in *Understanding Nutrition And Child Development*. Issue 1, Central Department of Home Science ,Tribhuvan University.
6. Renzetti, Claire and Daniel Curran. 2003. *Women, Men and Society*. Fifth edition. New York: A and B.
7. Renzetti,Claire M. and Curran, Daniel J. (2002) *Women Men and Society*, USA, Library of Congress.
8. Sen, A.K. (1990). Gender and Cooperative Conflict. In Tinker, I. (Ed.). Persistent Inequalities: Women and World Development (pp. 123-149), New York: Oxford University Press.
9. Sociology of Gender .Theoretical Perspectives and Feminist Frameworks: BASIC SOCIOLOGICAL CONCEPTS Key Concepts for the Sociology of Gender Distinguishing Sex and Gender.
10. Zinn, M.B, Sotelo,P.H, Messner, M.A. (2000) *Gender Through The Prism of Difference* (Second Edition)











Full Marks – 100
Pass Marks – 40
Lecture hours -150hrs

GS- 422 : Patriarchy and feminism

Broad objective: Broad objective of this course is to impart students with the conceptual and practical knowledge about patriarchy and feminists' resistance against patriarchal institutions.

Unit 1 Patriarchy: Different expressions and changes

Unit objective: To familiarize students with the concept and origin of Patriarchy(15 hrs)

- a. Meaning, and concept of patriarchy
- b. Private and public patriarchy
- c. Origin of patriarchy: From Gerda Lerner's *Creation of Patriarchy*

Unit II Patriarchal institutions: concretize in everyday life (15 hrs.)

Unit objective: To impart students with the knowledge that societal institutions play a key role in perpetuating patriarchy at personal and societal level.

- i. Marriage (age and choice in marriage)
- ii. Education institution
- iii. Home (Housework)
- iv. Economy (property ownership)
- V. Polity (Proportional representative)

Unit III Patriarchy: Opportunities and challenges (10hrs.)

Unit objective: After completion of this unit, students would be able to scrutinize patriarchy at personal level.

- .i. For Boys/men
- ii. For girls/women
- iii. For sexual minorities

Unit IV Changes in patriarchy: Weakening and reconstruction of patriarchy in Nepal

(10 hrs)

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Unit objective: This unit informs the students about the changes in nature of patriarchy and its manifestation in Nepal.

- a. Role of education
- b. Role of media
- c. Role of state
- d. Role of market

Unit V Different forms of Patriarchy

(15 hrs.)

Unit objective: Students would be informed theoretically about the types of patriarchy

- a. Traditional patriarchy
- b. Capitalist patriarchy
- c. South Asian Patriarchy
- c. Patriarchy in Nepal

Unit VI Feminism: Different expressions and changes

(15hrs.)

Unit objective: This unit imparts students with the knowledge about meaning, importance and scope of feminism

- a. Meaning, definition and concept
- b. Feminist phobia: Causes and consequences
- c. Expanding scope of feminism: from women centric to women, men and sexual minorities
- d. feminism or feminisms: Confusion and clarification

Unit VII Major types of feminism

(20hrs)

Unit objective: After completion of this unit, students would be able to gain knowledge about the various types of feminism.

- a. Liberal
- b. Marxist
- c. Socialist
- d. Radical
- e. New trends: Third wave/Post feminism/online misogyny and digital feminism

Unit VII Men's varied positions in feminism (global and Nepal)

(20hrs)

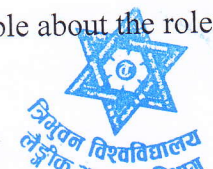
Unit objective: This unit helps students be knowledgeable about the role of men in feminism



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- a. Pro-feminist men
- b. Feminist men
- c. Feminist allies
- d. Anti-feminist men

Unit VIII Brief history of feminist movement in Nepal: key achievements (20 hrs)

Unit objective: After completing the unit, students would be able to comprehend and analyze feminist movement in Nepal.

- a. Brief history of feminist movement in Nepal
- b. Major achievements of Post-1990 feminist movement in Nepal
- c. Contemporary challenges of feminist movement in Nepal

Unit IX Writing term papers, group work, and class presentation.(10)

Unit objective: students will have knowledge and skill related to group work, writing papers and presenting them in the class.

Reading List:

1. Acharya, Meena. 2012. *Nepalko Mahila Andolanka Paribartit Shandharva: Ek Bibechana. [An Analysis of the Changing Context of the Women's Movement.]* Kathmandu: Sahavaghi, Tanka Prasad Acharya Smriti Pratisthan. In Nepali.
2. Bhasin, Kamla. "What is Patriarchy"
3. Bhasin, Kamla and Nighat Said Khan. 1999. *Some Questions on Feminism and its Relevancy in South Asia.* New Delhi: Kali for Women
4. Bhasin, Kamla and Nighat Said Khan. 1999. *Some Questions on Feminism and its Relevancy in South Asia.* New Delhi: Kali for Women
5. Hooks, bell. 2000. *Feminism is for Everybody: Passionate Politics.* London: Pluto Press
6. Kimmel, M. (2004). Masculinities, in *Men and Masculinities: A Social, Cultural, and Historical Encyclopedia*, Edited by Michael Kimmel and Amy Aronson, Abc-clio Publications.
7. Mishra, Mira. "Naribadi Bnam, Naribadi Hu Vnam". Shilapatra. Bhadra 14, 2078
8. Mishra, Mira. (2005) "Perspectives on Feminism" *Hamro Sansar*, A Journal of Women's Studies, Number 4, (Kathmandu: Central Department of Home Science, Women's Studies Program.)
9. Walby, Sylvia. 1990. *Theorizing Patriarchy.* Oxford and New York: Basil Blackwell

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Second Year

GS 423: Gender Based Violence (GBV)

Full Marks – 100
Pass Marks – 40
Lecture hours -150hrs

General objective - The overall objective of this paper is to give an over view of existing gender based violence and to motivate the students to become agents to mitigate gender based violence and violence against women (VAW).

