



NARSIMHA REDDY ENGINEERING COLLEGE
UGC AUTONOMOUS INSTITUTION

Maisammaguda (V), Kompally - 500100, Secunderabad, Telangana State, India

UGC - Autonomous Institute
Accredited by NBA & NAAC with 'A' Grade
Approved by AICTE
Permanently affiliated to JNTUH

A

Course File

On

“MC4002/3001-Gender Sensitization Laboratory”

Submitted by

Dr. P. Dileep Kumar Reddy
Professor-CSE & Dean-R&D, IPR &IIC

NARSIMHA REDDY ENGINEERING COLLEGE (UGC-AUTONOMOUS)

(Affiliated to J.N.T.U, HYDERABAD)

MAISAMMGUDA (V), DHULAPALLY (P), MEDCHAL (M) SECUNDERABAD-500100
(2024-2025)

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Program Name : B.Tech- All Branches
Name of the Course : Gender Sensitization Laboratory -N23
Course Code : MC4002/3001*
Year & Semester : II, B.Tech- I SEM & II Sem
Faculty Name : Dr. P. Dileep Kumar Reddy

S.NO	CONTENTS	Included
1	Vision, Mission Institute	YES
2	Academic Calendar	YES
3	Syllabus	YES
4	Subjects Notes	YES
5	Unit Wise Question Bank	YES
6	Assignment	YES
Recommendation/ Remarks :		

Faculty

Dean-Academics

Principal



1. Institute State the Vision and Mission

Vision of the Institute

To produce competent professionals who can contribute to the industry, research and societal benefits with environment consciousness and ethical Values.

Mission of the Institute

M1: Adapt continuous improvements in innovative teaching-learning practices and state-of-the-art infrastructure to transform students as competent professionals and entrepreneurs in multi-disciplinary fields.

M2: Develop an innovative ecosystem with strong involvement and participation of students and faculty members.

M3: Impart National development spirit among the students to utilize their knowledge and skills for societal benefits with ethical values.



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2. Academic Calendar:



ACADEMIC CALENDAR :: 2024-25 B.TECH II YEAR I & II SEMESTER

I SEM

S.No.	Description	Duration		Duration (Weeks)
		From	To	
1	Commencement of I Semester class work	31.07.2024		
2	1 st Spell of Instructions	31.07.2024	24.09.2024	8
3	First Mid Term Examinations	25.09.2024	01.10.2024	1
4	2 nd Spell of Instructions (Including Dussera Recess)	03.10.2024	03.12.2024	9
5	Second Mid Term Examinations	04.12.2024	10.12.2024	1
6	Preparation Holiday	11.12.2024	17.12.2024	1
7	End Semester Examinations	18.12.2024	31.12.2024	2
8	Lab Examinations	02.01.2025	08.01.2025	1

II SEM

S.No.	Description	Duration		Duration (Weeks)
		From	To	
1	Commencement of II Semester class work	10.01.2025		
2	1 st Spell of Instructions	10.01.2025	13.03.2025	9
3	First Mid Term Examinations	14.03.2025	20.03.2025	1
4	2 nd Spell of Instructions (Including Summer Vacation)	21.03.2025	29.05.2025	10
5	Second Mid Term Examinations	30.05.2025	05.06.2025	1
6	End Semester Examinations	06.06.2025	19.06.2025	2
7	Lab Examinations	20.06.2025	26.06.2025	1

Copy to:

1. Deans
2. IQAC
3. All HODs
4. Administrative Officer
5. Account officer
6. Web Portal I/C
7. ERP I/C
8. Library
9. Student Notice Boards


PRINCIPAL
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UGC AUTONOMOUS
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3. SYLLABUS:

Gender Sensitization Laboratory: NR23

B.Tech. II Year I Semester & II Semester								
Course Code	Category	Hours / Week			Credits	Maximum Marks		
		L	T	P		CIA	SEE	Total
MC4002,3001*	Mandatory Course	0	0	2	0	100	0	100
Contact classes: Nil	Tutorial Classes : NIL	Practical classes : 32			Total Classes :32			

Course Description

This course offers an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies, both historical and contemporary. It draws on multiple disciplines – such as literature, history, economics, psychology, sociology, philosophy, political science, anthropology and media studies – to examine cultural assumptions about sex, gender, and sexuality.

This course integrates analysis of current events through student presentations, aiming to increase awareness of contemporary and historical experiences of women, and of the multiple ways that sex and gender interact with race, class, caste, nationality and other social identities. This course also seeks to build an understanding and initiate and strengthen programmes combating gender-based violence and discrimination. The course also features several exercises and reflective activities designed to examine the concepts of gender, gender-based violence, sexuality, and rights. It will further explore the impact of gender-based violence on education, health and development.

Course Objectives:

1. To develop students' sensibility with regard to issues of gender in contemporary India.
2. To provide a critical perspective on the socialization of men and women.
3. To introduce students to information about some key biological aspects of genders.
4. To expose the students to debates on the politics and economics of work.
5. To help students reflect critically on gender violence.
6. To expose students to more egalitarian interactions between men and women.

Learning Outcomes:

1. Students will have developed a better understanding of important issues related to gender in contemporary India.

2. Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
3. Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
4. Students will acquire insight into the gendered division of labor and its relation to politics and economics.
5. Men and women students and professionals will be better equipped to work and live together as equals.
6. Students will develop a sense of appreciation of women in all walks of life.
7. Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

Unit-I: UNDERSTANDING GENDER

Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men- Preparing for Womanhood. Growing up Male. First lessons in Caste.

