MIZORAM UNIVERSITY JOURNAL OF HUMANITIES & SOCIAL SCIENCES
A Refereed Bi-annual Journal
A Peer-Reviewed Open Access Journal
ISSN(P): 2395-7352
eISSN: 2581-6780
Volume XII, Issue 1
June 2026

Considering Dimensions of Gender in Interdisciplinary Scientific Inquiry

Dr. Huma Kayoom*
Dr. Girish Kumar Tiwari†

https://doi.org/10.22232/mzujhss.2026.12.01.14

Abstract

In interdisciplinary research, considering gender dimension is crucial to ensure that the findings are comprehensive, inclusive and reflective of the lived experiences of all groups of people. Gender intersects with various factors such as race, class, ethnicity, ability and more, resulting in diverse experiences and challenges that may otherwise be overlooked if not explicitly considered. When we are conducting researches in interdisciplinary areas, we must focus how gender is intertwined in different areas that are inseparable. We must begin our understanding of gender as a social construct and then proceed further in our expeditions towards the research journey. This research work attempts to study the perception on the integration of gender dimensions in interdisciplinary scientific inquiry by analysing the responses of thirty Ph.D. students (research scholars) who were the participants of a Research Methodology Workshop on the theme Qualitative Research Methodology with 21st Century Research Skills sponsored by Indian Council of Social Science

*Assistant Professor, Department of Gender Studies, National Council of Educational Research and Training, New Delhi, India, homa2527@gmail.com, ORCID ID: 0009-0008-7799-6033

†Assistant Professor, Department of Education in Languages, National Council of Educational Research and Training, New Delhi, India, girishtiwari8@gmail.com, ORCID ID: 0000-0002-2639-3610

Research (ICSSR), New Delhi. The study has yielded significant results pertinent to researches in Interdisciplinary Scientific Inquiry.

Key Words: *women studies; social construct; positivism; interdisciplinary area; intersectionality; ethical consideration.*

Introduction

Feminist researchers and academicians have questioned many assumptions underpinning conventional academic knowledge and the associated research paradigm that fail to consider gender as an important aspect in the research process. They have questioned the ways and methods adopted by social scientists for the study of human psyche and society; as social reality is too different to apply the classical scientific method (used to study natural science) without alterations to study the complexities of the social phenomenon (Gulbenkian Commission Report, 1996, cited by Wearne, 1998). Because of the complex nature of social data, it is difficult to generalise social phenomenon in the form of universal cause and effect relationship. Social phenomenon is unpredictable and so is the human behaviour. Therefore, research work and projects that are interdisciplinary in nature are considered suitable to analyse complex pattern of human behaviour (Degaonkar, 2014). In contemporary times, research has become progressively interdisciplinary and continuous demand of addressing societal issues have transformed the academic landscape, and disciplinary relations. As a result, even the most elementary terms such as 'discipline' and 'interdisciplinary' are no longer sufficient to express the concerns (Klein, 2000).

Gender is intersectional, as it is affected by class, caste, race, ethnicity, region, religion, sexuality and disability and is very much embedded in the social reality and experience of all persons including the researcher and the researched. Therefore, feminist scholars have evolved research methods based on gender-analysis to take into account the complexities of social reality in the dominant scientific research and

research methods. This paper tends to focus on the gender dimensions that should be considered while undertaking any scientific inquiry, the ethical consideration pertaining to gender and the associated sexism and gender-bias in research work, therefore interdisciplinary research methods hold an importance over other research methods. In interdisciplinary research, considering gender dimension is crucial to ensure that the findings are comprehensive, inclusive and reflective of the lived experiences of all groups.

Gender intersects with various factors such as race, class, ethnicity, ability and more, resulting in diverse experiences and challenges that may otherwise be overlooked if not explicitly considered. When we are conducting researches in interdisciplinary areas, we must focus how gender is intertwined in different areas that are inseparable. We must begin our understanding of gender as a social construct and then proceed further in our expeditions towards the research journey.