20 hrs

Unit I: Gender Based Violence (GBV)

Unit objective - To make students understand the concept of Gender Based Violence, to make them aware about different types of Gender Based Violence and the causes of Gender Based Violence.

1. Concept of GBV
2. Meaning and definition of GBV
3. Types of GBV
4. Dimensions of GBV
5. Intersection of violence with sex,sexuality and sexual orientation
6. Institutions reinforcing GBV

Unit II: Masculinity, Femininity and Violence

20 hrs

Unit objective - To impart knowledge to the students about the relationships between Masculinity, Femininity and Violence.

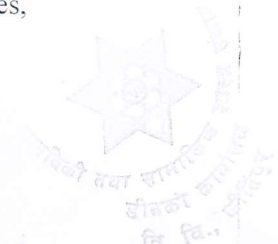
1. Gendered Socialization: construction of masculinity, femininity and violence
2. Theories related to violence against women and girls including radical feminist theory
3. Men against male violence: why men are violent?
4. White-Ribbon Campaign: men engage in combating VAW

Unit III: Domestic Violence in Nepal

25 hrs.

Unit objective - To make the students aware about the existing domestic violence, make them understand the root cause of it and to analyze the impact of domestic violence on families, communities and the nation.

- a. Definition and extent of domestic violence
- b. Types of domestic violence



- c. Impact of domestic violence on women and girls
- d. Impact of domestic violence on men and boys
- e. Existing situation of domestic VAW in Nepal
- f. Causes of domestic violence against women in Nepal

Unit IV: Violence against Women at Work Places

20 hrs

Unit objectives - To familiarizes the students about the existence of VAW at work places.

- a. Work related violence
- b. Types and manifestations of VAW in the workplace
- c. State commitment against VAW at the work place
- d. Zero tolerance of violence
- e. "Sexual Harassment at the Workplace Bill" (2009)

Unit V : Conceptual and Theoretical Background of Human Rights

25hrs

Unit Objective: This unit imparts students with the conceptual and theoretical knowledge about human rights, and helps them comprehend and analyze issues from human rights framework in relation to Violence.

- a. Concept of human rights
- b. The philosophical basis of rights
- c. Concept of equality, non-discrimination and equity
- d. Legal provisions to combat domestic violence in Nepal :Domestic Violence offence and punishment Act 2074
- e. Legal Provision to Combat VAW in:
 - i. Constitutions of Nepal 2074.
 - ii. Court system and court cases

Unit VI: Initiatives to Combat Gender Based Violence (GBV)

20hrs

Unit objective – To make the student understand about the international, national and local level initiatives to combat GBV.

1. Convention on the Elimination of all forms of discrimination against Women (CEDAW) 1979
2. The Universal Declaration of Human Rights (UDHR), 1948 Vienna Convention
3. SAARC Convention Against Trafficking of Women and Girls for Commercial Sex - 2002
4. Sixteen Days of Activism- November 25- December 10 on VAW
5. Collective action of women on VAW at local level : Establishment of judiciary Committee

Unit.VII. Alternatives to GBV

10hrs

- a. Self Defense training
- b. Provision of safe Space
- c. Use of social Media to Combat VAW
- d. Concept of Ideal male in the Society

Unit VIII. Writing term papers, group work, and class presentation.

10hrs



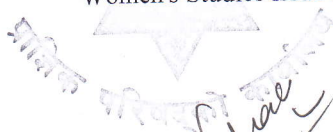
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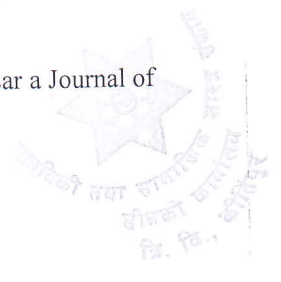
Unit objective: students will have knowledge and skill related to group work, writing papers and presenting them in the class.

References

1. Alvarez, A. and R. Bachman (2008) Violence: The Enduring Problem. Thousand Oaks, CA: SAGE.
2. Annika M. Wilcox James :A study of domestic violence and patriarchal ideologies in popular men's magazines Madison University 2015).
3. Arias, I. and P. Corso (2005) 'Average Cost per Person Victimized by an Intimate Partner of the Opposite Gender: A Comparison of Men and Women', Violence and Victims 20: 379-91.
4. An assessment on risk and preventive measures of Gender-Based Violence during lock-down period of COVID 19, assessed by WOREC Nepal on June 6, 2020. <https://kathmandupost.com/national/2020/05/21/>.
5. Beijing Platform for Action, U.N. Doc. A/Conf./177/20 (1995).. " Para. 113.
6. Business Promotion Research and Communication Pvt. Ltd. (BPRC) 2071: BASELINE SURVEY ON VIOLENCE AGAINST WOMEN AND CHILDREN OF FIVE PROJECT DISTRICTS.pg 10.
7. Chaudhary,Deepa.(2021)VAW On Rise, Seven Rape Cases Reported Daily In Nepal, The Rising Nepal , April 7, 2021. Retried on June 2,2021.
8. GoN. (2009/2010). Domestic violence (Crime and punishment) Act, 2008. Retrieved from <http://www.saathi.org.np> on 26May, 2021
9. Government Of Nepal National Review of Sustainable Development Goals , National Planning Commission Kathmandu ,2020.
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11. Joshi SK, Swahnberg K. Trafficking of Women and Girls from Nepal to India for Prostitution Nurturing Factors, Health Effects and Prevention 2010.
12. McCue, M.L. (2008) Domestic Violence: A Reference Handbook, 2 edn. Santa Barbara, CA: ABC-CLIO. Millett, K. (1969) Sexual Politics. New York: Avon.
13. Mahase, E. (2020). COVID-19: EU states report 60% rise in emergency calls about domestic
14. Ministry of Health and Population (MOHP) [Nepal] NE, and ICF International Inc. Nepal Demographic and Health Survey 2011 Kathmandu, Nepal; March 2012.
15. Mira Mishra 2009, Violence against women: situation and Policy analysis, Hamro Sansar a Journal of Women's Studies issue 6.



