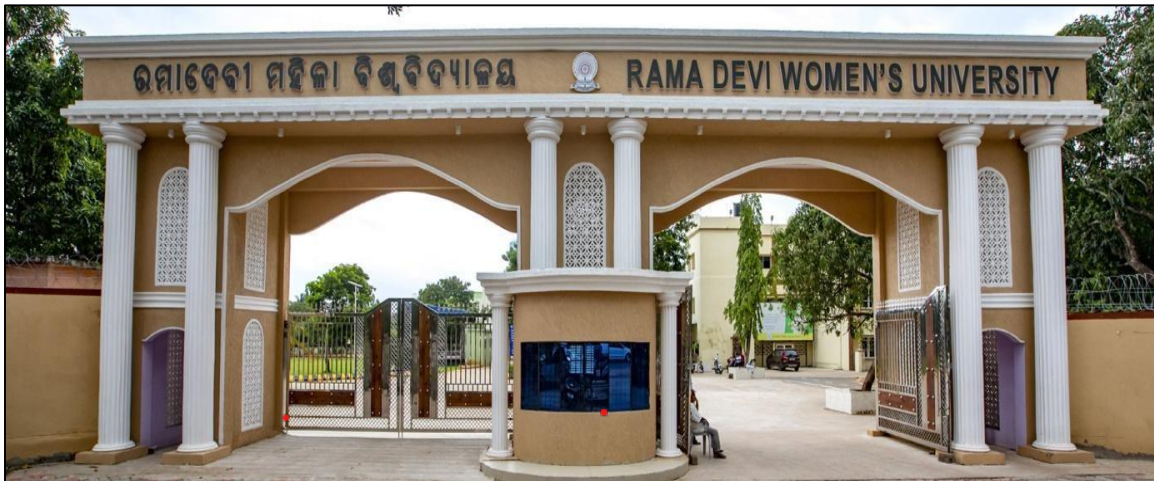


# DEPARTMENT OF GENDER STUDIES

## SYLLABUS OF PG PROGRAMME (M.A.)



SKILLS	•	Yellow
EMPLOYABILITY		Blue
ENTERPRENURESHIP		Red

**RAMA DEVI WOMEN'S UNIVERSITY**  
Vidya Vihar, Bhubaneswar-751022, Odisha  
Website: <https://rdwu.ac.in>

# MASTER OF ARTS (MA) SYLLABUS

(2022-2023 BATCH AND ONWARDS)

## DEPARTMENT OF GENDER STUDIES



RAMA DEVI WOMEN'S UNIVERSITY

Vidya Vihar, Bhoi Nagar, Bhubaneswar- 751022

*M. P. Mohapatra*

12.10.23

Controller of Examinations  
R.D. Women's University  
Bhubaneswar

# MASTER OF ARTS (MA) SYLLABUS

APPLICABLE FROM 2022 ADMISSION BATCH

SEMESTER 1									
Sl. No		Name of the Course	Course Code	Paper Title	Mid Sem	End Sem	Full Marks	Units	Credits
1.	Hard Core (HC)	Hard Core	HC-101	Conceptualizing Gender Studies	30	70	100	5	5
2.		Hard Core	HC-102	Gender and Development: Principles and Concepts	30	70	100	5	5
3.		Hard Core	HC-103	Theories of Feminism	30	70	100	5	5
4.		Hard Core	HC-104	Culture, Society and Gender	30	70	100	5	5
5.	Allied Core (AC)	Allied Core	AC-101	Computer Application in Teaching & Learning	10+10	30	50	3	3
					<b>140</b>	<b>310</b>	<b>450</b>		<b>23</b>
SEMESTER 2									
Sl. No		Name of the Course	Course Code	Paper Title	Mid Sem	End Sem	Full Marks	Unit	Credits
1.	Hard Core (HC)	Hard Core	HC-201	Gender, Work and Economy	30	70	100	5	5
2.		Hard Core	HC-202	Gender and Education	30	70	100	5	5
3.		Hard Core	HC-203	Gender, Human Rights and Law	30	70	100	5	5
4.		Hard Core	HC-204	Gender and Health	30	70	100	5	5
5.	Core Elective (CE)	Core Elective	CE-201	Gender issues in Agriculture Or Gender and Human Resource Management.	30	70	100	5	5
6.	Open Elective (OE)	Open Elective	OE-201	Massive Open Online Course: Moocs (from Swayam/NPTEL) Or Women in Odisha	-	50	50	4	4
					<b>150</b>	<b>400</b>	<b>550</b>		<b>29</b>
SEMESTER-3									
Sl. No		Name of the Course	Course Code	Paper Title	Mid Sem	End Sem	Full Marks	Unit	Credit
1.		Hard Core	HC-301	Research Methodology	30	70	100	5	5
2.		Hard Core	HC-302	Gender Budgeting and Planning	30	70	100	5	5

<b>3.</b>	<b>Hard Core (HC)</b>	<b>Hard Core</b>	<b>HC-303</b>	<b>Women's Movement</b>	<b>30</b>	<b>70</b>	<b>100</b>	<b>5</b>	<b>5</b>
-----------	---------------------------	----------------------	---------------	-------------------------	-----------	-----------	------------	----------	----------

4.	Core Elective (CE)	Core Elective	CE-301	Gender, Climate Change and Disaster Management or Gender and Sexuality	30	70	100	5	5
5.		Core Elective	CE-302	Psychology of Gender or Gender, Civil Society and Social Work	30	70	100	5	5
6.	Field Internship (FI)	Field Internship	FI-201	Field Internship	-	50	50		3
					150	400	550		28
<b>SEMESTER-4</b>									
Sl. No		Name of the Course	Course Code	Paper Title	Mid Sem	End Sem	Full Marks	Unit	Credit
1.	Hard Core	Hard Core	HC-401	Gender and Entrepreneurship	30	70	100	5	5
2.		Hard Core	HC-402	Gender and Political Participation	30	70	100	-	5
3.	Core Elective	Hard Core	HC-403	Dissertation	-	100	100	-	5
4.	Core Elective	Core Elective	CE-401	Gender and Technology or Gender and Sustainable Rural Livelihoods or Gender in Arts & Media	30	70	100	5	5
5.	Allied Core (AC)	Allied Core	AC-401	Women and Society	15	35	50	3	3
					105	345	450		23

### Credit Hours Structure

Master of Gender Studies, Department of Gender Studies, RDWU

HC-Hard Core	14 x 100	1400
CE-Core Elective	4 x 100	400
OE-Open Elective	1 x 50	50
AC-Allied Core	2 x 50	100
FI-Field Internship	1 x 50	50
<b>Total Marks:</b>		<b>2000</b>

Semester	Credits	Total Marks
<b>Sem-I</b>	<b>23</b>	<b>450</b>
<b>Sem-II</b>	<b>29</b>	<b>550</b>
<b>Sem-III</b>	<b>28</b>	<b>550</b>
<b>Sem-IV</b>	<b>23</b>	<b>450</b>
<b>TOTAL</b>	<b>103</b>	<b>2000</b>

## Programme Outcomes

- PO1: Gender based Knowledge:** Define gender concepts, feminist theories and research methodology to understand contemporary gender issues through the individual lives experiences are shaped by existing social structure, interaction and group relations.
- PO2: Planning abilities:** Learn and demonstrate skills related to time and resource management, organization of activities and leadership for effective execution of tasks with individual and teamwork efforts.
- PO3: Problem analysis from Gender Perspectives.:** Think critically, reason logically and apply scientific methodology in the analysis of empirical social reality from gender perspective to resolve issues emerging from multi-cultural, global, ethnic, and racial inequalities.
- PO4: Modern tool usage:** Apply various approaches and feminist research methodology including new computer-based tools and technology particularly soft wares for qualitative and quantitative research.
- PO5: Leadership skills:** Understand and think about change in social structure and cultural values from gender dimensions while fulfilling personal, professional, and social responsibilities; play an active and leading role as members of civil society.
- PO6: Professional Identity:** Prepare for undertaking successful careers by acquiring knowledge and skills in public and private sectors with appropriate gender norms.
- PO7: Gender Ethics:** Consider social values with gender norms and professional ethics in personal and professional sphere as an individual and as a member of society.
- PO8: Communication:** Effectively communicate gender concepts and their application.
- PO9: Environment and sustainability and Gender:** Understand the role of women in environmental issues; contribute in protecting environment through generating awareness and participating in creating green and clean society; formulate policies of national and international level to promote and implement sustainable development practices.
- PO10: Life- long learning:** Develop sensitivity towards cultural values and norms; become self –motivated, generous, adapting social beings; strive for establishing harmonious social order based on the principles of equality, liberty, and fraternity.

### PROGRAMME SOECIFIC OUTCOMES ( PSOs)

1. The students can build up their career both in public & private sphere with appropriate gender norms.
2. Acquired passion for sensitizing the members of the society to establish gender equality as a feminist.
3. Acquired practical learning from internship, field visit & feminist research.
4. Understand and develop new dimension of knowledge through open elective to cater to the need of society.

**CONCEPTUALIZING GENDER STUDIES**

Hard Core (HC)-101 Credits:

05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

**Course Outcomes:**

After completing the course students will be able to:

1. To understand the basic concepts of Gender Studies
2. Familiarize with key concepts, issues, and debates in Gender Studies
3. They will gather information on specific purposes and perspectives of Gender Studies
4. Be aware of the Women's exclusion from knowledge and need for Gender Studies as an academic discipline.
5. Deliberate on the prevailing strategies of the growth of Women's Studies in India and abroad.

**Course Contents**

**Unit- I Introduction to Gender Studies**

- Concept of Gender Studies, Defining characteristics of Gender Studies
- Need, Scope and challenges of Gender Studies,
- Gender Studies as an academic discipline, Women's Studies to Gender Studies

**Unit- II Fundamental concepts:**

- Sex and Gender, Biological Vs. Cultural, Social construction of gender
- Theories of Gender, Gender Segregation, Gender discrimination, Gender Socialization, Gender Stereotype, Gender Mainstreaming
- Androcentrism, Marginalization, Beyond binary, Public/ Private Dichotomy

**Unit-III Trajectory of Development of Women's Studies to Gender Studies**

- Gender Studies as an academic discipline.
- Growth and development of Gender Studies as a discipline internationally and in India.
- The link between Gender Studies and the Women's Movement.

**Unit-IV Gender and Social Institutions**

- Feminist perspectives of Marriage and Family
- Becoming Gendered: The Family and Gender socialization and agents of Socialization
- Universality of discrimination and subordination: Status of women in marginal communities and the case of matrilineal Nayars

**Unit-V Role of Government/Autonomous Institutions in promoting Gender Studies in India**

- Traditional model Towards Equality report
- Indian Association of Women's Studies (IAWS), Centre for Women's Development Studies (CWDS): Roles and Responsibilities
- UGC Sponsored centers for Women's Studies

## Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, collaborative learning, cooperative learning

## REFERENCES

- Amy S. Wharton. (2005). -The Sociology of Gender: An Introduction to Theory and Researchll. (KeyThemes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.
- Devaki Jain and Pam Rajput (Ed). (2003). -Narratives from the Women's Studies Family: Recreating Knowledge, Sage, and New Delhi.
- Jasbir Jain (Ed). (2005). -Women in Patriarchy: Cross Culturall. Rawat Publications, Jaipur.
- KumkumSangari and SudeshVaid.—Recasting Women: Eassy in Colonial Historyll.
- Lerner, Gerda. (1986). -The Creation of Patriarchyll. Oxford University Press, New Delhi.
- Maithreyi Krishna Raj. (1986). -Women Studies in India: Some Perspectivesll. Popular Prakasham, Bombay.
- Mala Khullar, (Ed). (2005). -Writing the Women's Movement: A Readerll. Zubaan, Kali for Women, New Delhi.
- Mies, Maria. (1980). -Indian Women and Patriarchyll. Concept Publishing Company, New Delhi.
- SharmilaRege, (Ed.). (2003). -Sociology of Gender: The Challenge of Feminist Sociological Knowledgeel. Sage, New Delhi.
- Veena Majumdar. (1974). —Report on the committee on the Status of Women: Towards Equalityll. Journal of Women Studies.
- 11.Khullar, Mala. Writing the Women's Movement: A Reader ed. New Delhi: Zubaan, 2005.
- 12.Jain, Devaki and Pam Rajput. Narratives from the Women's Studies Family: Recreating knowledge. New Delhi: Sage, 1942.Programme of Women's Studies. New Delhi: ICSSR, 1977.
- 13.Desai, Neera and Maithrey Krishna Raj. Women and Society in India. Delhi
- 14.Ajantha, 1987.Women in Contemporary India. Ed. Alfred De Souza Delhi: Ajanta, 1987. Mies, Maria Indian Women and Patriarchy. Delhi: Concept, 1980.
- 15.Nanda, B.R. Indian Women: From Purdah to Modernity. Delhi: Vikas, 1976.
- Women's Studies in India: A Reader. Ed. Mary John. Penguin: New Delhi, 2008.

## MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	5	5	2	4	2	2	5
CO2	5	5	4	5	5	2	4	4	2	5
CO3	5	4	5	5	4	2	5	5	4	4
CO4	5	4	5	2	2	2	5	5	4	2
CO5	5	5	5	4	2	4	2	5	5	2



# **GENDER AND DEVELOPMENT: PRINCIPLE AND CONCEPTS**

Hard Core (HC)-102 Credits:

05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

## **Course Outcomes:**

After reading this paper, students should have:

1. To understand the principles and concept of Gender as a multidisciplinary cross-cultural subject aiming for the advancement of gender equality and equity-based socio-economic change.
2. To acquire knowledge on the effects of gender equity related policies and program interventions and its implication on reducing gender gaps.
3. To explore about the uneasy negotiations between theory, policy and practices that are often evident within the realm of gender.
4. To develop awareness about the gender relations, issues, and challenges from a cross cultural perspective.
5. Students will learn to use gender analysis framework in Policy planning and evaluate different decentralization strategies of the Government, corporates and at global level.

