

## CW 3001E GENDER AND TECHNOLOGY

**Total Lecture Sessions: 39**

L	T	P	O	C
3	0	0	6	3

### **Course Outcomes:**

CO1: Define key concepts in gender studies and their relevance to science and technology.

CO2: Analyze historical and contemporary examples of gender bias in scientific research and technological design.

CO3: Critically assess the underrepresentation of women and other marginalized groups in STEM fields.

CO4: Develop critical thinking and communication skills to engage with these complex topics.

### **Introduction**

Key concepts in Gender Studies—Gendered Epistemologies and the Production of Knowledge — Science as social knowledge: Value, reliability, and objectivity—Gender bias in scientific research design, methodology, and interpretation—Gender and Career in STEM—Gender, Technology, and Representation of Indigenous Knowledge: Decolonizing technology, Diversity and Representation

### **Gender, Technology and Society**

Gendered division of labour: Difference between paid work and unpaid labour; Vertical and Horizontal segregation; role of education and training in shaping career choices, impact of technology— History of Gendered Technology: Evolution of household technologies, role of marketing, digital divide, Gender and the body and bio medical advancements

### **Gender, Technology and Popular Culture**

Gender and Cinema: Representation and Identity—Gender and literature—Gender and Gaming: Gaming culture, game design—Gender and Advertising: Representation and targeting, stereotypes, Pink Tax, microaggression and advertising—Gender and Social Media—Gender Power and Control: Surveillance, gender bias and AI, Cyber security and Online harrassment.

### **References:**

1. Arpita Subhash, 'Women and Science: Issues and Perspectives in the Indian Context', in *Gender and Science: Studies Across Cultures*, ed. Neelam Kumar (Cambridge University Press India, 2012), pp. 264–91.
2. Balka, Ellen, et al. *Gender and Technology at Work: From Workplace Studies to Social Justice in Design*. Cambridge: Cambridge University Press, 2024. Print.
3. Collins, Suzanne. *The Hunger Games*. Scholastic Press, 2013. ISBN: 9788184771695.
4. *Gender and Technology: A Reader*. United Kingdom, Johns Hopkins University Press, 2003.
5. Kumar, Neelam. *Gender and Science: Studies across Cultures*. Foundation Books, 2012. Print.
6. Laura Mulvey, 'Visual Pleasure and Narrative Cinema', *Screen*, 16, 3, 1975, 6-18.
7. Srinivasan, Sharada, and Arjun S. Bedi. "Daughter elimination: Cradle baby scheme in Tamil Nadu." *Economic and Political Weekly* (2010): 17-20.  
Turkle, Sherry. *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books, 2012. ISBN: 9780465031467

## CW3002E WOMEN EMPOWERMENT THROUGH EDUCATION AND SELF-HELP

**Total Lecture Sessions: 39**

L	T	P	O	C
3	0	0	6	3

### **Course Outcomes**

- CO1: Analyze the existing women empowerment schemes in India
- CO2: Explore the prevailing education system in India with focus on women's education
- CO3: Identify how educating women helps in economic advancement and leadership roles
- CO4: Investigate setting up self-help groups and the challenges faced by women

### **Women Empowerment**

Empowerment of women. Meanings of empowerment, factors determining women empowerment. Aspects of women empowerment. Issues and dimensions of women empowerment. Challenges of women empowerment. Women empowerment and its role in strengthening the domestic economy. Sustainable development. Involvement of community in empowering women.

### **Women's Education**

Objectives, Significance and Scope of education for girls and women - Status of Women, Education and Health conditions, Sex Ratio, Family Planning and Welfare - Education: Literacy & Gender Bias - Approaches to Women's Education - Education for achieving quality of life, equality of opportunities, and equity; Gender bias in enrolment - Curriculum content - Dropouts negative capability in education - Values in education-Vocational education - Recent trends in Women's education.

### **Empowerment through Education**

Women in developing countries with special reference to India - Women in Decision Making; Present Status of Women's Education - A brief account of the growth of Women's Education - Trends of research in Women's Education. National Perspective Plan for Women's Education: Women's Education - Literacy and Population Growth - Role of UGC, MHRD, National policy of education- 1968, 1986, Constitutional Provision; Committees and Commissions on Women's Education- Student's role in women empowerment. Economic empowerment, Transformational approach to leadership.

### **Self-Help Groups**

Definition of Self Help Group - Self Help Group: solidarity groups, integration of women to curb social differences, moving towards formal financial institutions like banks and governmental institutions - Activities of Self Help Groups: Savings, credit, marketing for formation of Self Help Group - Developing the concepts of micro savings and micro insurance - Monitoring and Evaluation of Self Help Group - Role of governmental and nongovernmental organization in strengthen the self help groups - Involvement of communities in maintain the self help groups - Marketing challenges for the self help groups.

### **References**

1. Biswas, Brati, and Ranjana Kaul, eds. Women and empowerment in contemporary India. Worldview, 2016.
2. Ralte, Mrs Hmingthanpuui. Womens Empowerment And Gender Equality. Academic Guru Publishing House, 2024.
3. Dulhunty, Annabel. Women's Empowerment and Microcredit Programmes in India: The Possibilities and Limitations of Self-Help Groups. Routledge, 2023.
4. Jha, J., Ghatak, N., Menon, N., Dutta, P., & Mahendiran, S. (2019). Women's education and empowerment in rural India. Routledge.
5. Singh, Avinash Kumar, ed. Education and Empowerment in India: Policies and practices. Routledge, 2015.