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16. NWC, 2020, Integrated Platform for Gender Based Violence Prevention and Response (SAMBOHDHAN) March 24, 2020-July 21, 2020 August 2020). (National Women Commission)
17. Quek, 2019, Patriarchy.in: Handbook on Gender and Violence. Edward Elgar Publication.
18. Shipway, L. (2004) Domestic Violence: A Handbook for Health Professionals. London: Routledge.
19. UN general assembly. In Declaration on the Elimination of Violence against Women; UN: New York, NY, USA, 1993.
20. UN Women (2020). *Violence against women and girls: The shadow pandemic*.
21. Urza Acharya, Sexual Harassment at the Work Place: My Republica, 2020 January 10


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मानव सभ्यताको विकास
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V. Shrestha

Second Year


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424-Gender and Society

Full Marks – 100
Pass Marks – 40
Lecture hours -150 hrs

Course objective: Students will be able to understand the process of gender construction through social and cultural practices.

Unit I. Introduction to Gender in Nepali society (25)

Unit objective: students will be familiar with gender issues of Nepali society.

- a. Gender construction in Nepali society
- b. Public and private dichotomy and gender in Nepali society
- c. Gender and religion in Nepali society (Hindu, Buddha, Islam, Christianity and ethnicity based religion in Nepal)
- d. Gender and caste/ ethnicity in Nepal
- e. Family as a gendered institution
- f. Family as a site of violence
- g. Women as honor and shame of caste, religion, clan

Unit II. Contemporary debate on traditional and cultural practices and gender (20)

Unit objective - To make students aware about the debate on existing cultural practices in Nepali society

1. Concept of the purity and pollution, practice of untouchability during menstruation and childbirth “chaupadi practice”;
 - a. Chastity, fidelity/faithfulness - Traditional practices such as Teej, Bel bibah, Kumari puja and other gender discriminatory cultural practices,
 - b. witchcraft and other harmful practices against women and girls
 - c. Singlehood/ single parenting
 - d. Cultural malpractices
 - e. Use of folk songs, proverbs, Jokes and language

Unit III. Men and masculinity construction (20)

Unit objective: The objective of this unit is to make students aware that feminist discourse is not anti-men but a critique of the Patriarchy and the resultant misogyny; and to aware students that the feminist gender discourse motivated men’s studies, engaging men in a new interpretation of history and their lived experiences in the Patriarchal tradition.

- a. Forced “machismo” culture
- b. Mytho-poetic
- c. Mythology/Epic Male,
- d. Spiritual/Sage Male,

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Unit VII Gender and changing livelihood

(20)

Unit objective: Students will be able to see the relation between gender and contemporary livelihood aspect.

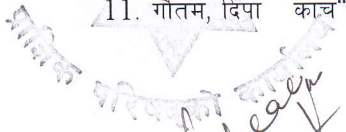
- a. Gender in agriculture
- b. Gender in forest management
- c. Gender and livestock
- d. Gender in cash crop production
- e. Migration and gender: comparative analyses of male and female out migration for work.
- f. Impact of climate change gender

Unit VIII. Writing term papers, group work, and class presentation. (10)

Unit objective: students will have knowledge and skill related to group work, writing papers and presenting them in the class.

Reading list :

1. Bhadra, C. (ed) 2010 *Gender Studies*. Kathmandu: Oxford International publication
2. Bhadra, C. (2006). "Rural Women and Environmental Issues in Nepal: A Feminist Discourse", *Hamro Sansar (A world of our own), A Journal of Women's Studies*, Issue 5, April 2006.
3. Bhadra, C. (2007). *International Labour Migration of Nepalese Women: The Impact of Their Remittances on Poverty Reduction*. September 2007. Bangkok: UN/ESCAP/ARTNeT. www.unescap.org/tid/artnet/pub/wp4407.pdf
4. Bhasin, K.(2004). *Exploring Masculinity*. New Delhi: Women Unlimited
5. Renzetti, Claire M. and Curran, Daniel J. 2002 *Women Men and Society*, USA, Library of Congress.
6. Renzetti, Claire M. and Curran, Daniel J.. 2003. *Women, Men and Society*. Fifth edition. New York: A and B.
7. Zinn, M.B, Sotelo, P.H, Messner, M.A. 2000 *Gender Through The Prism of Difference* (Second Edition)
8. Bhasin, Kamla. 2000. *Understanding Gender*. New Delhi: Kali.
9. Mishra, Mira. 2005. "Construction of Femininity and Masculinity" in *Understanding Nutrition And Child Development*. Issue 1, Central Department of Home Science, Tribhuvan University.
10. पान्डे, ज्ञानु. २०६९ नेपाली उपन्यासमा लैङ्गिकता, नेपाल प्रज्ञा प्रतिष्ठान
11. गौतम, दिपा काचको पर्दामा महिला



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Third Year

Course Title:

Gender and Development

Code: GS 425

Full Marks – 100

Pass Marks – 40

Lecture hours -150 hrs

Unit I. Introduction of Development Economics (20)

Unit Objective- The objective of this unit is to develop students' understanding of the concepts and theories of development economics.