Unit – II: GENDER ROLES AND RELATIONS

Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles-Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its Consequences-Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary

Unit – III: GENDER AND LABOUR

Division and Valuation of Labour-Housework: The Invisible Labor- “My Mother doesn’t Work.” “Share the Load.”-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. - Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights- Gender and Mainstreaming

Unit – IV: GENDER - BASED VIOLENCE

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No!-Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: “Chupulu”. Domestic Violence: Speaking Out Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-“I Fought for my Life....

Unit – V: GENDER AND CULTURE

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues- Gender Sensitive Language-Gender and Popular Literature - Just Relationships: Being Together as Equals Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks-The Brave Heart.

Note: Since it is Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

□ Classes will consist of a combination of activities: dialogue-based lectures, discussions, collaborative learning activities, group work and in-class assignments. Apart from the above prescribed book, Teachers can make use of any authentic materials related to the topics given in the syllabus on “Gender”.

ESSENTIAL READING: The Textbook, “Towards a World of Equals: A Bilingual Textbook on Gender” written by A.Suneetha, Uma Bhrugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu published by Telugu Akademi, Telangana Government in 2015.

ASSESSMENT AND GRADING:

1. Discussion & Classroom Participation: 20%

2. Project/Assignment: 30%

3. End Term Exam: 50%

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Unit-I: UNDERSTANDING GENDER

Gender includes the social, psychological, cultural and behavioral aspects of being a man, woman, or other gender identity. Depending on the context, this may include sex-based social constructs (i.e. gender roles) as well as gender expression. Most cultures use a gender binary, in which gender is divided into two categories, and people are considered part of one or the other (girls/women and boys/men); those who are outside these groups may fall under the umbrella term non-binary. A number of societies have specific genders besides "man" and "woman," such as the hijras of South Asia; these are often referred to as third genders (and fourth genders, etc.). Most scholars agree that gender is a central characteristic for social organization.

The word is also used as a synonym for sex, and the balance between these usages has shifted over time. In the mid-20th century, a terminological distinction in modern English (known as the sex and gender distinction) between biological sex and gender began to develop in the academic areas of psychology, sociology, sexology, and feminism. Before the mid-20th century, it was uncommon to use the word gender to refer to anything but grammatical categories. In the West, in the 1970s, feminist theory embraced the concept of a distinction between biological sex and the social construct of gender. The distinction between gender and sex is made by most contemporary social scientists in Western countries. Behavioral scientists and biologists, many legal systems and government bodies, and intergovernmental agencies such as the WHO.

The social sciences have a branch devoted to gender studies. Other sciences, such as psychology, sociology, sexology, and neuroscience, are interested in the subject. The social sciences sometimes approach gender as a social construct, and gender studies particularly does, while research in the natural sciences investigates whether biological differences in females and males influence the development of gender in humans; both inform the debate about how far biological differences influence the formation of gender identity and gendered behavior. Biopsychosocial approaches to gender include biological, psychological, and social/cultural aspects.

Introduction to Gender

Definition of Gender

Gender refers to the roles, behaviors, activities, expectations, and societal norms that cultures and societies consider appropriate for individuals based on their perceived sex (male or female). It encompasses a range of identities, beyond just the binary notion of male and female.

Basic Gender Concepts and Terminology

- **Sex:** The biological differences between males and females, including genitalia and genetic differences.
- **Gender Identity:** An individual's personal sense of their gender, which may or may not correspond with the sex assigned at birth.

- **Gender Expression:** The external display of one's gender, which can include behavior, clothing, hairstyle, and voice.
- **Gender Roles:** Societal expectations about how individuals should behave based on their gender.
- **Cisgender:** Individuals whose gender identity matches the sex they were assigned at birth.
- **Transgender:** Individuals whose gender identity differs from the sex they were assigned at birth.
- **Non-Binary:** Individuals who do not identify exclusively as male or female.

Exploring Attitudes Towards Gender

Construction of Gender

The construction of gender involves societal and cultural processes that define what it means to be male or female. This construction influences personal identity, societal roles, and interpersonal dynamics.

Socialization: Making Women, Making Men

Socialization is the process through which individuals learn and internalize the values, norms, and behaviors that are considered appropriate for their gender.

Preparing for Womanhood

- **Cultural Expectations:** Young girls are often socialized to adopt nurturing roles, prioritize family, and conform to beauty standards.
- **Education:** Women's education may focus on domestic skills alongside academic learning, shaping their future roles.

Growing Up Male

- **Cultural Expectations:** Boys are typically encouraged to display traits such as aggression, competitiveness, and independence.
- **Education:** Boys may receive reinforcement for assertive behaviors and leadership skills, aligning with societal expectations for masculinity.

First Lessons in Caste

The intersection of gender and caste can further complicate the socialization process, as caste systems impose additional layers of expectations and limitations on individuals based on their social status.

- **Gender and Caste:** Women from lower castes often face compounded discrimination, experiencing both gender and caste-based oppression.
- **Social Mobility:** The caste system can restrict educational and occupational opportunities, influencing the roles that both men and women are expected to fulfill within their communities.

Understanding these concepts is essential for recognizing how gender is not just a personal identity but also a social construct shaped by various factors, including culture, family, and systemic inequalities.



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Unit 2 GENDER ROLES AND RELATIONS

A gender role, or sex role, is a set of socially accepted behaviors and attitudes deemed appropriate or desirable for individuals based on their sex. Gender roles are usually centered on conceptions of masculinity and femininity, although there are exceptions and variations.

The specifics regarding these gendered expectations may vary among cultures, while other characteristics may be common throughout a range of cultures. In addition, gender roles (and perceived gender roles) vary based on a person's race or ethnicity.

Gender roles influence a wide range of human behavior, often including the clothing a person chooses to wear, the profession a person pursues, manner of approach to things, the personal relationships a person enters, and how they behave within those relationships. Although gender roles have evolved and expanded, they traditionally keep women in the "private" sphere, and men in the "public" sphere.