## **Course Contents:**

### **Unit - I: Perspectives of Gender and Development**

- Key concepts in Gender studies: Need, Scope, and challenges as an academic discipline
- Women's Studies to Gender Studies: Women in Development (WID), Women and Development (WAD), Gender and Development (GAD) and Development Alternative
- Gender Theories in the Modern World: Need for Gender Sensitization

### **Unit - II: Gender Planning, Indicators and Empowerment Measurement**

- Gender Planning and Empowerment- Concept and indices**
- Practical need, strategic need and strategic gender interest
- Gender Development Index (GDI); Gender Inequality Index (GII): Intra household gender Inequalities; Global Gender Gap Index (GGGI) and Gender Empowerment Measurement

### **Unit - III: Gender and Development Institutions and Policies**

- Gender and Post-coloniality critical perspectives: CEDAW, 1995 Beijing Declaration, Role of International Organizations and UN bodies; Sustainable Development Goals (SDGs)
- Gender Development approaches in Indian Five – Year Plans and policy planning
- Gender Resource Centre; WCD and Mission Shakti

### **Unit -IV: Gender Mainstreaming**

- Concept of engendering: state/national policy on women's empowerment

- Gender Development approaches in Indian Five – Year Plans
- Gender budgeting and gender auditing

### Unit V: Gender Sensitive Project Cycle

- Indicators and measurement of gender sensitive project cycle
- Gender mainstreaming through local-self governance
- Gender and leadership– Panchayati Raj and Role of NGOs and gender Development

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, collaborative learning, cooperative learning

### REFERENCES

- Acharya, Jyotirmayee (2011). ‘Embodied Rural Weaver’s Workplaces: Developing Gender Self-employment Agendas for the Handloom Cooperatives in Orissa’, page 185-212 in Saraswati Raju (ed.) *Gendered Geographies: Space and Place in South Asia*. Oxford University Press: New Delhi, ISBN 01980-72570, ISBN: 9780198072577 page 336
- Alexander, M. J. and Mohanty C.T. (eds.) (1997). *Feminist genealogies, colonial legacies, domestic futures*. Routledge, London and New York.
- Bhavnani, K., Foran, J., Kurian, P.A., (eds.) (2002). *Feminist futures: Re-imagining women, culture, and development*, pp. 1–21. New York, Zed.
- Butler, Judith and Joan, W. Scott, (eds.) (1992). *Feminist Theorize the Political*. Routledge, New York.
- Connelly, M.P., Murray-Li, T., MacDonald, M., and Parpart, J. L. (2002). *Feminisms and development: Theoretical perspectives*. In: Parpart J, Connelly P, Barritreau VU, eds. *Theoretical perspectives on gender and development*, pp. 51–160. Ontario, Canada, International Development Research Centre.
- Cornick, J.C and Meyers, M.K. (2009). *Gender Equality: Transforming Family Division of Labor*. New York: Verso.
- De Beauvoir, S. (1988/ 1949). *The Second Sex*. London: Pan.
- Edited by Parpart, Jane Connelly, Patricia, L. M. and Barriteau, V. Eudine (2000) *Theoretical Perspectives on Gender and Development*, IDRC, [https://prd-idrc.azureedge.net/sites/default/files/open\\_eBooks/272-4/](https://prd-idrc.azureedge.net/sites/default/files/open_eBooks/272-4/)
- Emily Espen with Alyson Brody, December 2007. *Putting Gender Back in the Picture: Rethinking Women’s Economic Empowerment Swedish International Development Cooperation*
- *Gender & Governance: A Review of the Women’s Agenda in the National Common Minimum Programme* (March 2007, Delhi) [www.wadanatodo.net](http://www.wadanatodo.net)
- Harding, Sandra. (1991). *Whose Science? Whose Knowledge? Thinking from Women’s Lives*. Cornell University Press, Ithaca.
- Kelkar, G. (2005). 'Development Effectiveness through Gender Mainstreaming: Gender Equalit and Poverty Reduction in South Asia' EPW, October 29:4690-4699
- Moghadam VM (1998). *Feminisms and development*. *Gender & History* 10: 590–597.
- Molyneux, M. 1998. *Analyzing Women’s Movements*. *Development and Change* 29:

219–45.

- Momsen, Janet Henshall (2010) Gender and Development. Routledge, 2010 - Political Science - 285 pages
- Moser, C.O.N. (1993). Gender Planning and Development: Theory, Practice & Training. Routledge, London.
- Moss, David. (1994). Authority, Gender and Knowledge: Theoretical reflections on the practice of participatory rural appraisal. Development and Change 25: 497–526.
- Narayan, U. and Harding, S. (2000). (eds.) Decentering the Centre: Philosophy for a multicultural, postcolonial, and feminist world. Hypatia Inc. Bloomington.
- Nussbaum, M. C. (2000). Women and human development: the capability approach. Kali for Women, New Delhi. References 2 29
- Rathgeber EM. (1990). WID, WAD, GAD – Trends in research and practice. Journal of Developing Areas 24: 489–502.
- Scott, Bonnie Kime, Cayleff, Susan E. Donadey and Anne, Irene Lara (2020). -Women in Culture: An Intersectional Anthology for Gender and Women's Studies| Willy Blackwell. 2nd Edition
- Sen G, Grown C. (1997). Development, crisis, and alternative visions: Third World women's perspectives. New York, Monthly Review Press.
- Shiva, V. (1988). Staying Alive: Women, Ecology and Survival in India. Zed Books Ltd. U.K.
- World Survey on the role of women in development 2014: Gender equality and sustainable development; <https://www.unwomen.org/en/digital-library/publications/2014/10/world-survey-2014>

#### Case review by students:

- Movie show to draw a critical feminist perspective
- United Nation Development Program (UNDP). 2007;
- Gender Budgeting in Twelfth Five Year Plan and Union Budget 2015;
- ABC of Gender Analysis Wanjiku Mukabi Kabira and Masheti Masinjila; BRIDGE (development - gender) Institute of Development Studies, University of Sussex;
- Soni Sori : Justice for Madkam Hidme; Neidonuo Angami: Shed No More Blood! campaign;
- Jamuna Tudu: Van Suraksha Samiti; Kuni Sikaka: Niyamgiri Suraksha Samithi vs Vedanta; Dayamani Barla vs Arcelor Mittal S

#### Reference link to read all of them

- UN Millennium Development Goals, <http://www.un.org/millenniumgoals>
- <http://www.unwomen.org/en/digitallibrary/publications/2015/02/gender-mainstreaming-issues>
- <http://hdr.undp.org/en/content/gender-inequality-index-gii>
- [http://www3.weforum.org/docs/WEF\\_GGGR\\_2020.pdf](http://www3.weforum.org/docs/WEF_GGGR_2020.pdf)
- <https://www.economicdiscussion.net/gender/gender-empowerment-measure-gem-to-end-up-gender-inequality>
- [http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/-GADIntroduction-Text.pdf](http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/-GADIntroduction-Text.pdf)
- <http://worldpopulationreview.com/country-rankings/hdi-by-country-2020>

## MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	5	5	2	4	2	2	5
CO2	5	5	4	5	5	2	4	4	2	5
CO3	5	4	5	5	4	2	5	5	4	4
CO4	5	4	5	2	2	2	5	5	4	2
CO5	5	5	5	4	2	4	2	5	5	2

### THEORIES OF FEMINISM

Hard Core (HC)-103

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### Course Outcomes:

After reading this paper, students will be able:

1. To enhance the understanding of theories of feminism, deliberate and apply discussions on various women issues.
2. To acquaint them with various dimensions of feminism and its application in the present-day society.
3. To give the ideas regarding different types of feminism and their contribution for bringing reformation in the society
4. To sensitize them about development of feminism in India and Western Countries
5. To update their knowledge about recent development in feminist thinking

#### Course Contents:

##### Unit-I: **Concept of Feminism**

- Meaning & Definition, Characteristics, and features
- Development of Feminism
- Theoretical Schools of Feminism

##### Unit-II: **Conceptualizing Feminist Theories**

- Liberal Feminism – Approaches adopted by Advocates, Criticism
- Marxist Feminism – Approaches adopted by Advocates, Criticism
- Radical Feminism – Approaches adopted by Advocates, Criticism

##### Unit-III: **Kinds of Feminism**

- Socialist Feminism – Approaches adopted by Advocates, Criticism
- Existential Feminism- Approaches adopted by Advocates, Criticism
- Lesbianism- Approaches adopted by Advocates, Criticism

##### Unit-IV: **Recent trends in Feminist Thinking**

- Masculinity Studies, Dalit Feminism,

- Black feminism, Cyber Feminism
- Transgender Movements.

#### **Unit- V: Development of Feminist thoughts in India**

- Women in Ancient Indian Tradition and Thought: Arthashastra (Kautilya) and Manu smriti (Manu)
- Women in Modern Indian Thought: - Begum Rokeya, Tara Bai Schinde (Stree-Purush Tulane)
- Gandhian ideology and Ambedkar's writing on Women

#### **Transaction Mode**

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

#### **REFERENCES**

- Butler, Judith and Joan W Scott, eds. (1992). -Feminist Theorize the Political. Routledge, New York.
- Beasley Chris (2012). What is Feminism? An Introduction to Feminist Theory, sage Publication
- Basu Amrite (2010). The Challenge of Local Feminism, Kali for Women
- C. Jackson. And R. Person. (eds.) Feminist Visions of Development, 135–51. Routledge, London.
- Chaudhuri Maitrayee (2014). Feminism in India, Loomen unlimited
- Desai Leela (2003). Feminism and its Strategies, Pointer
- Engels, Friedrich. (1979). -The Origin of Family, Private Property and the State. Pathfinder Press, New York. (1884 tr. 1902).
- Firestone, Shulamith. (1970). -The Dialectic of Sex: The Case for Feminist Revolution". Freedman Jane (2002). Feminism, Viva William Morrow, New York.
- Harding, Sandra. 1987. Introduction: Is there a feminist method? S. Harding (ed.) Feminism and Methodology. 1–14. Indiana University Press, Bloomington.
- Jackson Stevi, Jones Jackie. (2015). Contemporary Feminist Theories, Edinburg U Press
- John, Mary. E. (2010). Discrepant Dislocations: Feminism Theory & Postcolonial Histories, Oxford
- Khullar Mall. (2015). Writing the Women's Movement - A Reader, Juhan Publisher
- Kudchedkar Shirin Ed. (2015). Post Modernism and Feminism: Canadian Contents, Pencraft
- Kumar Radha (2009). History of Doing: A illustrated account of movements for Women's Rights feminism in India, Kali for Women
- Singh Sushila, (2011). Feminism, Pencraft
- Sheila Ruth (2014). Issues in Feminism An Introduction to Women's Studies, Mayfield
- Raj Kumar, Rameshwari Devi, Romila Pruthi (2013) Women's Role in Indian National Movement, Pointer
- Madson Deborah. L. (2000). Feminist Theory and Literary Practice, Pluto
- Prachi Gupta (2017) International Feminism, ABD Publication

- ThakurBharti. (2012). Women in Gandhis Mass Movements, Deep Publicationl
- Andermahr, S., Lovell, T., &Wolkowitz, C. (1997). A concise glossary of feminist theory. London: Arnold
- Collins, P. (2000). Black feminist thought: Knowledge, consciousness, and the politics of empowerment (2nd ed.). New York: Routledge
- Evans, J. (1995). Feminist theory today: An introduction to second-wave feminism. London: Sage
- Kolmar, W.K., &Bartkowski, F. (2000). Feminist theory: A reader. Mt. View, CA: Mayfield Publishing Company
- Van Den Bergh, N. (Ed.). (1995). Feminist practice in the 21st century. Washington, D.C.: NASW Press

### **MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	5	4	5	5	4	5
CO2	5	5	5	5	4	5	5	4	5	5
CO3	5	5	5	4	5	2	5	4	5	5
CO4	5	5	5	5	5	5	4	2	5	5
CO5	5	5	5	5	5	5	5	2	5	5

### **CULTURE, SOCIETY AND GENDER**

Hard Core (HC)-104

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### **Course Outcomes:**

After reading this paper, students should have:

1. To understand the cultural construction of gender, social structure, and institutions in perpetuation of patriarchy and gender.
2. To understand major social institutions such as families and workplaces sustain dominant gender norms but also offer opportunities resistance, negotiation and change.
3. To provide insight on gender disparities within the family, education, access to natural resources, livelihood, political and legal systems in tribal societies.
4. Acquaint with the intersections of race, class, gender, ability, age and so forth as they intersect with the family, education systems, workplaces and friendships and apply sociological theories of gender to artifacts and events in the social world.
5. Students will develop an insight into the various tribal cultural variations and how gender roles differ in different cultural and social context.

## Course Contents:

### Unit- I: Culture and Gender

- The Construction of Gender in the Cultural Context
- Femininity and Masculinity, Sexuality and Culture in India.
- Concept of Patriarchy and Matriarchy, Theoretical Perspectives on the Origin of Patriarchy, Theories and Features of Indian Patriarchy

### Unit-II: Gender Relations in Social Institutions

- Kinship and Gender
- Caste and Gender
- Religion and Gender

### Unit –III: Cultural Communities, Practices, and Gender

- Dalit Women, Physically Challenged women and Transgender.
- Sati, Devadasis and Widow, Honor Killing, and Sex workers.
- Culture and Violence against Women

### Unit - IV: Gender in Changing Cultural Scenario

- Gender and Polity in the Indian Context
- Gender and Economy: Women in Formal and Informal Economy, Unpaid and Paid Work
- Gender and Society: Live in Relationship, Surrogacy, and Single Parenting

### Unit-V: Tribal Culture and Gender

- Locating Gender in Tribal Culture
- Tribal women and education
- Tribal women and employment

## Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

## REFERENCE BOOKS

- Amy S. Wharton. (2005). The Sociology of Gender: An Introduction to Theory and Research. (Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.
- Agarwal, B. (ED) (1988). Structure of Patriarchy: State, Community and Household in Modern South Asia, New Delhi: Kali for Women.
- Jasbir Jain (Ed). (2005). -Women in Patriarchy: Cross Cultural. Rawat Publications, Jaipur.
- RadhaKumar.(1993). -The History of Doing. Kali for Women, New Delhi.
- SharmilaRege, (Ed.). (2003). -Sociology of Gender: The Challenge of Feminist Sociological Knowledge. Sage, New Delhi.
- Tumin Melvin M. 1999. Social Stratification: The Forms and Function of Inequality. New Delhi: Prentice. Hall of India.
- Menon, Nivedita (2000), -Elusive 'Women': Feminism and Women's Reservation

Billl, Economic and Political Weekly,35:43/44, October 21st-November 3rd, Pp-3835-3844.

- Narayan, Uma. 1997. Dislocating cultures: Identities, traditions, and third world feminism. Routledge, New York.
- Madan T. N. 2011. Sociological Traditions. New Delhi: Sage Publications.
- Beauvoir, De, Simone. 2010. The Second Sex, translated by Constance Borde and Sheila Malovany-Chevallier. London: Vintage Books.
- Beteille, Andre. 2000. Antinomies of Society – Essays on Ideologies & Institutions. New Delhi: Oxford University Press.
- Butler, Judith. 1999. Gender Trouble: Feminism and the Subversion of Identity. New York and London: Routledge.
- Dube, Leela. 2001. Anthropological Explorations in Gender: Intersecting Fields. New Delhi: Sage Publications.
- Foucault, Michel. 1976. The Will to Knowledge: The History of Sexuality. London: Penguin Books.
- Oakley, Ann. 1972. Sex, Gender and Society. London: Temple Smith.
- Sylvia, W. 1990. Theorising Patriarchy. Oxford: Basil Black Well.
- Agnihotri I. 2012. -Social Bondagell. Frontline. Volume 29. Issue 15 (Jul 28- Aug 10)
- Bodra G. 2008. Empowerment of Tribal Women. New Delhi: Mohit Publications.
- D.N. 1988. -Significance of Women’s Position in Tribal Societyll. Economic and Political Weekly. Vol 23. No.26. pp 1311-1312.