Review of Literature

The landscape of social and educational research has been significantly reshaped by feminist critiques and critical theory. These shifts have prompted deep interrogations into how knowledge is constructed, whose voices are amplified or silenced and the politics underlying methodological choices. This review synthesises foundational and contemporary work in three key areas: the development and organisation of women's studies, philosophical critiques of positivist methodologies and critical frames in educational research with reference to feminist methods in social research, to trace both convergences and divergences in their critiques of positivist science and their advocacy for emancipatory research paradigms. Together these bodies of literature challenge dominant, epistemological paradigms, particularly positivism and advocate for more inclusive, reflexive and transformative research practices. The review put in front of us how feminist and critical perspectives offer nuanced

understandings of power, voice and knowledge production in educational and social contexts.

During the late 1960s Women's Studies emerged as both an academic field and a political project aimed at addressing the omission and misrepresentation of women in traditional disciplines. Initially, as put by Florence Howe, 1974, women's movement began to stimulate the recognition among female faculty to make them aware that "popular culture omits, distorts and trivializes women as a class". During this time many feminists came up with their seminal work and questioned the authoritative and hierarchical positions under the male scholarship. The work by Begum Rokayya Sakhawat Hossain (Sultana's Dream, 1905), Betty Friedan (The Feminine Mystique, 1963), Alice Rossi (An Immodest Proposal, 1967), Kate Millet (Sexual Politics, 1970) etc. destabilised the very base of positivism and academic research. These new type of works by the feminist writers were characterised by its interdisciplinarity, commitment to social change and emphasis on the relationships between theory and praxis. Women's studies henceforth emerged as a way of examining and of eradicating the publicly acceptable prejudice against women became the next step for academic feminists to take further (Tobias, 1978).

Positivism rooted in enlightenment, rationalism and empiricism has long dominated the social sciences. The positivist claims that all valid knowledge, whether of society or nature is ultimately based upon our sensory-experience and recorded in the form of observation. It thus implies that, though the object of study is human being who has free-will and subjectivity, in principle can be observed like any other object. An implication of this stance is that any unit, the experience of which cannot be reduced to the sensory perception is false and illusionary (Yadav, 1986). Feminist and critical theorists have launched sustained critiques against these assumptions of objectivity, value-neutrality and universalism. Feminist scholars like Donna Haraway, Sandra Harding and Evelyn Fox Keller among others had presented strident critique of the scientific method

by debating the very conception of knowledge, truth and rationality (Addlakha, 2014). They have also identified androcentric and sexist biases in practice of science such as Biology and Psychology, the assumptions and theories of gender differences that legitimate sexist practices in academic and social life.

Critical educational research operates within frameworks that prioritise social justice, equity and the deconstruction of systemic oppression. It takes into account how our lives are mediated by systems of inequality such as class, race and sex (Lather, 1992). These frames often emerge from traditions such as critical pedagogy, post structuralism and critical race theory. They challenge the supposed neutrality and objectivity of traditional educational research, emphasising the political nature of knowledge and its production. Hence, rather than fitting into the conventional notions of "one-best way" approach the critical frameworks reinscribe and reshape the research "otherwise" (Lather, 1992).

The research studies carried over by feminist scholars covers an entire range of issues from a feminist lens, thus every issue becomes a feminist issue. These works included correcting distortive image of women, their non-visibility in contributing towards the development of literature, academics and society, generating new theories, exploring alternative approaches to data collection and analysis with diverse paradigms. All in all, the diverse research paradigms used by feminist scholars exemplified that to do feminist research is to put the social construction of gender at the centre of one's inquiry. Sociologist Ann Oakley broke through conventional methods in mainstream sociology in the 1970s by systematically beginning to explore details of women's lives. In the Sociology of Housework, she focused on talking with women about their lives. Whether looking for "math genes" in the work of Sherman, 1983 or the development of morality in the work of Carole Gilligan, 1982 or the patriarchal construction of rationality as exhibited by Sandra Harding, 1982, feminist scholars and researches see gender as a basic organising principle that profoundly shape the conditions

of women. Uma Chakravarti and Preeti Gill have edited a volume making visible the conditions of widows in different parts of India, as well as the customary laws, social structures and the articulation and agency of the women under such conditions. Urvashi Butalia's work that describes the experiences of women during the partition of Indian sub-continent is very profound and impactful. It utilises feminist understanding to research the lives of ordinary women sufferings and exhibit them at the academic forefront.