Various groups, most notably feminist movements, have led efforts to change aspects of prevailing gender roles that they believe are oppressive, inaccurate, and sexist.

A gender role, also known as a sex role is a social role encompassing a range of behaviors and attitudes that are generally considered acceptable, appropriate, or desirable for a person based on that person's sex. Sociologists tend to use the term "gender role" instead of "sex role", because the sociocultural understanding of gender is distinguished from biological conceptions of sex.

In the sociology of gender, the process whereby an individual learns and acquires a gender role in society is termed gender socialization

Gender roles are culturally specific, and while most cultures distinguish only two (boy/man and girl/woman), others recognize more. Some non-Western societies have three genders: men, women, and a third gender. Buginese society has identified five genders. Androgyny has sometimes also been proposed as a third gender. An androgyne or androgynous person is someone with qualities pertaining to both the male and female gender. Some individuals identify with no gender at all.

Many transgender people identify simply as men or women, and do not constitute a separate third gender. Biological differences between (some) trans women and cisgender women have historically been treated as relevant in certain contexts, especially those where biological traits may yield an unfair advantage, such as sport.

Gender role is not the same thing as gender identity, which refers to the internal sense of one's own gender, whether or not it aligns with categories offered by societal norms. The point at which these internalized gender identities become externalized into a set of expectations is the genesis of a gender role.

Theories of gender as a social construct:

Most children learn to categorize themselves by gender by the age of three. From birth, in the course of gender socialization, children learn gender stereotypes and roles from their parents and environment. Traditionally, boys learn to manipulate their physical and social environment through physical strength or dexterity, while girls learn to present themselves as objects to be viewed. Social constructionists argue that differences between male and female behavior are better attributable to gender-segregated children's activities than to any essential, natural, physiological, or genetic predisposition.

As an aspect of role theory, gender role theory "treats these differing distributions of women and men into roles as the primary origin of sex-differentiated social behavior, [and posits that] their impact on behavior is mediated by psychological and social processes." According to Gilbert Herdt, gender roles arose from correspondent inference, meaning that general labor division was extended to gender roles. Social constructionists consider gender roles to be hierarchical and patriarchal. The term patriarchy, according to researcher Andrew Cherlin, defines "a social order based on the domination of women by men, especially in agricultural societies".

According to Eagly et al., the consequences of gender roles and stereotypes are sex-typed social behavior because roles and stereotypes are both socially-shared descriptive norms and prescriptive norms.

Judith Butler, in works such as *Gender Trouble* and *Undoing Gender*, contends that being female is not "natural" and that it appears natural only through repeated performances of gender; these performances, in turn, reproduce and define the traditional categories of sex and/or gender.

Two or Many?

- **Cultural Constructs:** Gender is shaped by cultural norms and expectations, leading to varying interpretations across different societies.
- **Non-Binary Recognition:** Growing awareness and acceptance of non-binary and gender-fluid identities challenge traditional classifications.
- **Impact on Identity:** Individuals may experience a sense of liberation or conflict depending on societal acceptance of diverse gender identities.

2. Struggles with Discrimination

- **Types of Discrimination:** Can be overt (e.g., legal restrictions) or subtle (e.g., workplace bias), affecting individuals' opportunities and self-esteem.
- **Historical Context:** Discrimination against gender identities has historical roots, often reinforced by patriarchal systems.
- **Activism and Advocacy:** Movements for gender equality seek to dismantle discriminatory practices and promote inclusivity.

3. Gender Roles and Relations

- **Social Constructs:** Gender roles are not biologically determined but socially constructed and can evolve over time.
- **Impact on Behavior:** Prescriptive gender roles influence personal behaviors, career choices, and family dynamics, often leading to restrictive life paths.
- **Critical Examination:** Analyzing the origins and effects of these roles can lead to greater awareness and change.

4. Types of Gender Roles

- **Instrumental vs. Expressive Roles:** Instrumental roles often involve task-oriented behavior (traditionally associated with men), while expressive roles focus on emotional support (traditionally associated with women).
- **Role Reversal:** Many families now exhibit role reversals, challenging traditional expectations (e.g., stay-at-home dads).
- **Media Influence:** Media portrayal of gender roles can reinforce stereotypes or help in breaking them down through diverse representation.

5. Gender Roles and Relationships Matrix

- **Power Dynamics:** The matrix illustrates how societal roles dictate power dynamics in relationships, often leading to imbalances.
- **Relationship Types:** Understanding how roles affect different types of relationships (romantic, familial, professional) is crucial for fostering equity.
- **Negotiation of Roles:** Many couples negotiate roles to balance power and responsibilities, leading to more equitable partnerships.

6. Missing Women

- **Global Statistics:** According to UN reports, millions of women are "missing" due to gender-based discrimination and violence.
- **Consequences for Society:** The absence of women in various sectors leads to social and economic deficits, perpetuating cycles of inequality.
- **Cultural Change:** Addressing the cultural roots of son preference is essential for reversing this trend.

7. Sex Selection and Its Consequences

- **Technological Impact:** Advances in medical technology have facilitated sex-selective practices, leading to ethical concerns.
- **Psychological Effects:** The societal emphasis on male children can lead to psychological distress for families with daughters.
- **Long-Term Societal Effects:** Gender imbalances can lead to increased competition for partners and societal instability.

8. Declining Sex Ratio

- **Statistical Evidence:** In countries like India and China, the sex ratio has significantly declined due to sex-selective abortions and neglect of female infants.
- **Regional Disparities:** The problem is more pronounced in certain regions and cultures, highlighting the need for targeted interventions.
- **Policy Responses:** Governments and NGOs are implementing policies to promote gender equality and discourage sex selection.