1. Introduction and terminologies of development economics
 - 1.1 meaning
 - 1.2 Concept
 - 1.3 Terminologies
2. Difference between development and economic growth
3. Theories of Classical and neo classical ideas of development

Unit II Gender Division of labor (20)


Unit Objective- The objective of this unit is to develop students' understanding and analyzing the gendered division of labor and different types of role

- a. Gender and work
- b. Ascribed and prescribed role
- c. Productive – economic and noneconomic
- d. Non-productive

Unit III Gender and care work (20)

Unit Objective- The objective of this unit is to familiarize students with different types of care work.

- a. Private and Public care work
- b. Paid and unpaid care work
- c. Formal and informal care
- d. Globalization of care work


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Unit IV Incorporation of evolution of women's concern (20)

Unit Objective- The objective of this unit is to familiarize students with gender in development discourse.

- a. Concept of practical and strategic gender needs
- b. WID
- c. WAD
- d. GAD

Unit V Gender Mainstreaming in Development (20)

Unit Objective- The objective of this unit is to familiarized students with mainstreaming gender concerns in national development.

- a. Concept
- b. Tools of gender mainstreaming
- c. Gender mainstreaming in development in Nepalese context.

Unit VI Gender and Poverty (20)

Unit Objective- The objective of this unit is to facilitate students' ability to access of poverty and its dimensions.

- a. Meaning and concept
- b. Dimension of poverty
- c. Indicators of poverty and SDG (Human poverty, income poverty, Time poverty, Multi dimension of poverty)

Unit VII Gender and migration for work (20)

Unit Objective- The objective of this unit is to develop students' understanding of the migration of work

- a. Internal and international migration for work
- b. Trend
- c. Dynamism
- d. Impact on gender relation

Unit VIII . Writing term papers, group work, Field work, mini research and class presentation. (10)

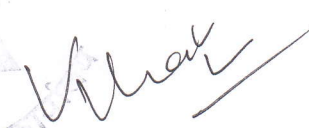
Unit objective: students will have knowledge and skill related to group work, field work, writing papers, mini papers, and presenting them in the class.



List of Readings:

1. Acharya M. (2000) Labor Market Development and Poverty, Tanka Prasad Acharya Memorial Foundation and FES Kathmandu, Nepal
2. Acharya, M. (2014). Parishramikbinakosewamulakkamramahila. Rupantaranmamahila. (Women in Transformation). Asmita Women's Publication House. Kathmandu.
3. Action Aid. (2013). Making Care Visible. Kathmandu: Action Aid.
4. Antonopoulos,R. (2007). The Unpaid Care Work–Paid Work Connection. Working Paper No. 541. New York: The Levy Economics Institute.
5. ASMITA (2018). Women in Unpaid Care Work.Asmita Women's Publication House. Bagbazar Kathmandu.
6. Bhadra, C. (2016). Three Decades of Academic Advocacy for Gender Equality and Empowerment of Women in Nepal. Oxford International Publication Pvt. Ltd.Anamnagar, Kathmandu.
7. Bhadra, C. (ed.) (2010). Gender studies. Kathmandu: Oxford International Publication Pvt. Ltd. Anamnagar, Kathmandu.
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9. Burtland G.L (1989) Sustainable Development
10. Folbre, N. (2006). Measuring Care: Gender, Empowerment, and the Care Economy, Journal of Human Development, Vol. 7, No. 2, July 2006.
11. Government of Nepal/National Planning Commission.Current Periodic Plans
12. Jhingan M.L. (2007) The Economics of Development and Planning, 39th revised and enlarged edition, Vrinda Publications (P) Ltd.
13. Rajbanshi, Ashok. 2017 Female Labour Migration from Nepal: Striving for Change and Livelihoods. Paper presented in Workshop Gender and
14. Todaro M. P. Economics of Development, New revised edition.

प्राथमिक शैक्षणिक कार्यलय
कीर्तिपुर



श्रीमती तथा सामाजिक कार्यकर्ता
श्रीमती काशीदेवी शर्मा
त्रि. वि., कीर्तिपुर

Tomara

श्रीमती तथा सामाजिक कार्यकर्ता
श्रीमती काशीदेवी शर्मा
त्रि. वि., कीर्तिपुर

Third year
Elective Paper

Full Marks – 100
Pass Marks – 40
Lecture hours -150 hrs

GS410-Gender, Patriarchy and Feminism Conceptual Clarity

Unit I Gender studies: history and prospect (10)

Unit objective: Students will be familiar with Gender Studies as a discipline

- a. nature
- b. Scope
- c. History (world and Nepal)
- d. Gender studies as multidisciplinary subject
- e. Gender studies and its relation with other social sciences (Sociology, Anthropology, Psychology, Economics, and Political science)
- f. Gender as a human rights based subject

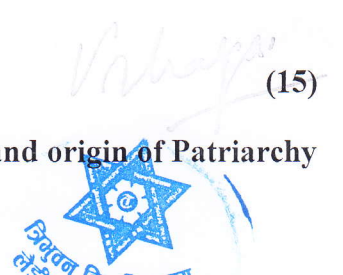
Unit II Conceptual clarity (20)

Unit objective: students will get familiarity with the concepts and terms related to Gender

- a. Sex, gender and Sexuality
- b. Gender as a image, role, and relationship
- c. Masculinity and Femininity
- d. Subordination and oppression
- e. Heteronormativity
- f. Bigenderism
- g. Androgyny
- h. Queer
- i. Gender spectrum
- j. Gender equality and equity
- k. Gender and power relations
- l. Practical gender needs and strategic gender interest

Unit III: Patriarchy: Different expressions and changes (15)

Unit objective: To familiarize students with the concept and origin of Patriarchy



- a. Meaning, and concept of patriarchy
- b. Private and public patriarchy
- c. Origin of patriarchy: From Gerda Lerner's Creation of Patriarchy
- d. What is Patriarchy : Kamala Bhasin

Unit IV Patriarchal institutions: concretize in everyday life

(15)

Unit objective: To impart students with the knowledge that societal institutions play a key role in perpetuating patriarchy at personal and societal level.