#### **MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	2	4	2	4	5
CO2	5	5	4	4	4	2	2	5	5	5
CO3	5	4	5	5	4	2	4	5	5	4
CO4	4	4	2	5	4	4	2	4	2	2
CO5	5	5	5	4	4	2	4	2	4	2



## Semester-II

### GENDER, WORK AND ECONOMY

Hard Core (HC)-201

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### Course Outcomes:

After reading this paper, students will be able:

1. To understand the concept and meaning of work and the importance of productive and reproductive work carried out by women.
2. To know the position of men and women in the labour market, the trends of female labour force participation.
3. To make them aware about the opportunities and challenges faced by women in self-employment and entrepreneurship and institutional mechanisms which are working for gender justice at workforce.
4. To get clear-cut impression about the gendered character of workforce and labour force participation.
5. To accumulate knowledge to safeguard the women at workplace from exploitation and to stop the gradual defeminization of workforce.

#### Course Contents:

##### Unit-I: Conceptualizing Gendered Work

- Concept of work: Gender Roles: Sexual Division of Labour
- Types of Work Women Perform: Enumeration of Women's Work
- Importance of Visibility of Women's Work: Feminist Debates

##### Unit-II: Productive and Reproductive Work

- Traditional Discourses — Women and Work; Contemporary Discourses — Feminist Economics
- Productive and Reproductive Work, Accumulation, Paid Work and Unpaid Care Work: Feminist Discourses
- Necessity of Measurement and Valuation: Productive and Reproductive Work, International Standards for Measurement

##### Unit- III Recent trends and Women's Work

- Impact of New Economic Policy on Women
- Structural Adjustment Policy and Gender
- Job Market Segregation and difference between organized and unorganized sector, Girl Child Labour.

##### Unit- IV Micro Finance and Women

- Concept of Micro finance, genesis and development
- Government intervention in popularizing micro finance
- Women S.H. Gs', Objectives, achievements and challenges, Mission Shakti and its role

## Unit- V **Legislation, Social Protection and Policy**

- Frameworks and Approaches, Important legislation and Landmark Judgements
- Welfare and Social Security Measures
- Women in Planning and Social Policy

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### REFERENCES

- Anu Madgavkar, James Manyika, Mekala Krishnan, Kweilin Ellingrud, Lareina Yee, Jonathan Woetzel, Michael Chui, Vivian Hunt, and Sruti Balakrishnan, *The Future of Women at Work: Transitions in the Age of Automation* (McKinsey Global Institute, June 4, 2019): p. 11.
- BansariKamdar, -Women Left Behind: India's Falling Female Labor Participation, *The Diplomat*, July 31, 2020.
- World Bank Group, -Labor Force Participation Rate, Female (% of Female Population Ages 15+) (Modeled ILO Estimate) – India, *The World Bank Databank* (2020).
- Abraham, V. (2013) Missing Labour or Consistent 'De-Feminisation'? *Economic and Political Weekly*, 48 (31).
- Deshmukh, Ranadive Joy (2002) *Women's Work and Family Strategies in South and South-East Asia*. New Delhi: Center for Women's Development Studies and Rainbow.
- Hartmann, Heidi I. and Markusen, Ann R. (1980) Women as a Reserve Army of Labour: A Critique. *Review of Radical Political Economics*, 15(1), Spring.
- Himanshu (2011) Employment Trend in India: A Re-examination, *Economic and Political Weekly*, 46(37)
- Hirway, Indira (2005) Measurements based on Time Use Statistics, Conference Paper, Levy Economics Institute, New York.
- Razvi. (2007) Political and Social Economy of Care in Development Context, Gender and Development Programme Paper. No. 3, UNRISD.

### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	2	4	2	4	4
CO2	5	5	5	4	5	2	5	5	5	5
CO3	5	5	5	4	5	2	4	2	5	4
CO4	5	5	4	5	4	2	4	4	2	2
CO5	5	5	5	4	4	2	4	4	2	5

## **GENDER AND EDUCATION**

Hard Core (HC)-202

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

### **Course Outcomes:**

After reading this paper, students should have:

1. To understand the relationship between gender and education.
2. Get overall idea on educational policies which have incorporated gender.
3. Familiarize students with feminist perspective on education, educational content, and pedagogy.
4. Students will be able to understand and comprehend the inter-linkages between gender and education.
5. Students will be able to critically evaluate how these inter-linkages operate towards discrimination and exclusion of women.

### **Course Contents:**

#### **Unit - I: Gender and Education**

- Introduction, Objectives, Aims of Schooling Women
- Nation, Education, and Gender
- Review of Policies: Kothari Commission, New Education Policy 1986: Education for Women's Equality**

#### **Unit-II: Developing a Feminist Perspective in Education**

- Curriculum Analysis:** Paving the Way, Feminist Lens in Content and Pedagogy
- Classical Theories of Social Inequalities in education
- Feminist Theories: liberal feminist perspectives, radical feminist perspectives

#### **Unit-III: Gender Gap in Educational Access: Reasons and Implications**

- Gender Gap in Educational Access: Reasons and Implications, Gap in Educational Access and Attainment
- Gendered Education: **Schools as Sites of Gender Socialization**
- Gendered Environment at School**, Gendered Attitudes, Educational Experience, & Choices Implications

#### Unit-IV: Women and Education

- Education and Gender Inequality: Factors Affecting Female Enrolment and Retention, Women's Education through Non-formal Education and Adult Literacy Programme
- Limitations of Structures and Delivery Systems, Content and Ideology of Education
- Women's Education through Non-formal Education and Adult Literacy Programme

#### Unit-V: Women and Formal Education

- State Initiatives, Policies and programs, The Quantitative Dimension, Other Efforts
- The Report of the Committee on Status of Women in India (CSWI), The Beijing Platform for Action, Barriers to Gender Equality
- Structure and Delivery System, Content and Ideology of Education, Familial and Social Factors

#### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

#### REFERENCE:

- Bhog, Dipta (2002). 'Gender and Curriculum'. Economic and Political Weekly, 27th April, 37(17).p.1638-1642
- Chakravarti, Uma (1998). 'Men Women and the Embattled Family', Rewriting History: The Life and Times of Pandita Ramabai. (pp. 200-245) New Delhi: Kali for Women/ Zubaan.
- Government of India (1964-66) Kothari Commission Report, New Delhi. Govt. of India (1986).
- National Policy on Education. (pp. 1-8). New Delhi: Ministry of Human Resource and Development, Government of India. Kalia, N.N (1986).
- Women and Sexism: Language of Indian School Textbooks, EPW, Vol 21, No. 18 May, 3rd Kishwar, Madhu (1986). 'Daughters of Aryavarta'. Indian Economic & Social History Review, 23(2), 151-186

#### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	5	5	5	5	2	2	5
CO2	4	5	5	5	5	4	5	5	5	5
CO3	5	5	5	5	5	5	5	5	5	5
CO4	5	5	5	4	5	5	5	5	4	5
CO5	5	5	5	5	5	4	5	5	5	5

#### CULTURE, HUMAN RIGHTS AND LAW

Hard Core (HC)-203

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

## **Course Outcomes**

After reading this paper, students should have:

1. To understand the constitutional, legal and Human rights.
2. To sensitize and create better understanding about equality of opportunity in the access to justice according to different parameters such as gender, age, diversity of background etc.
3. To acquaint with the Legal framework applicable to women from human rights perspectives.
4. To enhance understanding and sensitivity towards issues related to violence.
5. Students will gain an insight into the workings of the field as well as the nuances involved in it.

## **Course Contents:**

### **Unit -I: Indian Constitution and Provisions Relating to Women**

- Fundamental Rights and Directive Principles Under the Constitution: Constitutional Guarantee of Equality
- Universal Declaration of Human Rights, Human rights as Women's rights: International Conventions and Legislations Related to Women's Rights
- Uniform Civil Code

### **Unit -II: Gender and Personal Laws**

- Gender perspectives of Personal laws (Hindu, Muslim & Christian)
- Rights of women under personal laws (Marriage, Divorce, Property Rights, Maintenance and Inheritance Rights)
- Feminist Jurisprudence

### **Unit -III: Criminal Laws for Girls, Women and Mechanism**

- The Indecent Representation of Women (Prohibition) Act 1986, The Protection of Children from Sexual Offences Act (POCSO) and JJ Act, SC and ST Prevention of Atrocities Act 1989
- The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994, Dowry Prohibition Act 1961
- Women and Indian Penal code- Protection of Women from Domestic Violence Act, 2005, The Prohibition of Child Marriage Act, 2006 and Cyber Crime

### **Unit -IV: Gender Dimensions of Labour Laws**

- Minimum Wages Act, 1948; Equal Remuneration Act, 1976;
- Maternity Benefit Act, 2017; The Factories Act, 1948
- The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013

## Unit-V: Legal support Mechanism and Gender

- National and State Human Rights Commission
- National Commission for Women and State Commission for Women
- Mahila Police Stations, and Legal Aid Cell

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### REFERENCE BOOKS

- Agnes Flavia. 1999. Law and gender inequality: The politics of women s rights in India. New Delhi: Oxford UniversityPress.
- Agnes Flavia.1990. Journey to Justice: Procedures to be followed in a rape Case.Bombay:Majlis
- BindraAnju. 2009. Women and Human Rights. New Delhi: ManglamPublishers.
- Kaushal, Rachna, (2000), Women and Human Rights in India. New Delhi: Kaveri Books.
- Khan, Mumtaz Ali, (1998), Women and the Human Rights, Commonwealth, New Delhi.
- Bhargava, Vanita, (1996), Adoption in India, Sage Publication, New Delhi
- UN, (1997), Protection of the Heritage of Indigenous People, UN Publication Division, New York
- Karna, G. and K. Gaharana, (1994), Rights of, Disabled Persons, In K.P., Saksena, ed. Human Rights: Perspective and Challenges, New Delhi.
- Karna, G.N. (2000), Disability Rights Movement: Conceptual Framework and its Implications for India, Disabilities and Impairments, Vol. 14, NO.1.
- Bhargava, G.S. and R.M. Pal, (eds.)(2000) Human Rights of Dalits: Societal Violation, Gyan Publishing House New Delhi
- A.P.Vijapur and Kumar Suresh, (eds.) Perspectives on Human Rights, : Manak Publications, New Delhi
- Sheth, D.L. and GurpreetMahajan, (edu.) Minority Identities and the Nation State, : Oxford University Press, New Delhi
- Reddy, Jagmihan (1981) Minorities and the Constitution, Bombay University Press.
- GoroodassBenerjee, -The Hindu Law of Marriage and Stridhanall – Delhi : Mittal Publications,1984.
- Mapp Susan C. 2008. *Human Rights and social Justice in a Global Perspective*. New York: Oxford UniversityPress.
- Fadia, B.L and Fadia. K. 2021. Indian Government and Politics. Sahitya Bhavan Publications.
- BN Chatteraj. 2007 Crime against Women: A Search for Peaceful Solution, LNJN-NICFS
- DK Tiwari & Mahmood Zaidi. 1984 Commentaries on Family Courts Act
- Lalita Dhar Parihar. 1997 Women and Law, Eastern Book Company, 2011 Allahabad Law Agency
- SC Tripathi and Vibha Arora.2006 Law relating to Women and Children, Central Law Publication

## MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME

### OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	5	5	5	5	2	2	5
CO2	4	5	5	5	5	4	5	5	5	5
CO3	5	5	5	5	5	5	5	5	5	5
CO4	5	5	5	4	5	5	5	5	4	5
CO5	5	5	5	5	5	4	5	5	5	5

### **GENDER AND HEALTH**

Hard Core (HC)-204

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### **Course Learning Outcomes:**

At the end of the course, the students will be able to:

1. To understand the concept of health and the various components which together ensure health and well-being of an individual.
2. To make them aware about the significance of linkages between health and gender that determine the health status of women.
3. To have knowledge on mental health issues and various policies and programs for improvement of health status across gender.
4. To sensitize the about the feministic perspectives of health.
5. To enable the students to analyse and understand need for gender sensitive health care services.

#### **Course Contents:**

##### **Unit - I: Social, Economic & Political Determinants of Gender and Health**

- Comprehensive Definition and Dimensions of Health
- Lifecycle Approaches to Health
- Health Indicators and Gender Gap: Feminist perspectives

##### **Unit-II: Gender Issues in Health**

- Nutrition & health care in infancy, impact of early marriage, adolescent child bearing on women's health.
- Stress and occupational hazards of women workers and girl child laborers

- Sex Workers and sexual minority: risk and gendered character of HIV/AIDS and other sexually transmitted diseases

### **Unit - III: Gender Perspectives of Public Health Policy**

- National Population Policy (2000),
- National Health Policy, 2017, National Nutrition Policy
- National AIDS Prevention and Control Policy

### **Unit-IV: Health and Nutritional support for Women and Children**

- Maternal and Child Health (MCH), Reproductive Child Health Programme (RCH)
- Immunization programme,
- Family welfare programme

### **Unit-V: International and National agencies working for Health of Women**

- International conference on population and development (ICPD)
- International organizations – WHO (World Health Organization)
- NHM (National Health Mission)

### **Transaction Mode**

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### **REFERENCES**

- Alexander, Linda Lewis et al (eds) (2009) New Dimensions in Women's Health. Massachusetts: Jones and Barrett Publishers.
- Bird, Chloe E. & Rieker, Patricia Perri (2008) Gender and Health: The Effects of Constrained Choices and Social Policies. Cambridge: Cambridge University Press.
- Goldman, B. M. & M, Hatch C. (eds.) (2000) Women and Health. California: Academic Press.
- John. Mary (2008) Women Studies in India: A Reader. Penguin, Delhi (select essays).
- Kitts, Jennifer & Roberts J. H. (1996) The Health Gap: Beyond Pregnancy and Reproduction. Toronto: International Development and Research Center.
- K.Ajit Dalal and Subha Ray. (2005). -Social Dimensions of Health. Rawat Publications, Jaipur.
- Krishnaraj Maithrey (ed). (1999). -Gender, population and development. Oxford, New Delhi.
- Wang, Auang-zhen. (2010) Women's Reproductive Health and Gender Evaluation: Methods, Measurements and Implications. London: Ashgate Publishing Limited.
- Wingwood, G. M. (ed.) (2002) Issues in Women's Health: Handbook of Women's Sexual and Reproductive Health. New York: Kluwer Academic Publishers.
- Mohan Rao (Ed). (2004). -The Unheard Scream: Reproductive Health and Women's Rights in India. Zubaan, New Delhi.
- National Family Health Survey Report.
- Rosalind Pollack Petchesky. (2003). -Gendering Health and Human Rights. Jed Book, London.