9. Demographic Consequences

- **Economic Implications:** A declining female population can lead to labor shortages and economic stagnation.
- **Social Stability:** Disparities in sex ratios can result in social unrest and increased crime rates related to gender-based violence.
- **Aging Population Concerns:** As populations age, the imbalance may strain healthcare and social services, particularly for elderly men.

10. Gender Spectrum: Beyond the Binary

- **Fluidity of Identity:** Acknowledging the fluid nature of gender promotes acceptance and understanding among diverse groups.
- **Policy Implications:** Inclusive policies and practices (in healthcare, education, and employment) are vital for supporting individuals across the gender spectrum.
- **Education and Awareness:** Promoting awareness about gender diversity can foster acceptance and reduce stigma, encouraging a more inclusive society.

The logo for NRCM (National Resource Centre for Manpower) features the letters 'NRCM' in a bold, purple, sans-serif font. The letter 'O' is stylized with a yellow sun-like shape in the center. The logo is flanked by two horizontal purple lines, one above and one below the text.

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Unit – III:

GENDER AND LABOUR

The society which we live in believes that the roles of boys and girls are different in a well-defined manner. Broadly speaking, our societies are mostly patriarchal i.e., a male is always the head of the family. As compared to boys, girls spend more time in the kitchen and they are the ones who help the mother in taking care of the requirements of the household. It is a preconceived notion that women who stay at home do not work, but it is not true. Women who stay at home do almost an equal amount of work as compared to their male counterparts by running the household, which is not an easy task. On an average, women spend more time working as compared to men.

Housework is invisible and unpaid work, is physically demanding and is time consuming.

Invisible here means something which is not noticed. A good example will be breakfast in the morning, which we eat without realizing the amount of effort put in making it. Physically demanding means something which requires hard work. An example of this is washing clothes. Time consuming means something which takes a longtime to be done. Cleaning the house is an example of this. Since our society considers men to be the bread winners of the family, any work that a woman does is not valued much because it does not contribute to the total income of the family. However, it must be noted that the amount of time women spend in taking care of the household, which involves tasks such as preparing three meals, getting kids ready for school, taking care of the general cleanliness of the household, managing rations, dealing with maids or other such domestic helps etc., and the effectiveness with which they do it is truly commendable.

The poem “Vantillu” by Vimala

Is the story of the poet’s mother and all mothers and mothers’ mothers. It tells us how modernity brings a fancy kitchen with modern gadgets and points out that there has been no change in women’s lives.

Abhuri Chaya Devi

expresses the difference between an academic feminist vision and the material reality for modern women in her famous story

“Srimathi Udyogini”.

Judy Brady's "I want a wife"

At some point in our lives, we have wanted to have someone else do things for us. These things range from doing chores and tasks, such as laundry and cooking, to just keeping us satisfied in life, dealing with our mental, physical, social, and sexual needs.

In Judy Brady’s essay, “I Want a Wife”, she explores why she would like to have a wife. Judy Brady's purpose of the essay, "I Want a Wife", is to show women how men think, act, and feel. She being a feminist wants to show how men truly think of woman, that when they get what they want men set women aside for bigger and better things. Not only that but she wants to let the world know that she is fed up with everything that she is doing and wants to switch roles where she is the husband. Brady wants to have the satisfaction of not having to do those household things. Brady writes this essay in the 1st person, She is writing as the man who wants a wife. She makes a list of the responsibilities that a typical woman from the 1970's would have.

Women's Work: Its Politics And Economics

“My mother does not work”. In country after country, this expression is heard each time someone describes a woman not engaged in paid employment. None of the family enterprises would run if women refuse to shoulder the responsibility of the household.

Whether women have a paid job or not, they all do the housework, as it is seen as a woman's duty. Employment and social security policies disregard women's labour at home. Women are sentenced to dependence on husbands and fathers and to housework. Neglect of women's contribution to our economies as homemakers or care-givers has a common sense-

like acceptance. In India, claims for a non-earning woman's accident or death are often of negligible value. As daughters, siblings, wives or mothers, women are mostly employed in full-timework that involves household chores, and production of goods and services not sold in the market and soon. They also perform a swathe of care-giving work besides the rearing of children. The major difference between this work and paid employment is financial compensation. Some women work from home, i.e. their work is home based work and some others work part time. Many women across the employment spectrum in India drop out of paid work once they have children. In case of earning women, their wages are often seen as supplementary or supportive wage for the family. Working women also carry the burden of housework and childcare. It is vital that this burden is taken away from them with the formation of childcare centers at work and new social security policies.

Gender pay gap in India

Refers to the difference in earnings between women and men in the paid employment and labor market. For the year 2013, the gender pay gap in India was estimated to be 24.81%. A report by the World Economic Forum highlights that in the corporate sector in India, a woman is paid only one-third of what a man in the same position is paid. Further, while analyzing the level of female participation in the economy, this report slots India as one of the bottom 10 countries on its list. Thus, in addition to unequal pay, there is also unequal representation, because while women constitute almost half the Indian population (about 48% of the total), their representation in the work force amounts to only about one-fourth of the total. If trade unions see women as members with equal rights, they need to fight against conditions that prevent women from having work or a social life and that make their work at home invisible. Men, the state, trade unions and society need to accept that housework exists and has market value. It has to be shown that women who work outside of the home and then also do the housework are doubly exploited. It is vital that equal work brings equal pay, that childcare centres are opened at workplaces and trade unions, that jobs with trade union membership, social security and guarantee are demanded, and that the principle of the social state is defended against neoliberal politics. Men today do a higher share of chores and household work than any generation of men before them. Yet working women, especially working mothers, continue to do significantly more.

Each week, mothers spend nearly twice as long as fathers doing unpaid domestic work. But while it's important to address inequality at home, it's equally critical to acknowledge the way these problems extend into the workplace. Women's emotional labor—which can involve everything from tending to others' feelings to managing family dynamics to writing thank-you notes—is a big issue that's rarely discussed.