- a. Marriage (age and choice in marriage)
- b. Education institution
- c. Home (Housework)
- d. Economy (property ownership)
- e. Polity (Proportional representative)

Unit V Introduction of Development Economics

(20)

Unit Objective- The objective of this unit is to develop students' understanding of the concepts and theories of development economics.

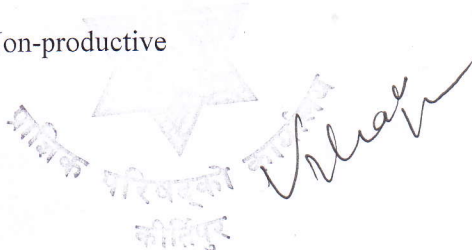
- a. Introduction and terminologies of development economics
- b. meaning
- c. Concept
- d. .terminologies
- e. Difference between development and economic growth
- f. Theories of Classical and neo classical ideas of development

Unit VI Gender Division of labor

(20)

Unit Objective- The objective of this unit is to develop students' understanding and analyzing the gendered division of labor and different types of role

- a. Gender and work
- b. Ascribed and prescribed role
- c. Productive – economic and noneconomic
- d. Non-productive



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Unit VII Gender Based Violence (GBV)

(20)

Unit objective - To make students understand the concept of Gender Based Violence, to make them aware about different types of Gender Based Violence and the causes of Gender Based Violence.

- a. Concept of GBV
- b. Meaning and definition of GBV
- c. Types of GBV
- d. Causes of GBV
- e. Intersection of violence with sex, sexuality and sexual orientation
- f. Institutions reinforcing GBV

Unit VIII Masculinity, Femininity and Violence

(20)

Unit objective - To impart knowledge to the students about the relationships between Masculinity, Femininity and Violence.

- a. Gendered Socialization: construction of masculinity, femininity and violence
- b. Theories related to violence against women and girls including radical feminist theory
- c. Men against male violence: why men are violent?
- d. White-Ribbon Campaign: men engage in combating VAW

Unit IX Writing term papers, group work, and class presentation.

(10)

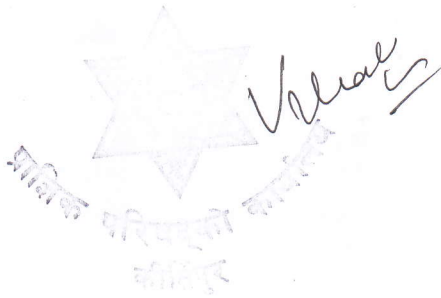
Unit objective: students will have knowledge and skill related to group work, writing papers and presenting them in the class.

Reading List:

1. Bhadra, C. (2016). Three Decades of Academic Advocacy for Gender Equality and Empowerment of Women in Nepal. Oxford International Publication Pvt. Ltd. Anamnagar, Kathmandu.
2. Acharya, M. (2014). Parishramikbinakosewamulakkamramahila. Rupantaranmamahila. (Women in Transformation). Asmita Women's Publication House. Kathmandu.
3. ASMITA (2018). Women in Unpaid Care Work. Asmita Women's Publication House. Bagbazar Kathmandu.
4. Bhadra, C. (ed) 2010 *Gender Studies*. Kathmandu: Oxford International publication
5. Bhasin ,Kamla. "What is Patriarchy"
6. Bhasin, K.(2004). *Exploring Masculinity*. New Delhi: Women Unlimited
7. Bhasin, Kamla and Nighat Said Khan. 1999. *Some Questions on Feminism and its Relevancy in South Asia*. New Delhi: Kali for Women
8. Bhasin, Kamla. 2000. *Understanding Gender*. New Delhi: Kali.
9. Boserup, E. (1970). Women's role in economic development. New York: George Allen & Unwin Ltd
10. Datar, C. (Ed.). (1993). The Struggle Against Violence. STREE.
11. Government Of Nepal National Review of Sustainable Development Goals , National Planning Commission Kathmandu ,2020.



12. Ministry of Health and Population (MOHP) [Nepal] NE, and ICF International Inc. Nepal Demographic and Health Survey 2011 Kathmandu, Nepal; March 2012.
13. Mira Mishra 2009, Violence against women: situation and Policy analysis: Hamro Sansar a Journal of Women's Studies issue 6.
14. Mishra, Mira. (2005) "Perspectives on Feminism" *Hamro Sansar*, A Journal of Women's Studies, Number 4, (Kathmandu: Central Department of Home Science, Women's Studies Program.)
15. Mishra, Mira. 2015. "Construction of Femininity and Masculinity" in *Understanding Nutrition And Child Development*. Issue 1, Central Department of Home Science, Tribhuvan University.
16. Renzetti, Claire M. and Curran, Daniel J. (2002) *Women Men and Society*, USA, Library of Congress.
17. *Sociology of Gender .Theoretical Perspectives and Feminist Frameworks: BASIC SOCIOLOGICAL CONCEPTS Key Concepts for the Sociology of Gender Distinguishing Sex and Gender.*
18. UNIFEM/Nepal publications on GBV, men-engage, inter-faith engagement, etc.



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Fourth Year

GS 426: Gender Sensitivity and Gender Responsiveness in Development Programme Management

Full Marks – 100
Pass Marks – 40
Lecture hours -150hrs

Objective: The objective of this paper is to enable students with knowledge and skills of development programme management with gender sensitivity and gender responsiveness.

Unit I: Definition and Concepts.....20 hours

Unit Objective: The objective of this unit is to assist students to learn various terminologies on “gender” in relation to gender and development (GAD).

a) ‘Gender equality’ and ‘Gender equity’, b) ‘Gender discrimination’, c) ‘Gender mainstreaming’, d) ‘Gender neutral’, ‘Gender sensitive’, ‘Gender responsive’ and Gender transformative; e) ‘Gender gap’, f) ‘Gender/sex disaggregated data’, g) ‘Gender needs: practical gender needs and strategic gender interest’ and, h) ‘Women’s agency in development’.