Integration of studies under interdisciplinary research stresses upon the importance of diversity in approaches and knowledge. Interdisciplinarity implies the emergence of innovative and original understanding and insights of a problem domain through the integration of various methods, concepts and methodologies from different disciplines, yet one can integrate all the different methods from various disciplines and still reflect variety and disagreement. While considering gender dimensions in interdisciplinary scientific inquiry, one should not cynically put women into their scholarship so as to avoid appearing sexist. Rather, the researcher should start with the focal point that females are worth examining as individuals and as people whose experiences is interwoven with other women (Reinharz,1992). Integrating gender dimension brings on the perspective on feminism and the discipline/s supply the methods.

To summarise, it can be put up that various strand of feminism and critical paradigms in educational and social research collectively challenge the philosophical and political underpinnings of positivism. They propose instead a vision of inquiry rooted in equity, reflexivity and accountability. As the field moves forward, these frameworks remain vital to the ongoing project of transforming knowledge production and its role in society. The debates that persist about the role of empiricism and the possibility of generalizable knowledge can be addressed within the broader framework of interdisciplinary scientific inquiry with gender as one of its dimensions.

Operational Definitions

The key terms of this research study are defined as

a. **Gender Dimension-** The European Institute for Gender Equality (2016) has defined gender dimension as "ways in which the situation and need of, and challenges facing, women and men (and girls and boys) differ, with a view to eliminating inequalities and avoiding their perpetuation, as well as to promoting gender equality within a particular policy, programme or procedure". In this study, the term gender dimension refers to the same with inclusion of transgenders.

b. **Interdisciplinary Scientific Inquiry-** Interdisciplinary scientific inquiry involves combining knowledge and methodologies from various disciplines to address complex problems. According to Rosenfield (1992) "Interdisciplinary projects involve closer and more frequent collaborative exchanges among researchers drawn from different fields working together on a common problem". Here, in this study interdisciplinary scientific inquiry refers to the same.

Methodology

The present study adopts a systematic approach to examine the selected research problem and achieve the stated objectives. Depending upon the nature of the study, the study adopted qualitative research design.

Objectives of the Study

The study is guided by the following objectives:

1. To study the basic concepts and interrelated terms in gender.
2. To study the important issues in gender to be considered while conducting research.
3. To find out why issues in gender are important to consider in research.

Participants

The participants of this research study were the 30 participants of one of the Research Methodology Workshops organised by one of the central universities in northern India. These thirty research scholars were from different subjects with in the discipline of Social Science such as Economics, Education, Political Science, Languages, History, Psychology, Sociology, and Women Studies. Informed consent was obtained from all participants involved in the study.

Data collection

Semi-structured interview schedule was used to collect the required data for the study, which was constructed by the researchers. The researchers initiated the data collection process by explaining the purpose of the study and continued with semi-structured interview schedule to understand participant's views and interpretation about integrating gender dimension in interdisciplinary scientific inquiry. Each interview lasted between 30-45 minutes.

Data Analysis

All interviews were audio-recorded, transcribed and analysed for pattern. The interview transcript was reviewed multiple times during the development of the initial open codes. We used the process of open coding (Glaser, 1992) to analyse the transcripts from each interview and developed initial categories of the participant's understanding of gender dimension in interdisciplinary scientific inquiry.

Ethical Considerations

Ethical principles guided all stages of the study. Participants were informed about the purpose of the research, the voluntary nature of the participation, and their right to withdraw at any stage without consequence.

To ensure confidentiality, participants are referred to only by their disciplinary backgrounds when presenting excerpts.