Division of Labor in Housework

1. Historical Context:

- Traditionally, domestic work has been relegated to women, stemming from historical gender roles that define men as breadwinners and women as caregivers.

- Over time, societal changes have led to more women entering the workforce, yet the expectation of managing household responsibilities often remains.
2. **Types of Domestic Labor:**
- **Physical Labor:** Cleaning, cooking, grocery shopping, and laundry.
 - **Emotional Labor:** Managing family emotions, planning events, maintaining relationships, and providing care.
 - **Mental Load:** Organizing schedules, budgeting, and decision-making regarding household needs.

Invisible Labor

1. **Definition:**
- Invisible labor refers to unpaid work that is essential for the functioning of households but is often overlooked in economic analyses.
2. **Examples:**
- Childcare and eldercare, meal preparation, and planning household logistics.
 - Tasks that often go unrecognized or are seen as "natural" duties of women.
3. **Impact of Invisible Labor:**
- Creates a disproportionate burden on women, affecting their career opportunities, mental health, and overall well-being.
 - Contributes to the gender pay gap, as women may prioritize domestic responsibilities over career advancement.

Valuation of Labor

1. **Economic Implications:**
- Estimating the economic value of unpaid labor could highlight its importance in the economy, potentially influencing policy changes and funding for domestic support services.
 - Various studies have attempted to quantify the value of housework, showing that it contributes significantly to national economies when considered alongside formal employment.
2. **Recognition and Policy:**
- Advocating for policies that recognize and support unpaid labor, such as paid family leave, subsidized childcare, and flexible work arrangements.
 - Encouraging businesses to promote work-life balance, allowing for shared responsibilities at home.

Societal Perceptions

1. **Cultural Narratives:**
- The phrase “my mother doesn’t work” reflects societal norms that devalue domestic work.
 - Media representations often reinforce stereotypes, portraying women primarily in caregiving roles.
2. **Changing Perspectives:**

- Increasing awareness of the importance of shared domestic responsibilities is challenging traditional narratives.
- The rise of movements advocating for gender equality in the home encourages a reevaluation of work roles.

Unrecognized and Unaccounted Work

- **Definition:** Refers to labor, often unpaid or informal, that contributes significantly to economies and societies but is not formally acknowledged.
- **Examples:**
 - Domestic work (e.g., caregiving, housework)
 - Informal sector jobs (e.g., street vendors)
- **Implications:**
 - Economic invisibility can lead to lack of policy support and funding.
 - Reinforces gender inequalities, as women disproportionately perform this work.

2. Gender Development Issues

- **Key Concepts:**
 - **Gender Equality:** Ensuring equal rights, responsibilities, and opportunities regardless of gender.
 - **Empowerment:** Supporting women's access to education, health care, and economic resources.
- **Challenges:**
 - Societal norms and stereotypes.
 - Institutional barriers in governance and decision-making.
- **Strategies:**
 - Promoting women's leadership in various sectors.
 - Implementing gender-responsive policies.

3. Gender, Governance, and Sustainable Development

- **Interlinkages:**
 - Effective governance is crucial for promoting gender equality and sustainable development.
 - Gender-sensitive policies can enhance the effectiveness of development programs.
- **Policy Frameworks:**
 - Sustainable Development Goals (SDGs), particularly Goal 5: Achieve gender equality and empower all women and girls.
- **Examples of Best Practices:**
 - Inclusive decision-making processes that incorporate women's voices.
 - Gender budgeting to ensure resources are allocated to gender-specific issues.

4. Gender and Human Rights

- **Basic Principles:**

- Human rights frameworks must address gender discrimination and violence.
- Recognizing women's rights as human rights is essential for social justice.
- **International Instruments:**
 - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).
 - Universal Declaration of Human Rights (UDHR).
- **Challenges:**
 - Cultural and societal resistance to gender equality initiatives.
 - Lack of enforcement mechanisms for gender rights.

5. Gender Mainstreaming

- **Definition:** The process of integrating gender considerations into all stages of policy-making and implementation.
- **Importance:**
 - Ensures that gender perspectives are taken into account in all policies and programs, promoting equality.
- **Approaches:**
 - Conducting gender analysis to understand the differential impacts of policies.
 - Training stakeholders on gender sensitivity and awareness.
- **Monitoring and Evaluation:**
 - Developing indicators to measure progress towards gender equality goals.
 - Regular assessments to adapt strategies as needed.



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Unit – IV:

GENDER - BASED VIOLENCE

Eve teasing is a euphemism used throughout South Asia for public sexual harassment or molestation (often known as "street harassment") of women by men.

Stalking and its impacts on the Society:

A popular category of Eve teasing is stalking. The general definition of Stalking can be described as repeated harassing or threatening behavior by an individual, such as following a person, appearing at person's home, person's workplace, making harassing phone calls, leaving written messages or objects or vandalizing person's property.

Eve Teasing: Sections 294 and 509 of the Indian Penal Code (IPC) prohibit any individual or group of people pass any kind of offensive comment or execute any such gesture towards a girl of any age
Films Make Sexual Harassment A Joke

We as movie goers often consume and laugh at sexual harassment without even noticing it. The harassment here functions as part of the scenery, more or less unaddressed and is purely atmospheric.

Further reading: "Chupulu" Chupulu,

a poem translated as 'looks' or sometimes 'stares', written by Jayaprabha, is a poem about the male gaze. It begins with the poet-person describing the assault of stares she endures daily and ends with the poet hoping for the day when women can return the stares and reclaim public spaces for themselves.