Unit 1 References:

1. Bhadra, C. (2016). “Use of Gender Analysis Framework for Mainstreaming Gender in Development Planning, Monitoring and Impact Assessment”. In Bhadra, C. (2016). Three Decades of Academic Advocacy for Gender Equality and Empowerment of Women in Nepal. Kathmandu: Oxford International Publication Pvt. Ltd., pp. 146-153.
2. Bhadra, C. et al (2019). Gender Studies. Kathmandu: Oxford International Publication, Pvt. Ltd.
3. Moser, C. (1989). “Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs”. World Development. Vol. 17, No. 11. pp. 1799-1825.
https://www.academia.edu/24738395/Gender_planning_in_the_third_world_Meeting_practical_and_strategic_gender_needs
4. Sen, A. (1999). Development As Freedom. New York: Alfred A. Knopf.
5. UNICEF. (2017). Gender Equality: Glossary of Terms and Concepts. UNICEF Regional Office for South Asia.
<https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf>

Unit II: Core Values of Development Programmes.....10 hours

Unit objective: The objective of this unit is to aware students about the core values of development programmes.

a. Sustainability



- b. Self-esteem
- c. Freedom from Servitude

Unit II Reference:

1. Three Core Values of Development Economics. <https://discover.hubpages.com/politics/Three-Core-Values-of-Development-Economics>

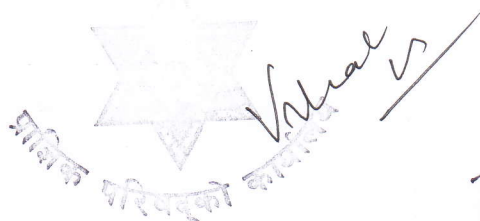
Unit III: Development Policy and Programme30 hours

Unit objective: The objective of this unit is to familiarize students about the policy aspect of development programmes.

- a. Political economy of development: a) Political regime/ideology; b) Development policy: Top-down vs. bottom-up approach; c) Strategic planning: Centralized vs. decentralized planning
- b. Meaning of development programme management: Theory of limited resources and unlimited wants and needs
- c. Development programme management cycle: a) Baseline data collection, b) Need identification, c) Programme planning, c) Implementation, d) Monitoring and evaluation, e) Outcome mapping, f) Impact assessment, g) Feedback (into policy).

Unit III References:

1. Bhadra, C. (2006). Gender Dynamics in Bonded Labour in Nepal. Geneva: International Labour Office.
2. Bhadra, C. (2016). "The Political Economy of the Remittance of Women Migrant Workers (WMWs) of Nepal". In Bhadra, C. (2016). Three Decades of Academic Advocacy for Gender Equality and Empowerment of Women in Nepal. Kathmandu: Oxford International Publication Pvt. Ltd., pp. 218-231.
3. Differences Between Bottom-up model vs. Top-down Model<https://www.geeksforgeeks.org/difference-between-bottom-up-model-and-top-down-model/#:~:text=Difference%20between%20Bottom-Up%20Model%20and%20Top-Down%20Model%20,must%20have%20communication.%20%204%20more%20rows%20>
4. Difference Between Centralization and Decentralization. <https://keydifferences.com/difference-between-centralization-and-decentralization.html>
5. MBN. "What are unlimited wants? Definitions and Examples". Market Business News. <https://marketbusinessnews.com/financial-glossary/unlimited-wants/#:~:text=Limited%20resources.%20Unlimited%20wants.%20%E2%80%9CUnlimited%20wants%20essentially%20mean,wants%20result%20in%20the%20fundamental%20problem%20of%20scarcity.%E2%80%9D>
6. Project Development and Management. <https://files.asme.org/Divisions/Management/15917.pdf>
7. pm4dev, 2020 – The Project Management Cycle: Project Management for Development Organizations management. pm4dev, 2020 –management for development series. <https://www.pm4dev.com/resources/free-e-books/8-the-project-management-cycle/file.html>



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Unit IV: Gender Sensitivity and Gender Responsiveness in Development Programme Management.....20 hours

Unit objective: The objective of this unit is to equip students with skills to assess development project/programme from gender perspective.

- a. Gender appraisal of development programmes: a) Gender reinforcing, b) Gender neutral, c) Gender sensitive, d) Gender responsive, e) Gender transformative.
- b. Stakeholder analysis of gender sensitivity and gender sensitization of stakeholders: both duty bearers and right holders
- c. Gender analysis before the inception of the programme: For baseline data and needs identification
- d. Gender responsive participatory need identification and programme planning
- e. Gender audit during the screening of the programme
- f. Participatory monitoring and evaluation (PME) of the programme
- g. Gender sensitivity in impact assessment

Unit IV References:

1. About Participatory Methods. Institute of Development Studies. <https://www.participatorymethods.org/page/about-participatory-methods>
2. Bhadra, C. (2011). Report of the Gender Analysis for the Sub-National Governance Program. Kathmandu: GIZ.(Soft copy of the reading material will be availed upon request)
3. Bhadra, C. (2016). "Study on the Effectiveness of Programmes Targeted to Women". In Bhadra, C. (2016). Three Decades of Academic Advocacy for Gender Equality and Empowerment of Women in Nepal. Kathmandu: Oxford International Publication Pvt. Ltd., pp. 168-179.
4. Bhadra, C. (2016). "Use of Gender Analysis Framework for Mainstreaming Gender in Development Planning, Monitoring and Impact Assessment". In Bhadra, C. (2016). Three Decades of Academic Advocacy for Gender Equality and Empowerment of Women in Nepal. Kathmandu: Oxford International Publication Pvt. Ltd., pp. 146-153.
5. Guidelines for gender mainstreaming in project stages (Identification, Design, Implementation, Evaluation / Monitoring) www.civicus.org/documents/toolkits/guidelines%20for%20gender%20mainstreaming...