- Tulsi Patel, (Ed.). (2007). -Sex selective Abortion in India: Gender, Society and New Reproductive Technologies. Sage, New Delhi.
- Annandale, H. and Hunt. K. (eds) (2000) Gender Inequalities in Health. Buckingham: Open University Press
- Baume, E et al. (2001) Gender and Health Equity Guide. Gender and Health Equity Network. Institute for Development Studies at the University of Sussex.
- Bernstein, Stan with Charlotte Juul Hansen (2006). Public Choices, Private Decisions: Sexual and Reproductive Health and the Millennium Development Goals. Millennium Project
- Doyal, Lesley (1995) What Makes Women Sick: Gender and the Political Economy of Health, Palgrave. This book offers a useful critique of the medical model, focusing on global patterns of health and disease among women
- Krieger. (2003). Genders, Sexes, and Health: What are the Connections - and Why Does It Matter
- <https://www.un.org/womenwatch/daw/beijing/beijingat10/C.%20Women%20and%20health.pdf>

#### **MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	2	4	2	4	4
CO2	5	5	5	4	5	2	5	5	5	5
CO3	5	5	5	4	5	2	4	2	5	4
CO4	5	5	4	5	4	2	4	4	2	2
CO5	5	5	5	4	4	2	4	4	2	5

#### **GENDER ISSUES IN AGRICULTURE**

Core Elective (CE)-201

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### **Course Learning Outcomes:**

1. To critically reflect the consequences of gender relations in agriculture, farm mechanization, green revolution, technologies, e-governance, and skill development.
2. To acquaint with the policies and programs aiming for the advancement of gender equality-based sustainable agricultural policies and governance system.
3. To advance gender mainstreaming tools and methodologies which facilitate intervention efforts of Government through local governance initiatives, NGOs, corporate and MFIs.
4. Explain and analyse the gender questions in the agrarian society. Identify of consequences of a proposed policy planning to address negative outcomes and redirect towards relevant formulation of agriculture policies and budget allocation.
5. Use gender framework analysis in Policy planning and evaluating different decentralization strategies and policies of the Govt. of India for gender equality in agricultural development

## Course Contents:

### Unit -I: Concept of Gender in Agriculture and Key Issues

- Gender issues in agriculture: Equality in land entitlements, feminization of agriculture,
- Emerging trend influencing agriculture practice: SDG and gender equality in agriculture
- Agri-livelihood and farmer's suicide, food & nutritional security, poverty and migration

### Unit -II: Gender-based Constraints in Green Revolution and FarmMechanization

- Eco-feminist perspective of globalization, commoditization and monoculture,
- GMO and HYV practices verse organic and indigenous agricultural practices
- Agricultural labour markets; composition, operational holdings, wage discrimination, work participation Index, unpaid work and low bargaining power

### Unit III: Gender, Climate Change and Agricultural Livelihoods

- The gender-differentiated impacts of climate change on agriculture
- IPCC & IFPRI addressing agricultural risks, vulnerability and coping with disaster
- Case Study on diffusion of technology innovation, ICT and farm mechanization

### Unit -IV: Institutional and Policy Responses to Equality in AgriculturalPractices

- Schemes and programmes, National Rural Livelihood Mission and Odisha Livelihood Mission NGOs, SHGs, association, cooperatives, union for training and capacity building
- Food and Agriculture Organization and National Bank for Agriculture and Rural Development
- Microfinance, insurance services, financial literacy, social security & health protection

### Unit -V: Mainstreaming Gender in Agriculture

- Women and men participation in the Agriculture Project cycle
- Agri-infrastructure governance: Physical and digital agri-platform and technology
- Gender sensitive Agri-Value Chain; village-level Retail Outlets and Market Linkages

## Assignments

Two days of PRA exercise and visit to the village

Case Study on Integrated Low-Cost Agriculture and Greening agriculture and Best Practice

Movie on Navdanya the earth University and AMUL India

## Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, collaborative learning, cooperative learning

## REFERENCES

- State of Indian Agriculture. (2015-16). Government of India, Ministry of Agriculture & Farmers Welfare, Department of Agriculture, Cooperation & Farmers Welfare

- Directorate of Economics & Statistics, New Delhi
- IFPRI (2014). Land, Assets, and Livelihoods Gendered Analysis of Evidence from Odisha State in India. V. Savath, Diana, F. Amber Peterman and Florence S. Poverty
- Govind Kelkar. 2016-10. Between Protest and Policy, Women Claim their Right to Agricultural Land in Rural China and India. Working Paper UNRISD
- IFPRI Discussion Paper 01550. (2016). Gender Dimensions on Farmers' Preferences.
- FAO's Corporate Climate Change Strategy, 2017. Tackling Climate Change Through Rural Women's Empowerment.
- FAO IFAD IOM WFP. (2018). The linkages between Migration, agriculture, Food security and rural development. (<http://www.fao.org/3/CA0922EN/CA0922EN.pdf>).
- Acharya, J. (2007). Gender and Participation in Water Irrigation Management: Case Study of AKRSP(India)'s intervention in Tribal Gujarat
- Shiva, V. (1995). Trading Our Lives Away: ecological and gender analysis of Free Trade and the WTO. PAN Asia-Pacific & Research Foundation for Technology, Natural Resource Policy, Malaysia.
- UNDP. (2017). The human development report 2017, 2000,
- Shiva, Vandana. Stolen Harvest: The Hijacking of the Global Food Supply, South End Press, Cambridge Massachusetts, ISBN 0-89608-608-9
- Shiva, Vandana. (2001). Patents, Myths and Reality, Penguin India
- Shiva, Vandana. (2007). Democratizing Biology: Reinventing Biology from a Feminist, Ecological and Third World Perspective, author, Paradigm Publishers ISBN 978-1-59451-204-9
- Shiva, Vandana. (2008). Soil Not Oil, South End Press ISBN 978-0-89608-782-8
- Shiva, Vandana. (2010). Staying Alive, South End Press ISBN 978-0-89608-793-4
- Mies, Maria. and Shiva, Vandana. (1993). Ecofeminism, Fernwood Publications, Halifax, Nova Scotia, Canada, ISBN 1-895686-28-8

### **MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	5	5	2	4	2	2	5
CO2	5	5	4	5	5	2	4	4	2	5
CO3	5	4	5	5	4	2	5	5	4	4
CO4	5	4	5	2	2	2	5	5	4	2
CO5	5	5	5	4	2	4	2	5	5	2

### **GENDER AND HUMAN RESOURCE MANAGEMENT**

Core Elective (CE)-201

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### **Course Learning Outcomes:**

1. 1. This course has been developed to address the needs of students in management

- roles or students who aspire to become managers.
2. The course will introduce core skills such as project management, strategic management, financial management and human resource management.
  3. It will critically investigate the barriers to women achieving their full potential in management and how these may be overcome.
  4. By offering a broad-based education in management skills and helping to think critically and communicate effectively in a variety of contexts
  5. the course will provide the key elements which employers look for in their managers and will therefore enhance career prospects, particularly within the public sector.

**Course Contents:**

**Unit -I: Essence of Human Resource Management**

- Quality of a Good Human Resource Manager
- Human Resource Planning – Job Analysis, Job Description and Job Specification.
- Gender Just Recruitment and Selection – Sources of Recruitment – Selection Process – Test Types – Interview Types
- Career Planning – vs Man Power Planning and Succession Planning – Career Planning – Process- Career Development – Placement and Induction

**Unit-II: Women as Managers**

- Study of the causal features in the emergence of Women as Managers, including women's higher educational attainments and changing aspirations
- Women Workers participation in Management, Collective Bargaining and Redressal of Grievances.
- Addressing sexual harassment and gender discrimination in the work place  
Compensation and Appraisal (Each need to be analyzed from the perspective of gender)

**Unit III: Gender Disparity and Human Resource Management**

- Role Conflict, analyzing synergetic relationship among women and men managers
- Barriers for women managers; Glass Ceiling Effect in Human Resource Management
- Effectiveness of women Managers, occupational sex segregation in professional work

**Unit IV: Training and Managerial Skills of Women and Men**

- Methods of Training – Executive Development- performance Appraisal –
- Methods of Performance Appraisal – Transfers – Promotion – Wage & Salary Administration – Wage
- Boards and Pay Commission – Wage Incentive – Fringe Benefits – Employees Welfare – Safety and Health Measures

**Unit-V: Communication and Leadership Skills for gender equality in management**

- Correspondence – Norms For Business Letters – Letter for Different kinds of situations – Personalized Standard Letters, Enquiries, Customers Complaints, Collection Letters – Sales Promotion Letters,
- Study and analysis of women as leaders including tokenism in decision-making, power and representation at the top levels

- **Competence Leadership traits: training, scope and exposure**

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### REFERENCES

- Adler, Nancy, J and Dafna, N, Izrael, (eds). (1989).-Women in Management Worldwidell. M. F. Sharpe Inc, New York.
- Breaking through the Glass Ceiling: Women in Management. (2004). ILO, Geneva, update. Cooper, Cary, L and Davidson, Marilyn. (1984). -Women in Management. Heinemann.
- Davidson, M. T and Cooper, C. L. (1983). -Stress and the Women Managerll. Martin Robertson, Oxford.
- Dwivedi, O.P. (2007). -Managing Development in a Global Contextll. Palgrave, Hampshire.
- Gordon, F, and Strober, M, (eds). (1975). -Bringing Women into Managementll. McGraw- Hill, New York.
- Henning, M, and Jar dim, A. (1977).—The Managerial Womenll. Pan Books, London.
- Powell, Gary N. (1988). -Women and Men in Managementll. Sage Publication, New Delhi.
- Tewari, H.C. (1980). -Understanding Personality and Motives of Women Managersll.UMI Research Press, Michigan.
- Pattanayak Ph. -Human Resource Managementll. (2002).
- Jane Whney Gibson. -Oral Communication: Arrangement Perspectivell.
- K. Aswathappa. -Human Resource and Personnel Managementll. Tata McGraw Hill Publishing Co.Ltd.

### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	5	5	2	4	2	2	5
CO2	5	5	4	5	5	2	4	4	2	5
CO3	5	4	5	5	4	2	5	5	4	4
CO4	5	4	5	2	2	2	5	5	4	2
CO5	5	5	5	4	2	4	2	5	5	2

## **WOMEN IN ODISHA**

Open Elective (OE)-201

Credits: 04, Marks: 50

(Mid-Sem: 10 marks and End Semester: 40 Marks)

### **Learning Outcomes**

1. To Understand the status of women from pre to post independence period
2. To familiarize the students with the major historical developments of women's movements in their onward march to freedom and equality.
3. To sensitize women towards the current social issues confronting them.
4. Bring to the classroom contingent as well as long term discussions on violence, from within the women's movement, and more generally the work of feminist scholars.
5. 5.Students will have an in- depth understanding of the need and efficacies of the various programs and policies initiated by the center and state Government to improve the conditions of women in India.

### **Course Contents:**

#### **Unit - I: Contextualizing Women in Odisha**

- Status of women in Odisha (Pre to Post-independence period)
- The demographic situation of women in Odisha (Sex Ratio, Life expectancy, Infant Mortality Rate, Maternal Mortality Rate, literacy, and political participation)
- Women Achievers of Odisha

#### **Unit - II: Contemporary Gender Issues in Odisha**

- Anti- Liquor Movements in Odisha
- Dowry murders, Domestic Violence, Sex determination and sex selection
- Issues relating to Trafficking, Displacement and Migration in Odisha

#### **Unit –III: Policies and Programs for Empowerment of Women in Odisha**

- State policy for Girls and Women 2014
- State Programmes: Mission Shakti; Odisha Livelihood Mission
- Department of Women and Child Development, Odisha

#### **Unit –IV: Institutions for Women in Odisha**

- Odisha State Commission for Women
- Schemes of the Government of Odisha for Women
- Mahila Sishu Desk

### **Transaction Mode**

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

## REFERENCE BOOKS

- Mohanty, Sachidananda, (2005), -Early Women's Writings in Odisha, 1898-1950, A Lost Traditionl, SAGE Publications
- Panda, Harihar, (1998), -History of Odishall, Kitab Mahal.
- Sharmila Rege, (ed). (2003). -Sociology of Gender: The Challenges of Feminist Sociological Knowledge. Sage, New Delhi.
- Radha Kumar. (1993). -The History of Doing. Kali for Women, New Delhi.
- Sansristi. Women and Displacement in Orissa. Unpublished document 2009.
- Patel. Amrita and Asha Hans. 2007. Migration and its impact on women of Orissa. Study conducted by Sansristi, Bhubaneswar for National Commission for Women, N Delhi.
- Kishor, S. and Gupta, K. (2009). Gender Equality and Women's Empowerment in India, National Family Health Survey (NFHS-3), India, 2005-06. Mumbai: International Institute for Population Sciences; Calverton, Maryland, USA: ICF Macro.
- Census of India (2011). Orissa Population Census data 2011. Retrieved on 17.02.2018 from [https:// www.census2011.co.in/census/state/orissa.html](https://www.census2011.co.in/census/state/orissa.html)
- Census of India (2011). Census of India 2011 - Provisional Population Totals (Paper 1 of 2011) Orissa (Series 22). Bhubaneswar: Director of Census Operation, Odisha Census of India (2011).
- Census of India 2011 Provisional Populations Totals Orissa Rural Urban Distribution Fact Sheet. Retrieved on 17.02.2018 from [http://censusindia.gov.in/2011-prov results/paper2/data\\_files/ Orissa/Data-sheet-Orissa.pdf](http://censusindia.gov.in/2011-prov-results/paper2/data_files/Orissa/Data-sheet-Orissa.pdf)
- DES (2010). Gender Disparity Odisha 2010. Bhubaneswar: Directorate of Economics and Statistics, Odisha.
- DES (2012). Statistical Abstract of Odisha 2012. Bhubaneswar: Directorate of Economics and Statistics, Odisha, Government of Odisha. Retrieved on 17.02.2018 from [www.desorissa.nic.in/pdf/ abstract%20final%20-2012.pdf](http://www.desorissa.nic.in/pdf/abstract%20final%20-2012.pdf).

## MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	5	5	5	4	5	5	5	5
CO2	5	5	5	5	5	5	5	4	5	5
CO3	5	5	5	5	5	2	4	5	5	5
CO4	4	5	5	5	5	5	5	4	5	5
CO5	5	5	5	5	4	5	5	4	5	5

# Semester-III

## RESEARCH METHODOLOGY

Hard Core (HC)-301

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

### Learning Outcomes:

After completing the course students will be able to:

1. Acquaint themselves with the scientific ways of studying social phenomena.
2. Gain research insight that will enable them to capture the most relevant data in an objective manner.
3. To give an understanding of the nature of scientific methods, nature of social phenomena, steps involved in scientific research and the way of attaining value neutrality.
4. To develop an insight into the need and types of research design and the use of sampling method for attending objectivity and scientific study
5. To gather knowledge about the methods and tools used in scientific methods.

### Course Contents:

#### Unit-I An Introduction to Social Science Research

- Scientific Research in Social Science: Characteristics, Steps of Research
- Positivism to Interpretivism: Qualitative vs Quantitative Debates
- Types of Research (Exploratory, Diagnostic, Experimental, Participatory, Action Research and mixed research), Research Design

#### Unit –II: Hypothesis and Sampling

- Meaning, definitions and Characteristics of Hypothesis, Types of and sources of Hypothesis
- Sampling-Meaning & Characteristics, Types of sampling, Qualities of a Good sample
- Methods of Sampling-probability & non-probability

#### Unit- III: Tools and Techniques of Research

- Difference between tools & techniques
- Quantitative tools (Observation, Survey, Interview schedule, Questionnaire)
- Qualitative Tools (Case Study, FGD, PRA)

#### Unit IV: Feminist Research Methodology

- Introduction to Feminist Research Methodology: Understanding the difference between feminist Research Methodology and general Research Methodology
- Intersectionality, reflectivity and situated Analysis
- Tools of Feminist Research Methodology (Narratives, Live stories, Projective techniques, Word Associations)



## Unit-V: Data Analysis and Report Writing

- Review of literature, Collection of secondary data, Sources, Identification of Research Gaps
- Data Analysis (Quantitative Measures of Central Tendency, Socio Metric Scales, Lycord & Bogardo)
- Report, Thesis and Article Writing, Difference between Report and Thesis Writing, Components of a Report, Report Writing Process, Style of Referencing.