Sexual harassment:

Considered a problem related to delinquency in youth, it is a form of sexual aggression that ranges in severity from sexually suggestive remarks, brushing in public places and catcalls to groping. Sometimes the severity of these incidents grew as well, in some cases leading to acid throwing.

Sexual harassment by strangers, as with any type of harassment, has been a notoriously difficult crime to prove, as perpetrators often devise discreet ways to harass women, even though Eve teasing usually occurs in public spaces, streets, and public transport. This behavior is sometimes referred to as a kind of "little rape". Some people warn women to avoid attracting the attention of these kinds of men by wearing conservative clothing.

The problem first received public and media attention in the 1970s. In the following decades, more and more women started going to college and working independently, meaning that they were often no longer accompanied by a male escort as had been the norm in traditional society. In response, the problem grew to alarming proportions, despite this not being the case in other cultures where women go and come as they please. Soon the Indian government had to take remedial measures, both judicial and law enforcement, to curb the practice. Efforts were made to sensitize the police about the issue, and police started rounding up Eve teasers. The deployment of plain-clothed female police officers for the purpose has been particularly effective. Other measures taken in various states by the police were setting up of dedicated women's help lines in various cities, police-stations staffed by women, and special police cells. Also seen during this period was a marked rise in the number of women coming forward to report cases of sexual harassment, due to changing public opinion against this practice.

Domestic Violence: Speaking Out

Domestic violence is abuse that happens in a personal relationship. It can happen between past or current partners, spouses, or boy friends and girlfriends. Domestic violence affects men and women of any ethnic group, race, or religion; gay or straight; rich or poor; teen, adult, or elderly. But most of its victims are women. In fact, 1 out of 4 women will be a victim at some point. The abuser may use fear, bullying, and threats to gain power and control over the other person. He or she may act jealous, controlling, or possessive. These early signs of abuse may happen soon after the start of the relationship and might be hard to notice at first. After the relationship becomes more serious, the abuse may get worse.

The abuser may begin making threats, calling the other person names, and slamming doors or breaking dishes. This is a form of emotional abuse that is sometimes used to make the person feel bad or weak.

- Physical abuse that starts with a slap might lead to kicking, shoving, and choking over time.
- As a way to control the person, the abuser may make violent threats against the person's children, other family members, or pets.
- Abusers may also control or withhold money to make the person feel weak and dependent. This is called financial abuse.
- Domestic violence also includes sexual abuse, such as forcing a person to have sex against her will.

When Women Unite: The story of an Uprising ”by Shabnam Virmani

It recreates a piece of history that took place in Nellore District, Andhra Pradesh, India, between 1992 and 1995. Arrack, a type of country liquor, was being manufactured by the government and supplied to the villages through middle men. Since arrack was easier to obtain than water, the village men were staying intoxicated and becoming more and more abusive to their families. The women of the villages in Nellore District rallied and got the government to stop the sale of arrack in the villages.

–Thinking About Sexual Violence What should you do if you're being abused?

It's important to get help. Talk with someone you trust, such as a friend, a help center, or your doctor. Talking with someone can help you make the changes you need. Your first step is to contact a local advocacy group for support, information, and advice on how to stay safe.

Here are some other things you can do:

- Know your legal rights. Consider asking the police for help.
- Make sure that you know phone numbers you can call and places you can go in an emergency.
- Teach your children not to get in the middle of a fight.
- If you think you may leave, make a plan to help keep you safe. This will help when you are getting ready to leave.

Your plan might include

Putting together and hiding a suitcase of clothing, copies of your car and house keys, money or credit cards, and important papers, such as Social Security cards and birth certificates for you and your children. Keep the suitcase hidden in your home or leave it with friends or family or at work if possible.

- Open a savings account or get a credit card, if you can do so in secret.
- If you are a teen, talk to a trusted adult, such as your parents, family friend, or school counselor.

Divorce and Domestic Violence:

Domestic violence affects millions of households each year. Over the past several decades, every state has enacted laws to protect domestic abuse victims. Many laws specifically address how domestic violence or other abuse affects court decisions in divorces.

I fought for my life:

Sohaila Abdulla is an Indian born author and journalist who currently lives in the U.S. In 1980, at the age of 17 she survived a violent gang rape in India. Faced with a gang of violent men, Sohaila makes a choice to survive. Three years later she wrote about her experience in the Indian magazine, Manushi. She has researched and given numerous public talks on issues of sexual violence. She's Senior Editor at Ubuntu Education Fund, an international NGO working with children in South Africa. Her website is www.sohailaink.com

The Caste Face of Violence:

Bhanwari Devi

(also spelled Bahveri Devi) is an Indian dalit social-worker from Bhateri, Rajasthan, who was allegedly gang raped in 1992, by higher-caste men, angered by her efforts to prevent a child marriage in their family. Her subsequent treatment by the police, and court acquittal of the accused, attracted widespread national and international media attention, and became a landmark episode in India's women's rights movement.

The Concept of Violence

Violence is defined as the intentional use of physical force or power against oneself or another person, resulting in injury, harm, or psychological trauma. It can manifest in various forms and contexts, significantly impacting individuals and communities.

Types of Gender-Based Violence

1. **Physical Violence:** Hitting, slapping, or other forms of physical harm.
2. **Emotional/Psychological Violence:** Manipulation, threats, and coercion that affect mental health.
3. **Sexual Violence:** Non-consensual sexual acts, including rape and sexual assault.
4. **Economic Violence:** Controlling a partner's access to financial resources.
5. **Cultural Violence:** Norms and practices that perpetuate gender inequalities.

Gender-Based Violence from a Human Rights Perspective

Gender-based violence (GBV) violates fundamental human rights, including the right to life, liberty, and security. It often stems from systemic gender inequality and cultural norms that prioritize power over compassion. Addressing GBV involves recognizing it as a social justice issue that requires systemic change.