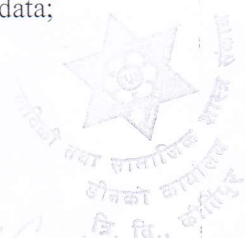
Unit V: Gender Analysis.....20 hours

Unit objective: The objective of this unit is to enable students on theoretical and practical aspects of gender analysis.

- a. Concept (what, why, who/whom and how) and methodology (gender/sex disaggregated data; quantitative and qualitative methods and data/information/narrative);

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- b. Gender analysis for ‘needs assessment’ and establishment of ‘baseline data’: addressing practical gender needs and strategic gender interest
- c. Gender sensitive indicators: condition indicators and position indicators
- d. Intersectionality issue among women and the need for social inclusion

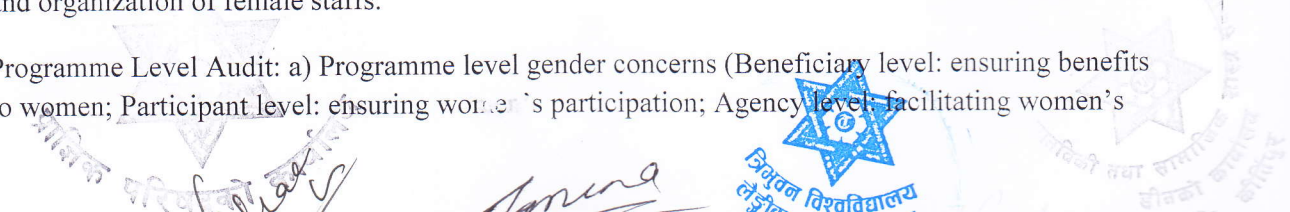
Unit V References:

1. AWID. (2004). “Intersectionality: A Tool for Gender and Economic Justice”, Women’s Rights and Economic Change, No. 9, August 2004.
https://www.awid.org/sites/default/files/atoms/files/intersectionality_a_tool_for_gender_and_economic_justice.pdf
2. Bhadra, C. (2016). “Use of Gender Analysis Framework for Mainstreaming Gender in Development Planning, Monitoring and Impact Assessment”. In Bhadra, C. (2016). Three Decades of Academic Advocacy for Gender Equality and Empowerment of Women in Nepal. Kathmandu: Oxford International Publication Pvt. Ltd., pp. 146-153.
3. Hunt, J, 2004. ‘Introduction to gender analysis concepts and steps’, Development Bulletin, no. 64, pp. 100-106. https://www.vasculitisfoundation.org/wp-content/uploads/2012/11/development_studies_network_intro_to_gender_analysis.pdf
4. UNDP. (2016). How To Conduct A Gender Analysis: A Guidance Note For UNDP Staff. https://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/UNDP%20Guidance%20Note%20how%20to%20conduct%20a%20gender%20analysis.pdf#:~:text=A%20gender%20analysis%20helps%20ensure%20equitable%20participation%20of,set%20of%20factors%20to%20be%20weighed%20with%20others.

Unit VI: Gender Audit.....20 hours

Unit objective: The objective of this unit is to enable students to carry out gender audit as development professionals.

1. Policy Level Audit: a) Policy statement on gender mainstreaming; b) Policy on behavioural and technical capacity building on gender sensitivity and gender responsiveness; c) Policy on ‘zero tolerance’ to Violence Against Women (both at the workplace and outside the workplace).
2. Organizational Level Audit: a) Gender balance in staffing; b) Gender balance at all levels (decision making, professionals, mid-level staffs, support staffs (e. g., driver; office assistant; tea server, cleaner, etc.)
3. Gender responsive workplace: a) Physical infrastructure (separate toilets for male and female with running water; rest facility and change facility during menstruation, child care centre and bread feeding facility, etc.); b) Gender sensitive work culture (language (verbal and body language), clothing attire, artifacts and wall decorations, etc.)
4. Gender responsive office policy: a) Office hours; b) Training and capacity development opportunity; c) Holiday/leave; d) Promotion; e) Maternity and paternity facilities; f) Grievance mechanism for gender injustice; g) Ombudsperson for gender justice; h) Mentoring mechanism and organization of female staffs.
5. Programme Level Audit: a) Programme level gender concerns (Beneficiary level: ensuring benefits to women; Participant level: ensuring women’s participation; Agency level: facilitating women’s



agency; b) Programmatic approaches (Gender equity approach, Gender equality approach, Women's empowerment approach)

6. Methodology of Gender Audit: a) Gender disaggregated data; b) Quantitative and qualitative data/information; c) Condition indicators and position indicators; d) Gender appraisal/assessment (gender reinforcing, gender neutral, gender sensitive, gender responsive, gender transformative).

Unit VI References:

1. Harvey, J. (2010). The Gender Audit Handbook: A Tool for Organizational Self Assessment and Transformation. InterAction: <https://www.interaction.org/wp-content/uploads/2019/03/Gender-Audit-Handbook-2010-Copy.pdf>
2. ILO. (2012). A manual for gender audit facilitators: The ILO participatory gender audit methodology. Geneva: International Labour Office. https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf
3. The Office of the Government of the Czech Republic. (2016). Gender Audit: STANDARDS. Department for Human Rights and Minority Protection. https://www.vlada.cz/assets/ppov/rovne-prilezitosti-zen-a-muzu/Projekt_Optimalizace/Gender-Audit-Standards_V2_March2016_2.pdf

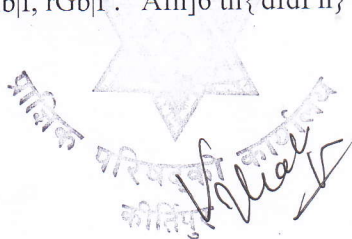
Unit VII: Gender Responsive Budgeting (GRB).....20 hours

Unit objective: The objective of this unit is to aware students about the theoretical aspect of Gender Responsive Budgeting and equip them to carry out practical aspect of Gender Responsive Budgeting as development professionals.