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning

### REFERENCES

- Alan Bryman, Quality and Quantity in Social Research, Unwin Hyman, London, 1988.
- C.R.Kothari, Research Methodology: Methods and Techniques, Bangalore ,Wiley Eastern, 1985
- N.Jayram , Sociology: Methods and Theory, Madras, Macmillan Madras, 1989.
- Punch, Keith, Introduction to Social Research, Sage, London, 1996.
- P.V.Young ,Scientific Social Survey and Research, Prentice Hall, New Delhi, (Ref.Book) 1939
- Seale, C. (ed), Researching Society and Culture, London: Sage, 2014.
- S.R.Bajpayee, Methods of Social Survey and Research, KitabGhar, 1960.
- T.S.Wilkinson& P.L. Bhandarkar, Methodology & Techniques of Social Research, Himalaya Publishing House, 2010
- Caroline Ramazanocglu and J.Holland, Feminist Methodology, Challenges and choices Sage publications, New Delhi, 2003
- Cook ,J, M MFonow (1986)Knowledge and Women's Interests: Issues of Epistemology and Methodology,Feminist Sociological Research". Sociological Inquiry, volume 56, issue 4, p. 2 – 29
- Devault ,M. G Gross(2012)Feminist qualitative interviewing: Experience, Talk, and Knowledge,The Handbook of Feminist Research Theory and Praxis, p. 206 – 236
- Goode &Hatte, Methods of Social Research, New Delhi, McGrow Hill Book Company, 1987
- Krishanaraj, Maithreyi (ed), Evolving New Methodologies in Research on Women's Studies, SNDT Women's University, Bombay, 1985.
- Pauline V. Young, Scientific Social Survey & Research, New Delhi, Printice Hall of India, 1979.
- Ram Ahuja, Research Methods, Rawat Publications, New Delhi, 2003. 3
- Ralph, D. (1988). "Researching from the Bottom: Lesson of Participatory Research for Feminists". In From the Margins to the Centre: Selected Essays in Women's Studies Research, edited by Dawn Currie, 134-141. Saskatchewan: The Women's Studies Research Unit, University of Saskatchewan.

## MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	2	4	2	4	4
CO2	5	5	5	4	5	2	5	5	5	5
CO3	5	5	5	4	5	2	4	2	5	4
CO4	5	5	4	5	4	2	4	4	2	2
CO5	5	5	5	4	4	2	4	4	2	5

### **GENDER BUDGETING AND PLANNING**

Hard Core (HC)-302

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### **Course Learning Outcomes:**

1. To understand the gender budgeting strategies: planning, approving, executing, monitoring, analyzing and auditing budgets in a gender-sensitive way.
2. To get the knowledge on the impact of gender budgeting to drive the financial inclusion models towards gender equality and inclusive growth in the case of a developing economy like India.
3. They will be involved in the analysis of actual expenditure and revenue (usually of governments) on women and girls as compared to expenditures on men and boys.
4. Acquire knowledge on how gender budgeting promotes accountability and transparency in fiscal planning;
5. 5.Increase gender responsive participation in the budget process.

#### **Course Contents:**

##### **Unit -I: Introduction to Gender Budgeting**

- Gender budgeting – concept, purpose, objective, aims
- Principles, scope and Importance of gender budgeting
- History of Gender Budgeting

##### **Unit-II: Tools, Process & Impact of Gender Budgeting**

- Tools, strategies process and outcomes for gender budgeting
- Challenges of Gender Budgeting
- Differential gender impact of various types of public expenditures

##### **Unit III: Gender Budgeting and Development**

- Gender Budget and Inclusive Development
- Engendering Budgets and Gender Inclusive Development

- Gender budget Initiatives & Gender Perspectives in Municipal Budget

#### Unit IV: Framework

- Analytical framework of Gender Budgeting- three-way categorisation, five-step approach
- Stakeholders of Gender Budgeting – government, people, community, grass root
- Five-year planning and gender budget statement

#### Unit-V: Gender Budgeting in India

- Initiation of Gender Budgeting – Women component planning
- Gender Budget cells, capacity building, Statement 20
- Gender budgeting in Odisha

#### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

#### REFERENCES

- Manual and Handbook for Gender Budgeting for Gender Budget Cells for Central Ministries and Departments.
- Evolution of the Gender Budgeting Scheme's performance during the XI Five Year Plan NABCONS
- <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-budgeting>
- Acharya, J. 2015. Financial Inclusion in India: Key to Socio-economic Development and Inclusive Growth Journal of Economic Association.
- R. Srinivasan and M S Sriram, June 2003, Microfinance in India: Round table Discussion IIMB Management review
- Michel Lipton, 1976. Agricultural finance and rural credit in poor countries. World Development 4(7)
- Handbook of Participatory Project Planning Part I. (2004). –Guidelines developed by FNV the Netherlands, LO/FTF Denmark, LO-TCO Sweden, LO Norway and SASK Finland.
- [http://finance.odisha.gov.in/Budgets/2018-19/Annual\\_Budget/Budget\\_at\\_a\\_Glance\\_\(Full\).pdf](http://finance.odisha.gov.in/Budgets/2018-19/Annual_Budget/Budget_at_a_Glance_(Full).pdf)
- <https://wcd.nic.in/sites/default/files/GB%20-%20Handbook%20October%202015.pdf>

#### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	2	5	2	4	5

CO2	4	5	4	4	4	2	4	5	4	5
CO3	4	5	5	5	4	5	2	5	5	4
CO4	4	4	4	5	4	5	4	4	2	5
CO5	5	5	5	4	4	2	2	2	2	4

## **WOMEN'S MOVEMENT**

Hard Core (HC)-303

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

### **Course Learning Outcomes:**

1. To sensitize on various organized efforts by women themselves and others to improve the conditions of women
2. To ameliorate various gender based social inequalities and social evils in India and abroad.
3. To raise awareness of students on women's participation and perspectives on other social issues
4. To visualize a broad outline with regard to the nature and growth of women's movement in the early age and modern age, covering a range of issues pertinent to women's emancipation, dignity and status.
5. To familiarize themselves with the major historical developments of women's movement in their onward march to freedom and equality

### **Course Contents:**

#### **Unit-I Contextualizing Women's Movements**

- Nature, Dynamics and Composition of the Women's Movement
- History of Women's question (Suffrage, Working Women issues, Birth Control Movement)
- Women's Movements in USA, Europe, Africa, Asia and Latin America

#### **Unit-II: Women's Movements in Pre-Independence period in India**

- Women and Social reform movement
- Emergency of Women's Organisations in Colonial India
- Women's Participation in the National Movement

#### **Unit -III Women's Movements in Post-Independence period in India**

- Issues Taken up by the New Women's Groups: Fight against unjust Family Laws, Legislative Reforms and Reproductive Rights of Women
- Mathura Rape Case: Transforming the laws on rape
- Dowry murders, Rupkanwar incident and anti-sati agitation,

#### **Unit-IV Contribution of women in Ecological Movements**

- Chipko Movement and Women,
- Narmada Bachao Andolan and Women,
- The Silent Valley Movement, the Navdanya movement

## Unit-V Current Women's Movement in India

- Dalit women's movement, Gulabi gang protest
- Nirbhaya Movement, #MeToo movement
- Anti-Drunk/Alcohol Movement, Women's Campaign against violence against women

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### REFERENCES

- Basu, Aparna. (1990). -The Role of Women in the Indian Struggle for Freedom. In
- R.Nanda (Ed). -Indian Women: From Purdah to Modernity. Nehru Memorial Museum and Library and Vikas/ Radiant Pub, New Delhi.
- Gandhi, Nandita & Nandita Shah. (1992). -The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. Kali, New Delhi.
- Goonesekere, Savitri (ed). (2004). -Violence, Law and Women's Rights in South Asia. Sage, New Delhi.
- Khullar Mala, (ed.). (2005). -Writings in Women's Studies: A Reader. Zubaan Publications, New Delhi.
- Kuumba, M. Bahati. (2003). -Gender and Social Movements. Rawat Publications, New Delhi.
- Mazumdar, Vina. (1989). -Peasant Women Organise for Empowerment: The Bankura Experiment. (Occasional Papers), CWDS, New Delhi.
- Mishra, Anupam and Tripathi, Satyendra. (1978). -Chipko Movement: Uttarakhand Women's Bid to Save Forest Wealth. Radhakrishna for People's Action, New Delhi.
- Neera Desai. (1988). -A Decade of Women's Movement in India. Meena Pandev, Bombay.
- Radha Kumar. (1993). -The History of Doing. Kali for Women, New Delhi.
- Rajawat, Mamta. (2005). -Dalit Women: Issues and Perspectives. Anmol Pub, New Delhi.
- Rao, MSA. (1979). -Social Movements in India. Vol I, Manohar New Delhi.
- Sharma, Kumud. (1989). -Shared Aspirations, Fragmented Realities: Contemporary Women's Movement in India: Its Dialectics and Dilemmas. (Occasional Paper No. 12). CWDS, New Delhi.

### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	2	5	2	4	5
CO2	4	5	4	4	4	2	4	5	4	5
CO3	4	5	5	5	4	5	2	5	5	4
CO4	4	4	4	5	4	5	4	4	2	5
CO5	5	5	5	4	4	2	2	2	2	4

# **GENDER, CLIMATE CHANGE AND DISASTER MANAGEMENT**

Core Elective (CE)-301

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

## **Course Learning Outcomes:**

1. To understand the role of gender in protection of environment.
2. To sensitize about ecofeminist movements in India and abroad.
3. To discuss the gendered and differential impact of disasters on women and men
4. Students will have an in depth understanding of the differential impact of disasters on women and men.
5. Students will familiarize with the concepts, terminologies and developments in the field of Disaster Management

## **Course Contents:**

### **Unit-1: Gender and Environment**

- Gender and Environment Concept: Defining Gender, Development of Gender Goals, Society, Gender and Environment
- Major Theories and Approaches in Gender and Environment: Eco-feminism and Environment, Gender, Environment and Sustainable Development, Anthropological Approach of Gender and Environment
- Gender, Water and Environment: Gender and Water use for Domestic use, Irrigation & Sanitation, Gender and Forest, Bio Energy & Land Resource, Women and Ecological Movements

### **Unit-II Sustainable Development and Role of Gender**

- Concept, Meaning, Objectives of Sustainable Development
- Environment and sustainable Development
- Role of Gender in Sustainable Development

### **Unit-III Gender Dimensions of Management of Natural Resources**

- **Watershed Management**
- **Joint Forest Management**
- **Waste Management**

### **Unit-IV Gender Issues in Disaster**

- Gender dimensions of Disaster management
- Gender Strategic Plan
- Participation and contribution of women in Disaster management

### **Unit-V Disaster Policies and Gender**

- Disaster Policies: Implementation and Execution in India
- Role of Government in Disaster Management
- Role of Youth and civil Society in Disaster Management

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### REFERENCES

- Ariyabandu M and Wickramasinghe M (2003). Gender Dimensions in Disaster Management: A Guide for South Asia, ITDG South Asia, Sri Lanka.
- Elaine Enarson and PG DharChakrabarti, 2009, Women, Gender and Disaster edited by Sage Publications, India.
- Fothergill A (1996). Gender, Risk and Disaster. International Journal of Mass Emergencies and Disasters 14 (1): 33-56.
- Krishna, Sumi., Gender scapes, Revisioning Natural Resource Management, Zubaan, New Delhi, 2009.
- Palmer, Joy A., (ed), Fifty Great Thinkers on the Environment, Routledge, London, First Indian Reprint 2004.
- Parveen, Uzma., Women and Environmental Management, Women Press, New Delhi, 2009.
- Rangarajan, Mahesh., (ed), Environmental Issues in India, A Reader, Pearson, Longman, Delhi, 2007.
- Peacock WG, Morrow BH and Gladwin H (1997). Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters. Routledge, Taylor and Francis Group, New York.
- Ronnie Vernooy, (Ed).(2006).—Social and Gender Analysis in Natural Resource Management: Learning studies and lessons from Aisal. Sage, New Delhi.

### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	2	4	2	4	4
CO2	5	5	5	4	5	2	5	5	5	5
CO3	5	5	5	4	5	2	4	2	5	4
CO4	5	5	4	5	4	2	4	4	2	2
CO5	5	5	5	4	4	2	4	4	2	5

### GENDER AND SEXUALITY

Core Elective (CE)-301

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

### Course Learning Outcomes:

At the end of the course, the students will be able to:

1. Locate the representation of gender bodies differently in religion and myth;
2. Discuss and analyse sexuality across time period, culture and society with reference to class, status and politics
3. Understand the meanings of androgyny;
4. Understand disability in the context of sexuality and motherhood;
5. Explore how a female body is objectified and commodified in a sexist society

### **Course Contents:**

#### **Unit-I: Myth, Religion and The Body**

- Religion: Prescription and Practice
- Gender and Myth
- Man to Woman; Half-man Half-woman

#### **Unit-II: Sexualities Across Cultures**

- Sexuality in Society
- Histories of Sexuality
- Sexuality, Identity, Power

#### **Unit-III: Androgyny**

- The Hijra Community in India
- Representations of Androgyny in Indian Mythology
- Contemporary Scenario

#### **Unit-IV: Disability, Sexuality and Motherhood**

- Disability, Sexuality and Motherhood: Some Myths and Misconceptions
- Reproductive Rights and Disabled Women
- Attitudes Towards Disabled Mothers

#### **Unit- V: Commodified Bodies**

- Sexual Objectification: Commodification of a Female Body
- Alienation: Pornography, Prostitution
- Body Politics

### **Transaction Mode**

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### **REFERENCES**

- Vatuk, S. (2008). 'Islamic Feminism in India: Indian Muslim Women Activists and the Reform of Muslim Personal Law'. *Modern Asian Studies*, 42 (2/3), 489-518.
- Jeffrey, P. And A. Basu. (2001). *Resisting the Sacred and the Secular: Women's Activism and Politicised Religion in South Asia*. New Delhi: Kali for Women.
- O'Brien, J., & Alumni and Friends Memorial Book Fund. (2009). *Encyclopedia of Gender and Society*. Los Angeles: SAGE.