Sexual Harassment: Say No!

Sexual harassment is an infringement of personal dignity and rights. It includes unwanted sexual advances, comments, or behaviors that create a hostile environment. It's essential to encourage victims to speak out and say no, fostering a culture of respect.

Sexual Harassment, Not Eve-Teasing

The term "eve-teasing" downplays the severity of sexual harassment. It is crucial to recognize that such behavior is not innocent or playful but a form of harassment that can have lasting effects on individuals.

Coping with Everyday Harassment

1. **Awareness:** Recognizing harassment when it occurs.
2. **Support Systems:** Building a network of friends and allies for emotional support.
3. **Reporting:** Understanding avenues for reporting incidents to authorities.
4. **Self-Defense:** Considering self-defense tactics, both physical and verbal.

Further Reading: “Chupulu”

“Chupulu” is a resource that delves into the nuances of gender-based violence, emphasizing personal stories and societal implications. It offers insights into coping mechanisms and strategies for empowerment.

Domestic Violence: Speaking Out

Domestic violence is often hidden behind closed doors. It is crucial for survivors to speak out, as sharing experiences can help break the cycle of silence and stigma.

Is Home a Safe Place?

For many, home is not a sanctuary but a site of abuse. Understanding the dynamics of domestic violence can help in creating supportive environments for those affected.

When Women Unite [Film]

This film highlights the power of solidarity among women in confronting and combating gender-based violence. It showcases various narratives of resilience and collective action.

Rebuilding Lives

Recovering from violence involves addressing both physical and emotional wounds. Support services, counseling, and community programs play vital roles in helping survivors rebuild their lives.

Thinking about Sexual Violence

Sexual violence remains a pervasive issue that demands ongoing dialogue and action. Education and awareness are essential in changing societal attitudes.

Blaming the Victim

Victim-blaming perpetuates the cycle of violence and discourages reporting. It is essential to shift the narrative towards accountability of the perpetrator rather than the victim.

“I Fought for My Life...”

Survivor stories are powerful tools for advocacy, illustrating the realities of violence and the strength required to overcome it. Sharing these narratives can empower others to seek help and stand against violence.



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Unit – V:

GENDER AND CULTURE

Gender and Film

- **Representation:**
 - **Stereotypes:** Common portrayals include the "damsel in distress" or the "strong, silent type" for men. These reinforce societal norms.
 - **Progressive Examples:** Films like "Wonder Woman" and "Mad Max: Fury Road" showcase strong female leads who challenge traditional roles.
- **Narrative Structure:**
 - **Female Agency:** Look at films that feature women as decision-makers, such as "Lady Bird" or "Thelma & Louise."
 - **Diverse Perspectives:** Films directed by women often present narratives that reflect different life experiences, like "The Farewell."

Gender and Electronic Media

- **Access and Participation:**
 - **Digital Divide:** Address disparities in internet access, especially in developing countries where gender can impact technology usage.
 - **Online Activism:** Social media platforms have become spaces for gender activism (e.g., #MeToo movement).
- **Content Creation:**
 - **Representation in Gaming:** Analyze the shift towards more inclusive characters in video games and the role of female gamers in the industry.
 - **YouTube and Influencers:** Explore how female influencers challenge traditional beauty standards and create communities.

Gender and Advertisement

- **Stereotypes:**
 - **Gender Roles:** Ads often depict women in nurturing roles (e.g., household products) and men in authoritative or adventurous roles (e.g., cars).
 - **Changing Trends:** Some brands are moving towards more progressive representations, such as portraying men in caregiving roles.
- **Body Image:**
 - **Impact on Youth:** Discuss the correlation between advertising and body image issues, particularly in young girls and boys.
 - **Positive Campaigns:** Highlight campaigns that promote body positivity and diversity, like Aerie's #AerieREAL.

Gender and Popular Literature

- **Themes and Representation:**
 - **Diverse Voices:** Works by authors like Chimamanda Ngozi Adichie and Roxane Gay address complex gender dynamics and intersectionality.
 - **Genre Exploration:** Fantasy and sci-fi often explore gender norms in innovative ways (e.g., "The Left Hand of Darkness" by Ursula K. Le Guin).
- **Empowerment:**
 - **Female Protagonists:** Stories featuring strong female characters, like in "The Hunger Games," emphasize resilience and agency.
 - **Male Vulnerability:** Literature that explores male characters' emotional lives, such as in "The Perks of Being a Wallflower."

Gender Development Issues

- **Inequality:**
 - **Global Perspectives:** Discuss how gender inequality manifests differently across cultures, affecting access to education and healthcare.
 - **Policy Implications:** Analyze the importance of gender-sensitive policies in development programs.
- **Intersectionality:**
 - **Broader Impact:** Explore how race, class, and sexuality compound challenges faced by marginalized groups.
 - **Case Studies:** Look at examples of activists who address multiple identities, such as bell hooks and Audre Lorde.

Gender Sensitive Language

- **Inclusive Language:**
 - **Pronouns:** Promote awareness of gender pronouns and their importance in affirming identity.
 - **Avoiding Gendered Terms:** Encourage the use of terms like "firefighter" instead of "fireman" to promote inclusivity.
- **Impact on Perception:**
 - **Framing Issues:** Discuss how language can frame gender issues in ways that promote or hinder understanding.
 - **Media Analysis:** Examine how news outlets report on gender-related issues and the language used.