- a. Definition and concept of GRB
- b. GRB initiation in Nepal
- c. Indicators of GRB adopted in Nepal
- d. Decentralization of GRB
- e. Participation of Local Bodies in GRB

Unit VII References:

1. Bhadra, C. (2016). "Institutional Requirement for Gender Responsive Budgeting (GRB) Application in Nepal". In Bhadra, C. (2016). Three Decades of Academic Advocacy for Gender Equality and Empowerment of Women in Nepal. Kathmandu: Oxford International Publication Pvt. Ltd., pp. 294-311.
2. NPC. (2019-2004). 15th Five Year Plan. Government of Nepal: National Planning Commission.
3. Efb|f, rGb|f. "Afh]6 th{'dfdf n}+luspQ/bfloTj", sflGtK/, !(j}zfv @)&% .



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Unit VIII: Practical Application.....10 hours

Practical work:

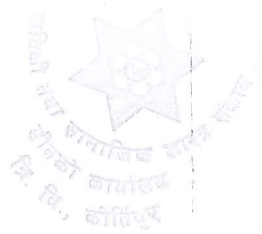
1. Students will conduct gender analysis or gender audit of development project/programme; or monitor Gender Responsive Budgeting application at the Local Level.
2. Based on their field work the students will prepare reports and make presentations within the classroom or to a larger audience.

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Fourth Year

Full Marks – 100
Pass Marks – 40
Lecture hours -150 hrs

GS-427 Research from Gender Perspective

Course objective: Students will be able to make critical analysis of social science research and be able to choose appropriate methods doing research from gender perspective.

Unit- I -Basic Concepts of Social Science Research: (20)

Unit Objective: To make students understand the concept of Social science research, to make them aware about the present debate on Social science research from feminist perspective.

- Meaning of social research and feminist research
- Objectives of Research
- Types of Research
- Significance of Research
- Research Method versus Methodology

Unit –II- Defining the Research Problem (15)

Unit Objective: To make students understand about the research problem and know how to select the research problems and its technique in social science research from feminist perspective..

- What is a Research Problem?
- Selecting the Problem
- Necessity of defining the Problem
- Technique Involved in defining a problem
- Steps of Formulation of a Research Proposal

Unit-III- Research Design in Social Science research (20)

Unit Objective: To make students understand the meaning and importance of research design and after the completion of this unit student will understand the important concept relating to research design in Social science research from feminist perspective.

a. Meaning of research design

b. Need of Research design



- c. Features of a Good Research design
- d. Important Concept Relating to Research design
- e. Types of Research design

Unit- IV- Methods of Data Collection

(20)

Unit objective: students will able to understand merits and limitations of different methods of data collection and choose appropriate methods for their research work.

- a. Collection of Primary Data
- b. Observation Method
- c. Interview Method
- d. Collection of data through questionnaires and schedule
- e. Collection of secondary Data

Unit-V- Paradigms and epistemological issues in research

(20)

Unit objective: students will understand different roots of knowledge production

- a. Positivism, Hermeneutics,
- b. Marxism, Structuralism and Post Structuralism in Social Science Research
- c) Debates on Subjectivity, Objectivity and Inter- Subjectivity in Social Science Research,

Unit- Vi- Research Methodology

(25)

Unit objective: students will familiar with different methods of research.

- a) Qualitative and Quantitative Research: Merits and Limitations
- b Sampling: meaning and types
- c) Research methods: Case study, Ethnography, Oral History, Narratives, Focus Group, and In Depth Interviews.
- d. Method, Methodology, and Epistemology (Standpoint, Empiricism and Post-modern epistemologies)

Unit -VII- Understanding Feminist Research

(20)

Unit objective; Students will able to understand feminist critic of traditional research method and become familiar with feminist research

- a. Feminist critic of social science research
- b. Feminist theory and methodology
- c. Principles of feminist research methodology



d. Key Concepts and Debates in Feminist Research

e. Issues and Limitations in Feminist Research

Unit-VIII-Writing term papers, group work, Field work, mini research and class presentation. (10)

Unit objective: students will have knowledge and skill related to preparing proposals doing mini research and presenting them in the class.

Readings

1. Beyond Methodology Feminist Scholarship As Lived Research, Indiana University Press
2. Bhadra, C. (2013). "Feminist Research Method and Evolution of Research with Gender Perspective". *Hamro Sansar (A world of our own), A Journal of Women's Studies*, Issue 7, March 2013.
3. Pauline V. Young, Scientific Social Surveys and research, P.30
4. R. L. Ackoff, The design of Social Research, Chicago university press, Chicago, 1961.
5. Kothari C.R. 2004, Research Methodology, Method and Technique, New Age International Limited.
6. Harding, S. (Ed.). (1987). Feminism and Methodology: Social Sciences Issues. Bloomington: Indiana University Press.
7. Fonow, M.M. and Cook, J. (eds.) (1991) Beyond Methodology: Feminist Scholarship as Lived Research. Bloomington and Indianapolis, Indiana University Press.
8. Claire selltiz and Others, Research Methods in Social Sciences, 1962 .p.50.
9. Roberts, H. (1981). Doing Feminist Research. London: Routledge.
10. Reinharz, S. (1992). Feminist Methods in Social Research. New York: Oxford University Press.

V. Sharma

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V. Sharma