- Devika, J. (2009). 'Bodies Gone Awry: The Abjection of Sexuality in Development Discourse in Contemporary Kerala'. *Indian Journal of Gender Studies*, 16 (1), 21- 46.
- Foucault, M. (1990). *The History of Sexuality: Volume 1 An Introduction*. London: Penguin Books.
- Menon, N. (2004). *Recovering Subversion: Feminist Politics Beyond the Law*. Urbana: University of Illinois Press
- Danielou, Alain (1991). *Myths and Gods of India*. p. 203. Rochester, Vermont: Inner Traditions International.
- Freud, (1962). *Three Essays on the Theory of Sexuality*. New York: Basic Books.
- Hélène Cixous and Catherine Clément (1986). *The Newly Born Woman*. Trans. Betsy Wing. Minneapolis: Univ. of Minnesota Press.
- Holmes, M (2007). *What is Gender? Sociological Approaches*. Los Angeles, London: Sage Publications.
- Addlakha, Renu (2007). 'Gender, Subjectivity and Sexual Identity: How Young People with Disabilities Conceptualise the Body, Sex and Marriage in Urban India'. Occasional Paper, CWDS, New Delhi.
- Bhambani, Meenu (2009). 'Societal Responses to Women with Disabilities in India'. In Renu Addlakha, Stuart Blume, Patrick Devlieger, Osamu Nagase and Myriam Winance (Eds.), *Disability and Society: A Reader*. New Delhi: Orient Black Swan.
- Engels, Friedrich (1884). *The Origin of the Family, Private Property, and the State*. Alex West, (Ed.). Eleanor Burke Leacock (1972) (Trans.). New York: International Publishers

#### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	5	5	5	5	2	4	5
CO2	5	5	4	2	5	4	4	2	4	2
CO3	5	5	4	5	2	5	2	4	5	2
CO4	5	2	4	5	2	5	4	4	4	4
CO5	5	5	4	5	2	4	2	2	2	5

#### PSYCHOLOGY OF GENDER

Core Elective (CE)-302

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### Course Learning outcomes

1. To understand the myths and stereotypes associated with different gender groups in our society.
2. To assess critically the social and psychological differences that have been identified in gender research.
3. An overview of research and theory on gender in psychology.
4. To recognize and demonstrate how gender shapes our every-day lives and experiences.
5. To systematically understand the purpose, scope, types, and approaches to counselling with a focus on gender-based counselling.

## Course Contents:

### Unit - I: Introduction to Psychology of Gender

- Cultural Differences in the Construction of Gender
- Philosophical and Political Issues Surrounding Gender, The Sex Difference Debate
- Social Construction of Gender, Women's Movements, Men's Movements, Transgender Movement

### Unit-II: **Methods of Gender Research**

- The Scientific Method: Correlational Study, Experimental Study
- Field Experiment, Cross-Sectional Versus Longitudinal Designs
- Difficulties in Conducting Research on Gender

### Unit - III: Gender- Role Attitudes

- Attitude Towards Men's and Women's Roles
- Affective Component: Sexism, Behavioural Component: Sex Discrimination
- Cognitive Component: Gender- Role Stereotyping

### Unit-IV: **Foundations of Counselling**

- Definition of Counselling, Personality and Background of the Counsellor
- Counselling Goals, Gender-based violence and Counselling
- Counselling and Sexual Orientation, Understanding the cycle of abuse

### Unit-V: **Counselling Approaches**

- Psychoanalytic Approach
- Humanistic Approach
- Feminist Approach

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### REFERENCE

- Helgeson, V. S. (2016). Psychology of gender (5th ed.). Routledge. Chicago. Helgeson, Vicki S. 2016. Psychology of Gender. 5th ed. London, England: Routledge.
- Bosson, Vandello, & Buckner (2019) Introducing sex and gender. In The Psychology of Sex and Gender (pp. 3-17), Thousand Oaks, CA: Sage
- Tosh, J. (2016). Chapter 3: Psychiatric constructions of transgender identities and gender nonconformity. In Psychology and gender dysphoria: Feminist and transgender perspectives (pp. 47-67). London: Routledge.
- Simmons, H. & White, F. (2014). Our many selves. In Erickson-Schroth, L. (Ed.). Trans bodies, trans selves: A resource for the transgender community. New York: Oxford University Press
- Matlin, M. (2011). Chapter 5 Gender Comparisons in Cognitive Abilities in The Psychology of Women. Nelson Education.
- Matlin, M. (2011). Chapter 6 Gender Comparisons in Social and Personality Characteristics in The Psychology of Women. Nelson Education.
- Brescoll, V., & LaFrance, M. (2004). The correlates and consequences of newspaper reports of research on sex differences. Psychological Science, 15(8), 515-520

- 1. Gladding, Samuel T. (2009): Counseling - A Comprehensive Profession, Sixth Edition, Pearson Education, Published by Kindersley
- Shertzer, B. And Stone, S. C. (). Fundamentals of Counselling
- Bond Tim (1997) Standards and Ethics for counsellors in action, New Delhi: Sage
- Colin Felthman and Ian Horton (2000) (Ed), Handbook of Counselling and Psychotherapy, New Delhi: Sage
- Gelso J Charles and Fretz R Bruce (1995), Counselling Psychology, Harcourt Brace Publishers, USA

#### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	5	5	5	5	2	4	5
CO2	5	5	4	2	5	4	4	2	4	2
CO3	5	5	4	5	2	5	2	4	5	2
CO4	5	2	4	5	2	5	4	4	4	4
CO5	5	5	4	5	2	4	2	2	2	5

#### GENDER, CIVIL SOCIETY AND SOCIAL WORK

Core Elective (CE)-302

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### Course Learning Outcomes

1. To develop the key competencies and capabilities on NGOs working for gender and development.
2. To critically apply the knowledge, skills and competences acquired to deal with real problems related to the social innovation and gender equity.
3. To familiarize themselves with the methods and techniques that can be applied to the different stages of sustainable development.
4. To familiarize with strategies and ideologies of innovative non- government organizations models for community engagement in gender and development
5. To collaborate for facilitating and intermediating various government schemes, projects and measuring results in business environment for promotions and sustainable gender development.

#### Course Contents:

##### Unit - I: Concept of Civil Society and Social work: Gender Perspective

- Meaning, Definition, objectives and functions: The characteristics of civil society
- Social capital, democracy, social work, solidarity
- Social cohesion, popular sovereignty and challenge the aristocratic dominance

##### Unit-II: Civil Society and social transformation

- Values and Principles of Social Work
- Social Work Practice in India
- Social Welfare Administration, at centre, state and local levels

□

##### Unit - II: Social Work Methods

- Social Case work – Definition, Scope, Purpose, Components
- Principles, Process and Approaches to Case work.
- Social group work – Process of Social group work - Application to Gender in need.

### Unit -III: Gender Sensitive Civil Society Organizations and Movements

- Civil Society interventions for gender responsive social work
  - Empowerment of Disenfranchised Communities including Indigenous, migrant, displaced and poor women;
  - Critical reflection of the CSR and Social Services to achieve SDG goals
- Unit -IV: Social work initiatives for Gender
- Methods and strategies of social work initiatives for women
  - Fields of Social Work – Family welfare, child welfare, School social work
  - Medical and Psychiatric social work, Industrial settings, gerontology

### Unit-V: Institutional Mechanism for Social work

- Ajim Premji Foundation for Public Education and Mass Awareness
- Tata Institute of Social Sciences
- SEWA: Self-employment Women's Association and poverty alleviation UNICEF, UNDP

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### Reference:

- Singh D. K. &Bhartiya, A. K., Social Work- Concepts & Methods, New Royal Book Company, Lucknow.
- Encyclopedia of Social Work in India, Ministry of welfare, Govt. of India, New Delhi,1987.
- Friedlander W. A., Introduction to Social Welfare, Popular Prakashan, NewDelhi.
- R.k.Upadhyay, Social Case work. Rawat publications, NewDelhi
- Sanjay Bhattacharya Social work: An Integrated Approach, Deep and Deep publications NewDelhi.
- SiddiquiH.Y.Groupwork,Theories and Practices, Rawat publications,Jaipur
- Barger G. and Specht H., Community Organization, Columbia University Press, New York,1969.
- Gangrade K.D., Community Organization in India, Popular Prakashan, Bombay1971.
- Chaudhari D. Paul, Social Welfare Administration, Atma Ram &Sons,Delhi
- Goel S.L. & Jain R.K. Social Welfare Administration: Theory and Practice, Vol. I & II, Deep and Deep Publications, NewDelhi,1988
- Chandhoke, N. (2002). The limits of global civil society. In Anheier, H., Glasius, M., Kaldor, M. (Eds.), Global civil society 2002 (pp. 35-53). Oxford, UK: Oxford University Press. Google Scholar
- Cheema, G. S. (2011). Engaging civil society to promote democratic local governance: Emerging trends and policy implications in Asia (Working Paper No-07). Swedish

International Centre for local Democracy. Retrieved from

- [http://www.icld.se/eng/pdf/icld\\_wp7\\_printerfriendly.pdf](http://www.icld.se/eng/pdf/icld_wp7_printerfriendly.pdf) Google Scholar
- Connelly, J., Hayward, J. (2012). The withering of the welfare state-regression. Palgrave Macmillan. Retrieved from
- <http://books.google.co.in/books?id=eyWLgK02iwgC&pg=PA41> Google Scholar
- Deibert, R., Palfrey, J., Rohozinski, R., Zittrain, J. (2008). Access Denied-The Practice and Policy of Global Internet Filtering. Cambridge, MA: The MIT Press. Google Scholar
- Elliott, C. M. (2003). Civil society and democracy. New Delhi, India: Oxford University Press. Google Scholar
- Jayaram, N. (2005). On civil society: Issues and perspectives. New Delhi, India: SAGE. Google Scholar
- Encyclopedia of Social Work in India, Ministry of welfare, Govt. of India, New Delhi, 1987.

#### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	4	4	2	4	5	2	4	4
CO2	5	5	4	4	2	4	4	2	2	4
CO3	5	5	5	5	4	5	5	2	2	5
CO4	5	5	5	5	4	5	4	2	2	5
CO5	5	5	5	5	4	2	2	2	2	4

### Semester-IV

#### GENDER AND ENTREPRENEURSHIP

Hard Core (HC)-401

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### Course Learning Outcomes:

1. To understand the field of entrepreneurship and the gender related opportunities, challenges, and issues facing by the men and women self-employed and entrepreneurs
2. To interact with leading gender sensitive entrepreneurs who are using business skills to address complex gender issues and develop a business plan for a social venture.
3. To develop a gender sensitive entrepreneurship plan.
4. To conceptualize stages, strategies and ideologies of innovation for a gender sensitive producer's company and promotion of SHGs,
5. To understand the self-employment through the ppp. model of collaboration to facilitate and intermediate various government schemes, projects and measuring results for sustainable entrepreneurship.

#### Course Contents:

##### Unit-I: Gender and entrepreneurial Culture in India

- Concept, meaning and importance of entrepreneurship: Mahatma Gandhi vision
- Entrepreneurial traits, design, grow and lead mission-driven enterprises
- Factors contributing to gendering the entrepreneurship environment: Pull and push

## Unit - II: Enabling Environment for Gender in Small Enterprises

- Emerging trend and enabling environment for small and micro enterprises.
- Women in agri-business, National Bank for Agriculture and Rural Development, Khadi and *Grmya udyago* for rural self-employment
- Self Help Groups, Micro credit and Innovation, Financial literacy, National Skill Development Mission (MSDE)

## Unit –III: State and Central Initiatives and Institutions

- NIESBED – Trade Related Entrepreneurship Assistance and Development (TREAD); EDIT-SIDCO, -DIC-DRDA-WDC Banks –STEP-IA-Y-PMRY-KVIC-IMY-NORAD
- Micro, Small & Medium Enterprises (MSME) and Entrepreneurship Development Institute of India (EDII)
- Trade Unions, Producers‘ Companies and Cluster Development Approach

## Unit - IV: Gender Mainstreaming in Entrepreneurship

- Green entrepreneurs and green industries
- Business planning, project formulation, budget planning and SWOT analysis
- Case Study of top 10 women in the for profit and social entrepreneurship in India

## Unit V: Gender and Emerging Technology – Impact

- Business mechanization and technology modernization
- Impact of Technology in the Online business platform
- Make in India and Make in Odisha business ventures

## Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, collaborative learning, cooperative learning

## REFERENCES

- Acharya, J. (2015). Financial Inclusion in India: Key to Socio-economic Development and Inclusive Growth. Journal of Economic Association.
- Acharya J. (2007). From microfinance to livelihood finance AKRSP(India), European Commission and Ford Foundation
- Dennis R. Young. (Editor), Elizabeth A. M. Searing (Editor), Cassady V. Brewer (Editor). (2016). The Social Enterprise Zoo: A Guide for Perplexed Scholars, Entrepreneurs, Philanthropists, Leaders, Investors, and Policymakers
- FAO. (2017). Guide to mainstreaming gender in FAO’s project cycle, 16854EN
- Diana, Strassmann. (2008). Editorial: Feminist Economic Methodologies." Feminist Economics 14, no.2: 1-2
- Kishor, Moharir. (2014). Role of Co-Operative Societies in Agriculture Product Marketing in Maharashtra. vol. 1 (8), ISSN 2277-1166
- Kabeer, Naila. (2005). Is microfinance a ‘magic bullet’ for women’s empowerment? Analysis of findings from South Asia. Economic and Political Weekly, October 29.

- Sriram, M S. (2005). Expanding access to financial services SPANDANA, EPW, 40(12)
- Yunus, . (2010). Building Social Business: The New Kind of Capitalism That Serves Humanity's Most Pressing Needs
- Vasimalai, M P. and Narender N. (2007). Microfinance for poverty reduction the Kalanjiamway. EPW. March 31 1190-1195
- National Institute of Industrial Research. (2005). Opportunities for Women Entrepreneurship. With Project Profiles, New Delhi.
- SIBEL KULAKSIZTALAL and RAFI|APRIL 29, (2021). WB. How women entrepreneurs can be empowered to shape the digital future; blogs.worldbank.org
- How Women Entrepreneurs Can Break into Tech Without Relying On Investors
- YEC Women; <https://www.forbes.com/sites/yec/2020/03/31/how-women-entrep>
- Ravichandran, N. (2018). Influence of Technology in women Entrepreneurship, Indian Maritime University, Visakhapatnam

### Case Studies

- <http://statesocialwelfareboard.org/achievements.php>
- ICDS; SIDBI; ORMAS; NABARD; Mission Shakti; SEWA, PRADAN
- India [https://mio.investodisha.gov.in/?utm\\_source=ET&utm\\_medium=Emailer&utm\\_campaign=MIO\\_Oct18&utm\\_content=ET\\_EDM&pncode](https://mio.investodisha.gov.in/?utm_source=ET&utm_medium=Emailer&utm_campaign=MIO_Oct18&utm_content=ET_EDM&pncode)
- Verghese Kurien 2005. I Too had a Dream.
- <http://www.nddb.coop/>; <https://www.barefootcollege.org/>;  
<http://www.sristi.org/hbnew/>

### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	5	5	5	5	2	4	5
CO2	5	5	4	2	5	4	4	2	4	2
CO3	5	5	4	5	2	5	2	4	5	2
CO4	5	2	4	5	2	5	4	4	4	4
CO5	5	5	4	5	2	4	2	2	2	5

**GENDER AND POLITICAL PARTICIPATION**  
Hard Core (HC)-402  
Credits: 05, Marks: 100  
(Mid-Sem: 30 marks and End Semester: 70 Marks)

**Course Learning Outcomes:**

1. To Understand Women Participation in politics.
2. To aware about concept of leadership, women in leadership roles, human rights of women and the way they are infringed upon.
3. To sensitize themselves regarding the reservation policies, Gender discrepancies and political participation.
4. To provide a snapshot on women's role in political leadership at local self- government, state level and national level politics
5. To create an impression among them how to overcome the barriers to bring women to the forefront of politics.