Scope and Limitations of the Study

The study is limited by its context-specific sample of research scholars participating in a research methodology workshop, the findings can be extended to suitable research groups across diverse disciplinary, institutional and national contexts, thereby contributing to a more reflexive, inclusive and socially responsive research culture.

Findings and Interpretation

Objective 1: To study the basic concepts and interrelated terms in gender.

The following finding is based on the content analysis of the responses of the participants collected through the semi-structured interview schedule. The findings are-

Gender as a social construct- Our understanding in research should start with a pole point that gender is a spectrum rather than a binary category of male and female. It's important to explore how gender roles are constructed, maintained and challenged across different cultures, societies and historical contexts. One of the participants from English literature discipline was of the view that-

> "…gender is socially constructed and that it gets strengthened over the time when gender roles are performed consistently".

Interdisciplinary research should account how gender norms influence behaviour, expectations and power dynamics, whether in healthcare, education, workplace or society at large.

Gender-Power Relations- Gendered power dynamics are key to understand how authority, control and decision-making are distributed in various settings. This includes power within families, workplaces, governments, education systems and health care. Research should explore how gender-based inequalities affect opportunities, access to resources and

participation. One of the participants from Political Science discipline quoted that-

> "…women in certain societies may face restrictions in political participation or leadership roles due to systemic gender biases. In interdisciplinary contexts like political science, it's critical to understand gendered power structures and how they contribute to inequality and marginalisation. The research work then can be plan accordingly. The methodology, sample selection and data analysis may all should facilitate in the understanding of gender hierarchy".

Gender and Work- Various studies have examined the labour issues brought in forefront by the marginalised communities and working class-whether formal or informal. The interdisciplinary research inquiry should address how gender shapes work experiences, including wage gaps, unpaid labour like care giving, work life balance and the segregation of professions. One female respondent from Economics discipline highlighted that-

> "…research can investigate how gendered expectations such as motherhood and child care affect career trajectories and leadership opportunities, especially in male-dominated fields".

It is also very vital on part of the researcher to consider how gender roles shape access to economic opportunities, such as entrepreneurship or access to financial resources while framing research questions, objectives and hypothesis.

Gender-based Violence- Research should address the role of gender in violence including domestic violence, sexual harassment, human trafficking and gender-based violence in conflict zones. Exploring the social, cultural and legal aspects of gender-based violence is crucial to understanding its causes, impact and how it can be prevented. Another male respondent from Economics discipline uttered that-

> "…. there are always both the parties involved in violence, although it is seen that women are generally the victims of abuse but men as well face certain discrimination. We need to think for the protection of men's right too".

Gender-based violence intersects with issues of power, discrimination and inequality and its implications can span health, law enforcement, education and policy.

Gender and Education- Gender influences access to education and knowledge. In many cultures, girls face greater barriers to schooling, while in others, boys are marginalised in certain settings, where the pressure is on them to be an earning member for their family. Gender bias in curriculum design, teaching materials and pedagogical approaches should be critically examined while taking up research projects. For example, a curriculum that emphasises male-dominated historical narratives may contribute to gender inequality in understanding history and culture. When asked questions pertinent to gender influencing education one respondent marked that-

> "…. although women are also into studies and education now a days, the most essential thing is to uphold the unity of the family and that require adjustment and sacrifices".

On further probing on who should make the adjustment and sacrifices the respondent stated-

> "…you know the one, to whom our society has given the responsibilities, women are by nature caring and sensitive and they love caring for their families"

Objective 2: To study the important issues in gender to be considered while conducting research.

When conducting research related to gender, there are several important issues to consider to ensure that the research is ethical, inclusive and reflective of diverse perspectives. The researchers explored the participant's views and the themes that emerged after analysing the whole transcribed data set are discussed below-

Gender Binary vs. Non-Binary Understanding- The participants were of the view that many studies have historically relied on a strict male/female binary. Even the records in government documents and websites are mentioned and uploaded in binary, for example National Family Health

Survey (NFHS), Unified District Information System for Education (UDISE) or Periodic Labour Force Surveys (PLFS). However, gender is increasingly understood as a spectrum with non-binary. Gender queer and other gender identities are gaining recognition around the world. One female respondent from Education discipline quoted that-

> "…it's now a time that researchers should avoid assuming gender binary categories and should strive to collect data that acknowledge a range of gender identities and experiences. They should ask questions that is inclusive in nature and provides options beyond just male female and other. Even mentioning 'Other' category in the government forms and official documents does not help because people in various communities identify themselves beyond cis male & female and trans male & female".

