



O.P. Jindal Global University
A Private University Promoting Public Service



GENDER BASED VIOLENCE AND INTERVENTION

Course Instructor: Prof. (Dr.) Caroline Agboola

Jindal Institute of Behavioral Sciences (JIBS)

4 Credit Course



Image culled from <https://www.westerncape.gov.za/education/article/wced-supports-campaign-against-gender-based-violence>

SPRING SEMESTER 2026

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Office Hours: By prior appointment, 1-2pm on Tuesdays, and 1-2 on Wednesdays.

Classroom: To be determined.

The information provided herein is by the course coordinator. The following information contains the official record of the details of the course.

PART I

Course Title: Gender Based Violence and Intervention		
Course Code	BE-E-0124	
Course Duration	1 Semester	
No. of Credit Units	4	
Level	UG	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing	To be determined.

PART II

Course Description:

Gender Based Violence (GBV) affects a lot of people all over the world. The abuse takes place in all social settings irrespective of gender, nationality, race, ethnicity, sexuality, and socio-economic class. Males and females experience GBV, but women and girls are disproportionately affected. People with various gender identities experience GBV too. Some of the dimensions of GBV are psychological, physical, sexual, verbal, and economic. GBV is an issue that affects the well-being of its victims, and it can be life-threatening. The classroom activities that are embedded in this course will enable students to reflect on GBV and its related concepts. Some of these concepts are gender, power, intimate violence, socialization, human rights, and sexuality. Specific GBV practices and GBV interventions, from India and other countries, will be explored in this course.

Course Intended Learning Outcomes:

After the completion of the course, the student will be able to:

- a. Describe the concepts that are associated with GBV.
- b. Discuss various forms of GBV.
- c. Explain the causes of GBV.
- d. Describe the consequences of GBV.
- e. Recall GBV interventions.
- f. Propose interventions for GBV based on the knowledge that they acquire from the course.

Assessment Process:

The course will be majorly taught using class discussions, anecdotes, presentations, readings, and experiential exercises. The evaluations will include in-class activities, individual and group presentations, written assignments, quizzes, and projects.

Percentage breakdown of Grade:

70% Internal Assessment (Divided into 3 components of Assignments 1-3).

25% Quiz*.

25% for Presentations*(end semester).

20% for Classroom / Home assignments (*Subject to change according to the instructor's choice)

30% End Semester Exam (Closed book and timed).

Missed or Late Assessment Submission

All assessments are expected to be submitted on the scheduled day. In case of exceptional circumstances, the student can contact the course instructor and at their discretion (with or without penalty), the instructor may take a call on the concession that is granted. It is the student's responsibility to double check that the correct file has been submitted. In case the incorrect or corrupted document is submitted for evaluation, it may result in a lower grade for the student.

(*Please note that absenteeism on the day of assessment will not be entertained and no assessments shall be rescheduled.)

Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Course Outline:

Unit I: Introduction to Gender (Week 1-3).

- Definitions of key concepts – gender and sex.
- Gender inequality.
- Gender and intersectionality.
- Gender roles
- Gender stereotypes.
- Gender norms.
- Classroom activities.

Unit II: Gender Bias (Week 4-7).

- Gender bias.
- Implicit bias.
- Gender discrimination - direct and indirect discrimination.
- Gender blindness.
- Power – definitions, types, and relationship to GBV.
- Classroom activities.

Unit III: Gender Based Violence (Week 8-11).

- Definitions of Gender Based Violence (GBV).
- Perpetrators and victims of GBV
- Types of GBV (broad)– violence against women and girls, intimate partner violence, physical abuse, domestic violence, spiritual violence, cyber violence, economic/ financial abuse, sexual abuse, harassment, verbal/ emotional/ psychological abuse.
- Specific types of GBV – Online and offline harassment and stalking; domestic abuse; forced marriages; dowry-related crimes; sexting and revenge porn; sexual abuse, sexual assault and rape; female genital mutilation; honour-related violence (honour killings. Forced suicide).
- Causes of GBV.
- Scope and prevalence of GBV.
- Consequences of GBV.
- Classroom activities.

Unit IV: Victims of Gender Based Violence (Week 12-13).

- Children.
- Girls and women.
- Boys and men.
- People with disabilities.
- LGBTQIA+ community.
- Classroom activities.

Unit V: Gender Based Violence Interventions (Week 14-15).

- Individual level.
- Family level.
- Community level.
- Societal level.
- Classroom activities.