Specific Themes

1. **Just Relationships: Being Together as Equals:**
 - **Equal Partnerships:** Discuss the importance of shared decision-making and responsibilities in modern relationships.
 - **Role Reversals:** Explore stories where traditional gender roles are flipped.
2. **Mary Kom and Onler:**

- **Support Systems:** Analyze how their relationship reflects the balance of personal and professional support.
- **Cultural Impact:** Look at how their story inspires young athletes, especially women.
- 3. **Love and Acid Just Do Not Mix:**
 - **Toxic Relationships:** Examine the signs of unhealthy relationships and their long-term effects.
 - **Literary Examples:** Use examples from literature that portray toxic love and the journey to self-discovery.
- 4. **Love Letters:**
 - **Forms of Expression:** Explore how written communication shapes romantic relationships and personal connections.
 - **Historical Context:** Discuss the evolution of love letters and their significance in different cultures.
- 5. **Mothers and Fathers:**
 - **Evolving Roles:** Discuss how contemporary literature reflects changing parental roles and expectations.
 - **Shared Parenting:** Highlight narratives that depict shared parenting responsibilities.
- 6. **Rosa Parks - The Brave Heart:**
 - **Courage and Activism:** Examine how Parks' actions challenged societal norms and inspired future generations.
 - **Intersectional Analysis:** Consider how her identity as a Black woman shaped her activism and the civil rights movement.



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5. Question Bank: Gender Sensitization Laboratory

Unit I:

S.No	Question	BL	CO	POs
1.	How do societal expectations shape gender roles? Explain	L2	CO1	4,3,6, PSO2
2	What are the implications of gender socialization on individual identity? Discuss	L3	CO1	11,3,2 ,PSO1
3.	How do intersectional ties affect gender experiences?	L4	CO1	12,3,1 ,PSO2
4	What role does education play in shaping gender attitudes?	L2	CO1	11,3,2 ,PSO3
5	How can we challenge and change harmful gender norms?	L2	CO1	1,3,5, PSO2

Unit 2:

S.No	Question	BL	CO	POs
1.	Discuss the intersectionality of gender with other social identities.	4	2	2,3,5, PSO1
2	Analyze the impact of societal expectations on gender roles.	2	2	1,3,4 PSO2
3.	List and explain the types of Gender Roles.	3	2	4,3,5, PSO1
4	Discuss the impact on marriage and family structures.	4	2	3,5, PSO3
5	Explain the Sex Selection and Its Consequences.	3	2	11,5, PSO1

Unit 3:

S.No	Question	BL	CO	POs
1.	How can we recognize and value unpaid labor? Discuss	2	3	12,3,1 ,PSO2
2	What policies promote gender equality? Explain	4	3	11,3,2 ,PSO3
3.	How can we address gender disparities in education and	2	3	1,3,5, PSO2

	healthcare? Discuss			
4	What role does gender play in sustainable development?	4	3	2,3,5, PSO3
5	How can we ensure gender mainstreaming in governance?	3	3	4,3,5, PSO1

Unit 4:

S.No	Question	BL	CO	POs
1.	Discuss workplace harassment policies and procedures.	3	4	2,3,5, PSO1
2	Explain the importance of bystander intervention.	4	4	1,3,4 PSO2
3.	Distinguish between sexual harassment and eve-teasing.	3	4	4,3,5, PSO1
4	Define domestic violence and its forms	2	4	3,5, PSO3
5	Discuss the film's portrayal of women's empowerment.	3	4	11,5, PSO1

Unit 5:

S.No	Question	BL	CO	POs
1.	Discuss the impact of film on gender stereotypes.	2	5	4,3,5,P SO2
2	Discuss online harassment and its impact on women	3	5	11,3,4, PSO2
3.	Analyze gender-based violence prevention strategies.	4	5	2,3,5,P SO1
4	Explain intersectionality and its importance.	2	5	4,5,PS O3
5	Discuss inclusive language practices.	3	5	11,5,P SO1

6. Assignment Questions (2024-2025)

II-B.TECH I & II SEMESTER- ASSIGNMENT: 1

Gender Sensitization Laboratory

S.No		Question	CO	BL	POs
1.	a)	How do societal expectations shape gender roles? Explain	1	3	4,3,5,PSO2
	b)	What are the implications of gender socialization on individual identity? Discuss	1	2	11,3,4,PSO2
2.	a)	How do intersectional ties affect gender experiences?	1	4	2,3,5,PSO1
	b)	What role does education play in shaping gender attitudes?	1	3	4,5,PSO3
3	a)	Discuss the intersectionality of gender with other social identities.	2	2	11,5,PSO1
	b)	Analyze the impact of societal expectations on gender roles.	2	3	12,3,6PSO2
4.	a)	List and explain the types of Gender Roles.	2	4	7,6,5,PSO3
	b)	Discuss the impact on marriage and family structures.	2	2	8,3, PSO1
5	a)	How can we recognize and value unpaid labor? Discuss	3	1	2,3,5,PSO1
	b)	What policies promote gender equality? Explain	3	4	4,3,5,PSO2

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II-B.TECH I & II SEMESTER- ASSIGNMENT: 2

Gender Sensitization Laboratory

S.No		Question	CO	BL	POs
1.	a)	What role does gender play in sustainable development?	3	3	4,3,6,PSO2
	b)	How can we ensure gender mainstreaming in governance?	3	2	11,3,2,PSO1
2.	a)	Discuss workplace harassment policies and procedures.	4	4	12,3,1,PSO2
	b)	Explain the importance of bystander intervention.	4	3	11,3,2,PSO3
3	a)	Distinguish between sexual harassment and eve-teasing.	4	2	1,3,5,PSO2
	b)	Define domestic violence and its forms	4	3	2,3,5,PSO3
4.	a)	How do societal expectations shape gender roles? Explain	5	4	4,3,5,PSO1
	b)	What are the implications of gender socialization on individual identity? Discuss	5	2	6,3,5,PSO1
5	a)	How do intersectional ties affect gender experiences?	5	4	2,3,5,PSO2
	b)	What role does education play in shaping gender attitudes?	5	3	12,3,5,PSO1

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