**Course Contents:**

**Unit-I Concepts and nature of political participation for Gender**

- Definition, meaning, scope and nature of political participation
- Women's political Participation in early 20th century
- Feminist Perspectives of Political Participation

**Unit-III: Women and Electoral Process**

- Electoral Systems and Political Parties
- Issues and Representation and Governance
- Women and Elections

**Unit-III: Gender and Local Self- Governance**

- Concept of local self-government, Evolution of Local Self-Government (Panchayati Raj System) in India from ancient to modern period and functions
- 73rd Constitutional amendment, Role of Women in PRIs,
- Problems & prospects of women in PRIs and interventions to overcome them

**Unit-IV: Gender and Human Rights**

- Concept of Human Rights, Universal Declaration of Human Rights,
- An International Women's Bill of Rights (CEDAW)
- Women's Rights as Human Rights

**Unit- V: Institutions safeguarding Human Rights of Women**

- National Human Rights Commission
- State Human Rights Commission
- NCW & SCW



## Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

## REFERENCES

- Ballington, Julie; et al. (February 2012). "Empowering Women for Stronger Political Parties: A Guidebook to Promote Women's Political Participation" (PDF). United National
- Ministry of Panchayati Raj. "Women Reservation in Panchayats". Press Information Bureau, Government of India.
- *Raman, Vasanthi*. "The Implementation of Quotas for Women: The Indian Experience" (PDF). *Centre for Women's Development Studies. International Institute for Democracy and Electoral Assistance*.
- Rath, Navaneeta and Goutam Mojumdaretd.(2016) Women in Indian politics : traditions, transitions and transformations, Mittal Publications
- Sachdeva, Pradeep(2011) Local Government in India , Pearson
- Vijayalakshmi, V (2005). "Feminist Politics in India: Women and Civil Society Activism" (PDF). Institute for Social and Economic Change. Working Paper.

### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	2	4	4	4	5
CO2	5	5	4	4	4	2	4	4	4	5
CO3	5	5	2	4	2	5	2	5	5	4
CO4	2	4	2	4	2	5	4	4	5	2
CO5	4	5	5	4	4	2	2	2	5	2

## GENDER AND TECHNOLOGY

Core Elective (CE)-401

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

### Course Learning Outcomes:

At the end of the course, the students will be able to:

1. To understand the meaning and concept of technology, its origin, development, and its gender implications.
2. To know how technology affects women's lives; examine how technology influences the nature and extent of women's participation in agriculture and industry
3. To familiarise with the role of technology in everyday life.
4. To sensitize themselves regarding the role of modern technology from changing human perspectives.
5. To understand impact of technology on both gender as well as different sectors such as health care and education.

## Course Contents:

### Unit -I: Introduction

- Concept, Meaning and scope of Gender and Technology
- Technology Transfer in agriculture and Industrial Sector
- Mechanism of Technology Transfer

### Unit-II: Gender Dimensions of Technology

- Impact of technology for advancement on women
- Role of technology on drudgery reduction
- Appropriate Technology and Gender

### Unit-: ICT and Women (Issues of Access and Equity)

- Gender Issues in ICT
- Women's Access to ICTs: Benefits of ICTs for Women
- Impact of Technological Change: Impact of Technology on Developed, Semi-developed and Tribal Village

### Unit IV: ICT and Gender

- Role of ICT in reducing Gender Inequality
- Enhancing the skills through IT field (e-learning, e-commerce, e-shopping)
- Misuse of ICT-Cybercrime

### Unit-V: Government Initiatives for Technological support

- Gender perspectives of Government's programmes relating to technology (TRYSEM, STEP, CAPART, AKSHAYA)
- Issues and Policies relating to STEM Education for women
- Women scientists of India and their contributions

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### REFERENCES

- Jain, S.C., -women and Technology – Rawat Publications, Jaipur Beghs,1985.
- Singh, InduPrakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
- Everts, Saskia (1998). Gender and Technology: Empowering Women, Engendering Development. London: ZedBooks
- Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi,2003.
- Malini Bhattacharya (Ed)., Women and Globalization, Tulika Books in Association of School of Women's Studies, Jadapur University, New Delhi,2005

- ICT in a Developing Country Context: An Indian Case Study- Chandrasekhar, C.P. (2001), Human Development Report.
- Gender equality and empowerment of women through ICT, United Nations, Divisions for the advancement of women, 2005.
- Impact of ICT in health care, Robert Rudowski, University of Warsaw, Poland.
- Singha Roy, Debal K. 1995 Women, New Technology and Development: Changing Nature of Gender Relations in Rural India. CWDS Manohar, New Delhi.
- Ahuja Patel, (1999) Women, Technology and Development Process. Economic and Political Weekly, Sept. 8, pp 1549- 1554.
- Gupta, Namrata(2020) Women in Science and Technology, SAGE Publishing India
- Khandelwa Dilipkumar (2019), Bridging the gap for women in science and technology, The Economic Times
- Khazan, Olga(2018) The More Gender Equality, the Fewer Women in STEM, <https://www.theatlantic.com/science/archive/2018/02>
- Report of the DST Task Force for Women in Science, Ed: M. Bamji, 2009-2010. Available from <http://tinyurl.com/oanqvno>
- Women and ICT, [http://iae-pedia.org/Women\\_and\\_ICT](http://iae-pedia.org/Women_and_ICT)
- (2014) Women, Science, and Technology: A Reader in Feminist Science Studies

#### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	2	5	2	4	5
CO2	4	5	4	4	4	2	4	5	4	5
CO3	4	5	5	5	4	5	2	5	5	4
CO4	4	4	4	5	4	5	4	4	2	5
CO5	5	5	5	4	4	2	2	2	2	4

#### GENDER AND SUSTAINABLE RURAL LIVELIHOOD

Core Elective (CE)-401

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### Course Learning Outcomes:

1. To understand the strategies and ideologies of organizations (private organizations, cooperatives, producer's company, SHGs, working for farmers business in the rural areas) models for rural agrarian development
2. To familiarize with various government schemes, projects and measuring results in business environment for rural agricultural promotions and sustainable agribusiness.
3. To sensitize the key competencies and capabilities on NGOs working for agrarian communities.
4. To critically apply the knowledge, skills and competences acquired to deal with real problems related to the planning and agri-business management in the rural areas.
5. To make them aware with the methods and techniques that can be applied to the different stages of sustainable agribusiness in rural areas.

#### Course Contents:

#### Unit -I: Linking Gendered Rural Livelihoods and Human Development

- Concept, meaning and scope of Gender in Sustainable Livelihood
- Economic growth vs indigenous livelihood development approach in India and Odisha
- Gender Analysis of Livelihoods to Human Development: Access and Control issues in resources management

#### Unit-II: Livelihoods Institutions in Gender Mainstreaming

- National Rural Livelihood Mission (NRLM), Odisha Livelihood Mission (OLM), Rural Dev. Banks,
- MGNREGA, PMGSY, AAJEEVIKA, DDU-GKY, PMRDFs
- Greening RD, IAP Districts (List); Unnat Bharat Abhiyan; out-reach and support

#### Unit III: Sustainable Rural Livelihoods Models and Best Practices

- DFID ,Sustainable Rural Livelihood Framework Role of FAO and UNDP
- Livelihood analysis: Concept of Participatory Rural Appraisal (Robert Chamber), Nine Square Mandals; sex-disaggregated data; longitudinal diversification of livelihoods
- PPP models of collaboration
- Case study: AKRSP(India)

#### Unit IV: Emerging Trends in Rural Livelihood Practices and Gender

- Emerging trends: Livelihood traits, Exogenous and endogenous factors contributing to the non-farm and agri-based livelihoods in rural gendered-scape
- Gender-responsive livelihood planning and budgeting
- Right to dignified livelihoods; Engendering governance, care economy and rural employment policies; Feminist organizing and education; Village Development Plan: PRA method and Household Survey

#### Unit-V: Strategies for Community Livelihood Planning

- Community organization structure, system and process for livelihood diversification
- Infrastructure, Credit Security, Retail Outlets, Sustainable Market Linkages, Tie-up for Working Capital
- Develop Value Chain, Integrated low-Cost livelihood systems, Integrate rural development. Field visit; Best practices and field demos

#### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

#### REFERENCES

- 2015. Towards Gender Transformative Livelihoods: Strategies for Convergence MoRD, and UN Women, Ranchi, India
- IFPRI Discussion Paper 01323, February 2014, Land, Assets, and Livelihoods: Gendered Analysis of Evidence from Odisha State in India
- Paul Ronalds, 2012. The Change Imperative: Creating the Next Generation NGO

Kumarian Press, 256

- Patience Mutopo. 2012. Gendered Dimensions of Land & Rural Livelihoods: The case of new settler farmer displacement at Nuanetsi Ranch, Mwenzi District, Zimbabwe LDPI Working Paper 8
- O. P. Goel, 2012. Role of NGOs in Development of Social System, ISBN 8182051185
- Shivani Dharmarajan, 2007. NGOs as Prime Movers, ISBN 8173914052
- Krishna Pratap and Vikas Ranjan, 2012. Rural Development in India: Retrospect and Prospects. Concept Publishing (2010)
- Co-operatives and Rural Development in India 1st Edition New Century Publications (2013)
- Birenda Kumar Mishra, 2012. Livestock Production and Rural Development in India, Daya Publishing House [https://www.researchgate.net/publication/303496642\\_Rural\\_Livelihoods\\_and\\_Gender](https://www.researchgate.net/publication/303496642_Rural_Livelihoods_and_Gender) [accessed Dec 14 2018].
- Moharir, Kishor 2014.— Role of Co-Operative Societies in Agriculture Product Marketing in Maharashtra, Vol. 1 (8), ISSN 2277-1166
- Harikesh Maurya 2013. Impact of Microfinance on Poverty Eradication through SHGs: A Case Study of Pratapgarh District of Uttar Pradesh, IJSR, 4:438

#### MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	5	5	5	5	2	4	5
CO2	5	5	4	2	5	4	4	2	4	2
CO3	5	5	4	5	2	5	2	4	5	2
CO4	5	2	4	5	2	5	4	4	4	4
CO5	5	5	4	5	2	4	2	2	2	5

#### GENDER IN ARTS AND MEDIA

Core Elective (CE)-401

Credits: 05, Marks: 100

(Mid-Sem: 30 marks and End Semester: 70 Marks)

#### Course Learning Outcomes:

At the end of the course, the students will be able:

1. To gain basic knowledge on Gender representation in Media (Print & Visual).
2. To understand representations of gender and sexuality in mass media
3. To make them aware about stereotypical representation of gender in media (Print & Visual (TV & Art))
4. To familiarize with representations of gender and sexuality in mass media
5. To sensitize themselves with the cyber world and its relationship with the gender

#### Course Contents:

### **Unit-I: Visualising Gender**

- Print and Other Media: Mass Media, Male Gaze, Representation of Gender in Media
- Gender on Television: Television, Newsreaders, Cable Television and Gender
- Gender in Paintings of the West and India: Renaissance Painting and Sculpture, Women in Art, Painting, and Sculpture

### **Unit-II: Feminist Media Theories**

- Women-centered Research: Growth and Development of the Field, Feminist Empiricism and Development of Standpoint Theory
- Media Texts: Politics of Representation, social media, society and online misogyny
- Digital culture, gender, and society: Performance of Portrayal of Self, online feminisms and Cyber Ethnography

### **Unit-III: Gender and Performance**

- Construction of Tradition: Performances and Gender in Pre-Vedic India & Vedic Rituals, Women Performers in Medieval & Modern India
- Gender and Performativity: Theoretical Background, Marking and Diluting Gender Through Performance
- Stage and Theatre: Body in Theatre, Types of Theatre, Gender Interventions in the Stage and Theatre

### **Unit-IV: Gender, Film, and Cinema**

- Gaze/Eye of the Camera: Ways of Looking at Cinematic Art, Gendering the Gaze or Cinematic Eye
- Gender Representations in Indian Contemporary Cinema, Censorship, Spectatorship, Objecting to Obscenity, Pornography
- Queer(ing) Cinema: Chronological Portrayal of Queer People, Vernacular Queer Films of India, Queer Films Beyond Mainstream Cinema

### **Unit- V:**

- Engendering new media – cyberspace
- Gender and New Media Technology, Paradigms of Development,
- Gender and Cyber World

### **Transaction Mode**

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### **REFERENCES**

- Munshi, Shoma (2010). Prime Time Soap Operas on Indian Television. London, New York: Routledge.
- Weidman, Amanda J. (2006). Singing the Classical Voicing the Modern: The Post Colonial Politics of Music in South India. Durham: Duke University Press.
- Bor, Joep, Delvoye, Françoise Nalini, Harvey, Jane, & te Nijenhuis, Emmie, eds. (2010). Hindustani Music: Thirteenth to twentieth Centuries. Delhi: D K Publishers.
- Dasgupta, Amlan. (Ed.). (2007). North Indian Women Musicians and Their Words – Music and Modernity. Kolkata: Thema.
- Iravati, I. (2003). Performing Artistes in Ancient India. Delhi: D K Print World
- Butler, Judith. (2003). ‘\_Gender Trouble’. In Anne J. Cahill & Jennifer Hansen (Eds), Continental Feminism Reader. Lanham, New York: Rowman and Littlefield.