Readings:

The readings are not exhaustive

Anitha, S., & Lewis, R. (2018). *Gender Based Violence in university communities: Policy, prevention and educational initiatives*. Bristol: Policy Press.

Chapman, J. (2014). Violence against women in Democratic India: Let's talk misogyny. *Social Scientist*, 42(9/10), 49-61.

Ferrales, G., Brehm, H. N., & McElrath, S. (2016). Gender-Based Violence against men and boys in Darfur: The gender-genocide nexus. *Gender and Society*, 30(4), 565-589.

Goulden, A. Baird, S. L., Romme, K. et al. (2023). Experiences of Gender-Based Violence among disabled women: A qualitative systematic review and meta-synthesis protocol. *International Journal of Qualitative Methods*, 22, 1-7.

Karp, A., Marwah, S., & Manchanda, R. (2015). Unheard and uncounted: Violence against women in India. Small Arms Survey. <https://www.jstor.org/stable/resrep10686>

Kovacecivic, M., Patel, A. R., & Newman, E. (2021). Mixed methods investigation uncovering tension. PTSD symptoms, and trauma-related difficulties among Indian women from slums reporting Gender-Based Violence. *Cult Med Psychiatry*, 47, 195-216.

Mehra, D., Srivastava, S., Chandra, M. et al. (2023). Effect of physical mobility, decision making and economic empowerment on gender-based violence among married youth in India – SAWERA project. *BMC Public Health*, 23, 548.

Morrison, A., Ellsberg, M., & Bott, S. (2007). Addressing Gender-Based Violence: A critical review of interventions. *The World Bank Reserve Observer*, 22(1), 25-51.

Naidu, E., & Mkhize, M. (2005). Gender-based violence: The lesbian and gay experience. *Agenda; Empowering Women for Gender Equity*, 66(1), 34-38.

Oladebo, O., Yusuf, O.B., & Arulogun. O.S. (2011). Factors influencing Gender Based Violence among men and women in selected states in Nigeria. *African Journal of Reproductive Health*, 15(4), 78-86.

Porter, A. (2018). *The rights of vulnerable and marginalized groups in South Africa*. Cape Town: Centre for Conflict Resolution.

Sathiparsad, R., Taylor, M., & Dlamini, S. (2008). Patriarchy and family life: Alternative views of male youth in rural South Africa. *Agenda; Empowering Women for Gender Equity*, 76, 4-16.

Sharma, P. (2015). Gender-based crime: and gender inequality in India: A subnational analysis. *Economic and Political Weekly*, 50(45), 48-55.

Simister, J. (2012). *Gender Based Violence: Causes and remedies*. New York: Nova Science Publishers.

Ssekamatte, T., Nalugya, A., Isunju, J. B., et al. (2022). Help-seeking and challenges faced by transwomen following exposure to gender-based violence; a qualitative study in the Greater Kampala Metropolitan Area, Uganda. *International Journal for Equity in Health*, 21, 171.

Tang, S. (2021). Gender-Based ‘Women-to-Women’ Violence against urban Chinese single women (aged 30-48) in contemporary China. *Sexuality & Culture*, 25, 1159-1191.

Wies, J. R., & Haldane, H. J. (Eds.). (2015). *Applying anthropology to Gender Based Violence: Global responses, local practices*. London: Lexington Books.

Professional Conduct in Classroom

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities, and presentations. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcome to share your thoughts in the class, but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

Notes on Plagiarism

Plagiarism is not acceptable! Please refrain from copying and pasting paragraphs and sentences from your reading materials. This includes copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should always be acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

Attendance Policy

Regular attendance in classes is strongly recommended. There could be components of internal assessment based on class participation. A student who fails to attend a class is expected to inform the Course Instructor of the reason for their absence. Any medical leave for missing classes will be granted with prior approval from the respective school only and upon submission of a valid medical certificate. Students are required to contact the Academic Office of their respective School to recommend any such requests. A minimum of 75% attendance is mandatory. Please note that in case students are found to be below the 75% attendance marks even after attempting the end term examination. They will still be held debarred due to shortage in attendance and the answer scripts will be considered null and void and will not be evaluated. Parents email/appeals or any other request will not be considered in case of debarment due to shortage of attendance.

Safe Space Pledge

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only with students, but also the instructor.

Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee dsc@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

Centre for Wellness and Counseling Services:

Contact: Email ID: cwcs@jgu.edu.in

Mobile: +91 8396907312