Another respondent for Economics discipline mentioned that-

> "…being a student of Economics, I know how important is to have data that truly reflect the holistic picture. Those days are gone when only men were the earning member of the family. If I am collecting data on household income, and a transgender person falls in my sample I need to be more specific rather than blindly following the binary norms".

Representation in Research participants- The gendered experiences of certain groups for example transgender people, gender non-confirming individuals, or those from different cultural contexts are often underrepresented in research. Neurological researches, at one time led by Paul Broca and Carl Wernicke, popularized the function of left and right side of the brain, were actually based on war-wounded male volunteers and therefore were not reliable at all but during that time this research study and similar other popularised superiority of male intelligence over female intelligence (Mehrotra, 2014). In a similar case, researchers should ensure that their samples are diverse and that marginalised gender groups are represented in studies. For instance, considering the experiences of men in feminist studies can offer rich insights.

Gender Stereotypes and Bias- Gender stereotypes often influence the design of research or the interpretation of results. For instance, assumptions

and expectations about female or male behaviour may skew results. Researchers must be cautious not to reinforce harmful gender stereotypes and should aim to conduct studies that challenge these norms. Additionally, studies should be designed to avoid bias in how gender is treated both in data collection and analysis. One respondent from Education discipline quoted that -

> "….in my department I once saw a Master's Dissertation, the title of which was A Study of the Relationship between Mother's Profession and the Academic Achievement of Students of Secondary Schools. I mean what kind of study this would be like and why not it is the other way round, why it was based on some kind of gender roles and stereotypes…the hypothesis and the research question of the study highlighted researcher's own biases towards gender."

Cultural and Global Contexts- Gender norms and roles vary widely across cultures. A research approach that assumes a western perspective on gender may not be applicable or respectful in other cultural contexts. Researchers should be aware of cultural differences in gender roles and expectations and strive to conduct research that is culturally competent and sensitive to local traditions and norms.

Based on their specific locations in society, people have different experiences. Their perspectives on reality are vitally influenced by these perspectives. Feminist scholars argue that it is important for a 'knower' to acknowledge 'their' particular standpoint, perspective and social position. As emphasised by Goldberger, 2006 that "Intimate knowledge of the self not only precedes but always accompanies understanding…. Perceptions are processed through the complex web of personal meaning and values". (Goldberger et al, in Shaver and Hendrick, 2006, p.201-228).

Language and terminology- Languages evolve and what was once considered appropriate or neutral terminology may no longer be acceptable or accurate. For instance, terms like "chairman" are increasingly considered

outdated and people prefer the term chairperson, instead. One of the respondents from Hindi language discipline said that-

> "…I was watching Indian Premiere League (IPL) and it was so satisfying to see that instead of batsman the score board said batter, which is obviously gender-neutral, although bit weird but these small steps of inclusion in languages will certainly lead to big changes one day."

It is also very obvious that while writing research reports, articles or other literary piece, people have the tendency of using masculine pronouns for women as well conflating women under the generic term him/his. Additionally, questions and survey responses should be framed in ways that reflect gender diversity and inclusivity.

Objective 3: To find out why issues in gender are important to consider in research.

Gender issues are crucial to consider in research for several reasons, all of which contribute to more accurate, inclusive and equitable findings. The following are the key findings-

Ensuring Representation and Inclusion- Gender is a fundamental aspect of identity, and ignoring it can exclude large groups of people, particularly those whose experiences and need may differ from the mainstream. By considering gender, researchers can ensure that all voices and experiences are represented, leading to more comprehensive findings. Medical research historically dominated by studies on male bodies has often resulted in healthcare treatments or medications that are less effective for women, transgender or non-binary individuals.

