

9. Use methods of triangulating information, field observations, photography and Problem Animal Control Report as complementary methods to focused interviews to understand the problem and suggest the solution
10. Understanding the significance of mediation among different policies on societal benefits and wildlife conservation to resolve human-wildlife conflicts

Suggestive readings

1. Angelici, F.M. and Rossi, L., 2020. Problematic Wildlife II. Springer International Publishing.
2. Conover, M. 2001. Resolving Human Wildlife Conflicts, CRC Press.
3. Conover, M.R. and Conover, D.O., 2022. Human-Wildlife Interactions: From Conflict to Coexistence. CRC Press.
4. Dickman, A. J. 2010. Complexities of conflict: the importance of considering social factors foreffectively resolving human–wildlife conflict. *Animal Conservation* 13: 458-466.
5. Hill, C.M., Webber, A.D. and Priston, N.E. eds., 2017. Understanding conflicts about wildlife: A Biosocial Approach (Vol. 9). Berghahn Books.
6. Manfred, M.J., 2008. Who Cares About Wildlife? Social Science Concepts for Exploring Human-wildlife Relationships and Conservation Issues.
7. Messmer, T. A. 2000. The emergence of human–wildlife conflict management: Turning challenges into opportunities. *International Biodeterioration & Biodegradation* 45: 97-102.
8. Nyhus, P.J., 2016. Human–wildlife conflict and coexistence. *Annual Review of Environment and Resources*, 41, pp.143-171.
9. Warriar, R., Noon, B.R. and Bailey, L.L., 2021. A framework for estimating human-wildlife conflict probabilities conditional on species occupancy. *Frontiers in Conservation Science*, p.37.
10. Woodroffe, R. 2005. *People and Wildlife: Conflict and Coexistence*. Cambridge.

GENERIC ELECTIVES (GE-3)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GENDER AND ENVIORNMENT	4	2	0	2	12 th Pass	NIL

Learning Objectives

The paper is designed to expose students to the concept of gender in society and its relevance in the environmental context. The principal objective of the course is to enable students to examine environmental issues from a gender-sensitized perspective

Learning outcomes

After the course, students will be able to:

- Identify causal factors of making women more vulnerable to environmental calamities and issues
- Reveal the reality of gender inequalities across the countries, challenging the development of risk resilient individuals and communities
- Demonstrate significant contributions of women as stakeholders while decisions making, educating, and evolving action plans across sectors to provide long-term solutions to environmental problems.
- Show the women's role as a leader in transitioning toward equitable and sustainable societies and industries

SYLLABUS OF GE-3

UNIT – I Introduction (4 hours)

The socially constructed 'gender' concept

UNIT – II Gender and society (6 hours)

Gender existence in society; gender: matriarchy and patriarchy as means of social exclusion (case studies in an Indian context); gender equity issues in rural and urban settings.

UNIT – III Gender and the environment (4 hours)

Relevance of the concept in an environmental context; evolution of gender hierarchies in historical and contemporary perspective; gendered division of roles in cultural, social and economic perspective; gender inequalities

UNIT – IV Gender, resources and the environment (4 hours)

Knowledge about the environment among men and women; differential dependencies on environmental resources; implications of gendered responses to environmental degradation.

UNIT – V Gender and environmental management (6 hours)

Women's participation in environmental movements and conservation; historical and contemporary case studies; role of women in environmental education, awareness and sustainable development.

UNIT – VI Strategies for change (6 hours)

Need for gender equity; Instruments for change: education, media, action groups, policy and management; equity in resource availability and consumption for a sustainable future

Practical component (if any) -

1. Using a case study, demonstrate the value of a gender-inclusive approach in the success of the environmental protection programme
2. Develop a context and show the importance of women's role in environmental conservation by emphasizing gender gaps in access to (a) power, (b) education, (c) markets, and (d) cultural practices.
3. Analyze the national gender policy or laws restricting or promoting women's participation in resolving environmental issues
4. Critically evaluate the national environmental policies for their gender sensitivity by taking an example of climate change-related policies across the sectors, including agriculture, forestry, and water.

5. Identify the gender gaps in policies related to climate change, energy access, natural resource access, and ecosystem services benefits
6. Determine the gender gaps in livelihood activities depend on ecological resources, such as agriculture, fisheries, and forestry, access to new technologies, and capacity-building in STEM (science, technology, engineering, or mathematics) for resolving environmental issues
7. Examine the impact of environmental awareness programmes involving or targeting women, especially to reduce vulnerability to climate change, access to renewable energy, skill development in energy entrepreneurship
8. Find out the variations in perspectives of women and men on environmental security across the societies within and outside country
9. Focused survey in neighbourhood community to gain insights into perception and solution to same environmental issues locally, nationally, and globally
10. Develop an action plan to address an environmental issue selected in practical 9 by incorporating livelihood strategies and economic and decision-making empowerment for women
11. Collect sex-disaggregated data and analyze the success of different environmental conservation programme based on the role of gender while focusing on involvement in decision making, participation in the action plan, the target of information dissemination, avenues of communication, major beneficiaries, and marginalized groups.

Suggestive readings

1. Agarwal, B. 2001. Participatory exclusions, community forestry, and gender: An analysis for South Asia and a conceptual framework. *World Development* 29: 1623-1648.
2. Agarwal, B., 2019. The gender and environment debate: Lessons from India. In *Population and environment* (pp. 87-124). Routledge.
3. Buckingham, S., 2005. *Gender and Environment*. Routledge.
4. Gaarder, E., 2011. Women and the animal rights movement. In *Women and the Animal Rights Movement*. Rutgers University Press.
5. Jackson, C. 1993. Doing what comes naturally? Women and environment in development. *World Development* 21: 1947-63.
6. Leach, M. 2007. Earth Mother myths and other ecofeminist fables: How a strategic notion rose and fell. *Development and Change* 38: 67-85.
7. MacGregor, S. ed., 2017. *Routledge Handbook of Gender and Environment*. Taylor & Francis.
8. Miller, B. 1993. *Sex and Gender Hierarchies*. Cambridge University Press
9. Oswald Spring, Ú., 2008. *Gender and disasters: human, gender and environmental security*. UNU-EHS.
10. Rodríguez-Labajos, B. and Ray, I., 2021. Six avenues for engendering creative environmentalism. *Global Environmental Change*, 68, p.102269.
11. Stein, R. (ed.). 2004. *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*. Rutgers University Press.
12. Stephens, A., Lewis, E.D. and Reddy, S., 2018. Towards an inclusive systemic evaluation for the SDGs: Gender equality, environments and marginalized voices (GEMs). *Evaluation*, 24(2), pp.220-236.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.