Uncovering Gender Specific Biases- Often unconscious, gender biases can impact both the design and interpretation of research. If gender is not considered, researchers may inadvertently reinforce stereotypes or overlook important differences in how men, women and non-binary individuals experience certain issues. One of the respondents from Political Science discipline said that-

> "…if a study on leadership includes only male participants or assumes that leadership qualities are inherently masculine, it might overlook how women or transgender people lead to face challenges in leadership roles".

Addressing Systemic Gender Inequalities- Gender inequality is a real and pervasive issue that impacts many areas of life, including the workplace, healthcare, education and politics. Research that doesn't address gender can perpetuate these inequalities by not recognising or analysing how they manifest and what can be done to address them. One female scholar from Economics discipline mentioned that-

> "…workplace dynamics that ignores the gender pay gap, gender discrimination or the experiences of women and gender minorities in leadership roles miss critical factors that influence career success".

Enhancing the Quality and Applicability of Findings- Gender influence various behaviours, health outcomes, social roles and opportunities. Research that fails to account for these influences may produce results that only apply to one gender or group limiting its usefulness to a wider audience. One of the respondents from Psychology discipline highlighted that-

> "….in psychological research, failing to consider gender can result in theories and treatments that apply only to one gender, leaving out how the same mental health issues may manifest differently in women, men and transgender".

Supporting Social Justice and Equity- Research that takes gender seriously contributes to creating a more just and equitable society. By addressing the lived realities of different gender groups, research can serve as a catalyst for change, challenging inequalities and advocating for gender justice. One of the respondents from Education discipline quoted that-

> "…studies on gender-based violence or workplace harassment highlight the importance of addressing power imbalances and systemic discrimination, contributing to societal changes and policy reforms".

Improving the Generalizability of Findings- Research that accounts for gender differences is more likely to produce findings that are applicable to diverse populations which increases the relevance and utility of the research in real-world settings. The female respondent from Economics discipline mentioned-

> "…a study on economic behaviour that includes both men and women would provide a more nuanced understandings of how gender affects financial decision-making, marking the result more generalizable and impactful. I had already taken care of these factors in designing the methodology in my research work. Also, the deliberations here in this particular workshop have been very instrumental in making me realise that gender is intersectional and hence should be taken care of in interdisciplinary research works".

Conclusion

Gender dimensions in interdisciplinary research should not be seen as a separate or secondary concern but as a core analytical lens that enriches the quality and inclusivity of the research. By considering how gender interacts with other aspects of identity and social structures, researches can produce more holistic and socially relevant findings. This approach not only deepens understanding within the research field but also contributes to broader social change by highlighting and addressing gender inequalities across different domains. Gender is a complex and dynamic aspect of identity that intersects with various social, cultural and personal factors. Researchers taking up interdisciplinary studies should design methodology with sensitivity and an understanding of the power dynamics involved. This can result in research outcomes that are more equitable, relevant and reflective of the diversity of human experiences.

Gender is a fundamental factor in shaping individual experiences, behaviours and outcomes. By considering gender issues in research, we can create a more accurate and socially relevant body of knowledge that addresses the full range of human experiences. This approach not only

enhances the quality of the research but also contributes to the creation of more equitable and just societies. Whether in health, economics, law, technology or the environment, gender is a crucial lens for fostering social justice and improving outcomes for all genders.

Gender biases in research and data collection are pervasive, often manifesting in ways that marginalise or misrepresent the experiences of women, and transgenders. These biases can shape research outcomes, limit the scope of knowledge and reinforce societal stereotypes. By adopting more inclusive, gender-sensitive research methods and actively addressing these biases, we can ensure that particular research accurately reflects the diverse realities of all individuals, leading to more equitable and effective policies, interventions and social change.

References

Addlakha, R. (2014). Scientific methods and its critique. *Research methods*. Indira Gandhi National Open University, New Delhi.

Andrew, D., Stephan, M. & Jonas, S. (2018). When neighboring disciplines fail to learn from each other: The case of innovation and project management research. *Research Policy,* 47(5), 965-979, ISSN 0048-7333, https://doi.org/10.1016/j.respol.2018.03.002. (https://www.sciencedirect.com/science/article/pii/S0048733318300520)

Wearne, B. (1998). Open the social sciences: The Gulbenkian Commission Report. *The American Sociologist,* 29(3), 71-78. https://www.researchgate.net/publication/225506134_Open_the_social_sciences_The_Gulbenkian_commission_report#fullTextFileContent

Butalia, U. (1998). *The other side of silence.* New Delhi: Kali for Women.

Chakravarti, U. and Gill, P. (2001). *Shadow lives: Writings on widowhood.* New Delhi: Kali for Women.

Degaonkar, C. (2014). Gender and interdisciplinarity in research. *Research methods*. Indira Gandhi National Open University, New Delhi.

European Institute for Gender Equality. Gender Dimension. Glossary and Thesaurus. (2016). Website. Retrieved from https://eige.europa.eu/publications-resources/thesaurus/terms/1256?language_content_entity=en

Friedan, B. (1964). *The feminine mystique*. Dell, New York.

Gilligan, C. (1982). In a different voice: Psychological theory and women's development. Cambridge, MA: Harvard University Press.

Glaser, B. (1992). *Basics of grounded theory analysis*. Mill Valley, CA: Sociology Press.

Glaser, R. and Strauss, R. (1967). *The discovery of grounded theory*. Chicago: Aldine

Goldberger, N. R., Blythe, Mc. V.C., Mary, F. B. and Jill, M. T. (2006). 'Women's ways of knowing: On gaining a voice' in Shaver, Phillip and Clyde Hendrick, *Sex and Gender*. New York: Sage.

Grove, R. W. (1988). An analysis of the constant comparative method. *International Journal of Qualitative Studies in Education*, 1(3), 273–279.

Harding, S. (1982). Is Gender a Variable in Conceptions of Rationality? *Dialectica*, *36*, 225-242.

Hossain, B. R. S. (2005). *Sultana'sdDream*. Tara Publishing Ltd. Chennai, India.

Klein, J.T. (2000). A conceptual vocabulary of interdisciplinary science. In P. Weingart & N. Stehr (Eds.), *Practicing Interdisciplinarity*, 3-24. Toronto: University of Toronto Press.

Lather, P. (1992). Critical Frames in Educational Research: Feminist and Post-Structural Perspective. Theory into Practice, *Qualitative Issues in Educational Research*, 31(2), 87-99.

Mehrotra, D. P. (2014). Epistemology and gender based-analysis. *Research methods*. IGNOU. New Delhi.

Michael, F. (1988). The history of philosophy as a discipline. *The Journal of Philosophy*, 85(11), 666-672. Eighty-Fifth Annual Meeting American Philosophical Association, Eastern Division https://www.jstor.org/stable/2026942

Millet, K. (1970). *Sexual Politics*. Doubleday, New York.

Oakley, A. (1974). *Just like a woman.* London: Virago.

Rosenfield, P.L. (1992). The potential of transdisciplinary research for sustaining and extending linkages between the health and social sciences: *Social Science Medical*, 35.

Rossi, A. (1967). An immodest proposal in R.J. Lifton, *Woman in America*. Beacon Hill, New York.

Sherman, J. (1983). Girls talk about mathematics and their future: A partial replication. *Psychology of Women Quarterly*, 7, 338-342.

Shulamit, R. (1992). Feminist methods in social research. *Oxford University Press*. New York. https://www.brandeis.edu/sociology/pdfs/faculty-articles/reinharz-methods.pdf.

Tobias, S. (1978). Women's studies: Its origins, its organization and its prospects. *Women's Studies Int. Quart.,* 1, 85-97. Pergamon Press. Great Britain.

Yadav, Y. (1986). Political 'Science': Positivist method and philosophic critiques. *The Indian Journal of Political Science*, 47(4), 502-517. Indian Political Association. https://www.jstor.org/stable/41855267