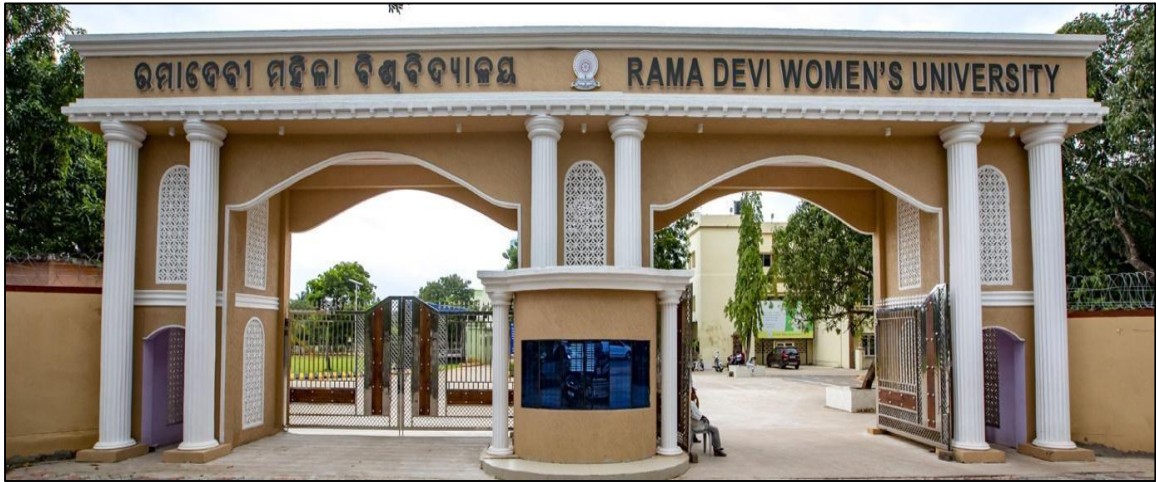
- Bruin, Hanne de M. 2001. Kattaikuttu: The Folk Theatre of Tamil Nadu. Seagull Theatre Quarterly. Vol. 31.
- Dalmia, Vasudha. 2006. Poetics, Plays and Performances: The Politics of Indian Modern Theatre. New York, Oxfordshire: Oxford University Press.
- Gokhale, Shanta. 2000. Playwright at the Centre: Marathi Drama from 1843 to the Present. Kolkata: Seagull Books.
- Hollander, Julia. 2007. Indian Folk Theates. New York, London: Routledge
- Stam, Robert, and Miller, Toby. (eds.). 2000. Film and Theory: An Anthology. Massachusetts, Oxford: Blackwell Publishers.
- [http://en.wikipedia.org/wiki/Auteur\\_theory](http://en.wikipedia.org/wiki/Auteur_theory)
- <http://en.wikipedia.org/wiki/Phallogocentrism>
- Kazmi, Nikhat (2009). ‘Don’t Censor Nudity in Cinema.’ Pulp Friction. Times of India. 8 June , 2009. New Delhi Edition.
- Gopinath, Gayatri (2007). Impossible Desires: Queer Diasporas and South Asian Public Cultures. Calcutta: Seagull Books. First published by Duke University Press, 2005
- Seiter, Ellen (2003). ‘Television and the Internet’, in Gail Dines & Jean Munez, Gender, Race, and Class in Media: A Text-Reader. Thousand Oaks, London: Sage publishers

#### **MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	4	2	5	2	4	5
CO2	4	5	4	4	4	2	4	5	4	5
CO3	4	5	5	5	4	5	2	5	5	4
CO4	4	4	4	5	4	5	4	4	2	5
CO5	5	5	5	4	4	2	2	2	2	4

# DEPARTMENT OF GENDER STUDIES

## SYLLABUS OF Ph.D. PROGRAMME



**RAMA DEVI WOMEN'S UNIVERSITY**  
Vidya Vihar, Bhubaneswar-751022, Odisha  
Website: <https://rdwu.ac.in>



# PRE-Ph.D. COURSE WORK SYLLABUS FOR GENDER STUDIES

(2020-2021 BATCH AND ONWARDS)



**PG DEPARTMENT OF GENDER STUDIES**

**RAMA DEVI WOMEN'S UNIVERSITY**

**Vidya Vihar, Bhubaneswar- 751022**

*Manoj Das*  
12.10.23  
Controller of Examination  
R.D. Women's University  
Bhubaneswar

**DEPARTMENT OF GENDER STUDIES  
RAMA DEVI WOMEN'S UNIVERSITY**

**Ph.D. Programme in Gender Studies, Batch of 2020-2021**

**SYLLABUS STRUCTURE**

Gender plays a major role in structuring societies. It is also an innovative concept that grasps sexual differentiation and the reproduction of inequalities between men and women in an increasingly numerous and varied number of fields. The development of a genuine interdisciplinary approach around these questions has contributed to the emergence of an impressive range of theories and methods. If, in theory, any situation or phenomenon is likely to be the subject of a gender analysis, the choice and establishment of a method is certainly an issue.

<b>Papers</b>	<b>Course Title</b>	<b>Credits</b>	<b>Marks</b>	<b>Pass Mark</b>
Paper-I	Research Methodology and Computer Application (Theory & Practical)	4	100	50%
Paper-II	Elective: Gender and Development: Principles and Concepts (Theory)	4	100	50%
Paper-III	Review of Related Literature (Practical)	4	100	50%
Paper-IV	Research and Publication Ethics (Theory & Practical)	4	100	50%
	<b>Total</b>	<b>16</b>	<b>400</b>	<b>50%</b>

**Programme Outcomes**

**P01:** Read thoroughly, understand, and explain the content of articles and studies that mobilize the concept of gender.

**P02:** Formulate a research question by mobilizing the concept of gender.

- P03:** Choose a method for collecting the data needed to carry out your research and anticipate the risks associated with not considering gender.
- P04:** Identify relevant literature (bibliography), select concepts, and justify their relationship to gender theories.
- P05:** Identify the challenges raised by the subject/methods chosen in relation to feminist epistemology and clarify your posture vis-à-vis these challenges.
- P06:** Formulation of hypothesis or address questions, use of gender analytical research framework to design research, sample size and research questions.
- P07:** Learn to apply gender sensitive quantitative and qualitative research methodologies to address negative outcomes of the gender relations and critically reflect upon constructive strategies towards mainstreaming gender in public policies and develop academic reports for improving capacities of women and men in the given context.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

1. The students can build up their career both in public & private sector with appropriate gender norms.
2. Acquired passion for sensitizing the members of the society to establish gender equality as a feminist.
3. Acquired practical learning from field visit & feminist research.
4. Understand and develop new gender dimensions of knowledge to cater the needs of the society.

Title of the Course:

Research Methodology and Computer Application (Theory & Practical) Paper-1 Course Credit: 04 Full Marks: 100

### **Course Outcomes:**

After completing the course students will be able to:

- Acquaint themselves with the scientific ways of studying social phenomena.
- Gain research insight that will enable them to capture the most relevant data in an objective manner.
- To give an understanding of the nature of scientific methods, nature of social

phenomena, steps involved in scientific research and the way of attaining value neutrality.

- To develop an insight into the need and types of research design and the use of sampling method for attaining objectivity and scientific study.
- To gather knowledge about the methods and tools used in scientific methods.

### **Unit-1: Concept**

- (i) Concept of Research: Gender Sensitive Research; Epistemological and ontological debates
- (ii) Types of Research (Basic, Analytical, Action, Evaluative ) and Methods of Research (Qualitative & Quantitative)
- (iii) Research process: Steps, Hypothesis and Research questions
- (iv) **Feminist Research Methodology: Scope, Significance and Limitations, Sexism in Research, Guidelines for Feminist Research**

### **Unit-2: Research Tools and Methodological Design**

- (i) Research Design (Exploratory, Experimental, Diagnostic and Descriptive)
- (ii) Sampling Techniques: Universe, Sampling Frames, Sampling types (Probability & Non-Probability)
- (iii) **Tools for drawing Qualitative & Quantitative Data;** Observation, Case study, Narratives & Oral history, PRA, Survey, Interview schedule, Questionnaire
- (iv) **Coordination Schema;** Utility, Format, Fitting, Approach, steps, construction

### **Unit-3: Research Process**

- (i) Selection and justification of a Research Topic, Identification of Grey Areas
- (ii) Carrying out the Research: Statement of problem, Deciding the Objectives, Specification of Research Design, Research Methods, Scope and Limitation,
- (iii) **Techniques of Writing Research Proposal;** Academic Papers, Writing the Abstract.
- (iv) Dissertation and Thesis Writing, Planning for the Research Project: Need, Planning in Research, Abstract writing

#### **Unit-4: Data Analysis and Interpretation**

- (i) Preparing Master Table from Raw Data, Preparing final Tables, Decoding from Coding
- (ii) **Transcription of Narratives, Case Story writing, Case Reporting**
- (iii) **Statistical Manipulation of Data: Summaries (Frequency Distribution, Central Tendency and Measures of Dispersion, Covariance, Correlation and Simple Regression Analysis)**
- (iv) Hypothesis Testing, Validity & Reliability

#### **REFERENCES:**

1. Ahuja, R (2009) Research Methods, Rawat publications
2. Bajpai, S.R.(2011)Method of Social Survey and Research, Grantham Printing Press
3. Creswell, J. W. (2013). Qualitative Inquiry and Research Design: Choosing Among Five Approaches, Sage
4. Crotty, M. (1998). The Foundations of social research: Meaning and perspective in the research process. London: Sage.
5. Denzin, N. K., & Lincoln, Y. S. (2011). The SAGE Handbook of Qualitative Research. Sage.
6. Goode and Hatt. (1952). Methods in Social Research. Bombay: Macgrawhill
7. Kothari C., R. (2004). Research Methodology: Methods and Techniques. New Delhi. New Age International (P) Limited, Publishers.
8. Neuman, W. L. (2000). Social research methods. Qualitative and Quantitative approaches (4th Ed.). Boston: Allyn and Bacon.
9. Patton, MQ. (2001). Qualitative Evaluation and Research Methods (2nd Edition). Thousand oaks, CA: Sage Publications.
10. Rathod, B.P.(2010). Strategies and Techniques in Social Science Research, ABD Publishers.
11. Sharma, M (2010) Research Methodology: Assignment, Seminar Paper and Project, EBH Publishers
12. Walliman, N (2015) Your Research Project: Designing and Planning Your

**MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	5	5	5	5	4	2	4
CO2	5	5	5	4	5	2	5
CO3	5	5	5	4	5	2	4
CO4	5	5	4	5	4	2	4
CO5	5	5	5	4	4	2	4

Title of the Course: Gender and Development: Principles and Concepts Paper-2

Course Credit: 04 Full Marks: 100

**Course Outcomes:**

After reading this paper, students will be able:

- To understand the principles and concept of Gender as a multidisciplinary cross-cultural subject aiming for the advancement of gender equality and equity-based socio-economic change.
- To acquire knowledge on the effects of gender equity related policies and program interventions and its implication on reducing gender gaps.
- To explore about the uneasy negotiations between theory, policy and practices that are often evident within the realm of gender.
- To develop awareness about the gender relations, issues, and challenges from a cross cultural perspective.
- To use gender analysis framework in Policy planning and evaluate different decentralization strategies of the Government, corporates and at global level

### **Unit -1: Introduction to the Course**

- (i) Concept of Gender and Development; Scope, Approaches to Development WID, WAD, GAD
- (ii) International Feminist Movements: Agenda and Action, CEDAW, UN conferences for Women, 1995 Beijing Declaration, MDG &SDG
- (iii) **Indicators of Development**-Gender Development Index (GDI) – Gender Empowerment Measures (GEM) – Human Capital Vs GDP-Practical and Strategic Gender Needs

### **Unit -2: Institutionalizing Gender Issues in the Development Practices**

- (i) Gender Dimension of Poverty; Gender gaps in agriculture, labour market, work and employment, health, education and governance.
- (ii) Issues of entitlement, identity and representation.
- (iii) **Gender and Social Audit**; Gender Budgeting
- (iv) Gender Mainstreaming in **Project cycle and Interventions**

### **Unit-3: Gender, Social Exclusion & Inclusive Policies**

- (i) Transgender: Issues& Inclusive Policy Interventions
- (ii) Widows and Elderly women: Issues& Inclusive Policy Interventions
- (iii) Disabled Women: Issues& Inclusive Policy Interventions
- (iv) Tribal Women: Issues& Inclusive Policy Interventions

### **Unit-4: Gender and Development: Planning ,Policies and Programme in India**

- (i) Five-year planning (6th FYP onwards) and Important Schemes for Women(DWCRA, RMK, STEP, SWAYAM SIDDDHA)

- (ii) Reservation of seats for women in PRIs, **National Policy for Empowerment of Women (2001)**
- (iii) Institutional Support & Programmes for Women: **WCD & Mission Shakti NCW**, Gender Resource Centre; Sakha
- (iv) **MGNREGS, NRLM, NRHM, Beti Bachao Beti Padhao, Sukanya Samrudhi Yojana**

## REFERENCES

1. Agarwal Bina (ed) Gender Roles in Development Projects. Structures of Patriarchy, New Delhi.
2. Chauhan, S. Poonam, (2009) Women and Development in India, Common Wealth Publishers
3. Gupta, Shakuntala (2005) Women Development in India (A Comparative Study)
4. Lalneihzovi, (2007) Women's Development in India, Mittal Publication
5. Sarkar, Anjali (2006) . Gender and Development, Pragun Publications
6. Momsen, J.H (2004). Gender and Development, Routledge, London
7. Nussbaum, M. C. 2000. Women and Human Development: the capability approach. Kali for Women, New Delhi. References 2 29
8. Report (2020) Human Development Report, UNDP
9. Report (2021) Global Gender Gap report, The World Economic Forum
10. Sen, Amartya. 2000. Development as Freedom. New York: Alfred A. Knopf.

## MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	5	4	5	5	5	2	4
CO2	5	5	4	5	5	2	4
CO3	5	4	5	5	4	2	5
CO4	5	4	5	2	2	2	5
CO5	5	5	5	4	2	4	2



## **PAPER- III: REVIEW OF RELATED LITERATURE**

Credits: 04

Full Marks: 100 (Practical)

### **Course Outcomes:**

After completion of the course the students will be able to-

- Conduct review of related literature
- Identify the research gap and write the review in a synchronized manner.
- Select a research area of their interest.
- Identify variables relevant to the selected research area and present thematic paper.
- Summarize the findings of different research studies and write a thematic paper on any
- contemporary issue in the subject.

### **CONTENTS**

Each student is required to select a problem on which she has to do intensive review of related studies under the supervision of a faculty member of the Department. She has to review adequate research studies related to the problem and prepare a report.

The student is required to submit a report on the review carried out by her and need to give a power point presentation before the RAC. Assessment shall be made on the basis the following criteria:

- 1) Relevance of the reviews.
- 2) Finding the research gap.
- 3) Standard and quality of writing the review.
- 4) Style of presentation.
- 5) Answering the question
- 6)

### **Distribution of Marks for Evaluation**

- |                                  |            |
|----------------------------------|------------|
| 1) Report writing and submission | : 50 Marks |
| 2) Presentation                  | : 30 Marks |
| 3) Viva-voce Test                | : 20 Marks |

-----  
Total:

100 Marks

## **PAPER- IV: RESEARCH AND PUBLICATION ETHICS**

Credits: 04 Full Marks: 100 (Theory-75) + (Practical-25)

### **BACKGROUND**

This Paper has been incorporated in the Ph.D. course work under this University as per the UGC correspondence in December 2019 vide its 543rd Meeting held on 09 August 2019. The main aim of this course is to create awareness about publication ethics and publication misconducts. It is an interdisciplinary course with 03 credits (Theory) and 1 credit (Practical). The course transaction modes shall be classroom teaching, guest lectures, group discussions and practical sessions. The evaluation of the course will be through continuous assessment processes such as tutorials, assignments quizzes, etc.. Final examination will be conducted at the end of the course.

### **LEARNING OUTCOMES:**

On completion of the course, the scholars will be able to:

- i. Understand the basics of philosophy of science and ethics, research integrity, publication ethics.
- ii. Identify research misconduct and predatory publications.
- iii. Comprehend indexing and citations, open access publications, research metrics (citations, h-index, impact factor etc).
- iv. Use plagiarism tools for a valid and ethical research report.

### **COURSE STRUCTURE**

#### **A: THEORY**

#### **Unit-I: Philosophy and Ethics**

- Introduction to Philosophy: Definition, nature and scope, concept, branches.
- Ethics: definition, moral philosophy, nature of moral judgment and reactions.
- Intellectual honesty and research integrity
- Conflict interest

## **Unit-II: Scientific Conduct**

- Ethics with respect to science and research
- Scientific misconduct: Falsification, Fabrication, and Plagiarism (FFP)
- Redundant Publications: Duplicate and overlapping publications.
- Selective reporting and misrepresentation of data.

## **Unit-III: Publication Ethics**

- Publication ethics: Definition, introduction and importance
- Violation of publication ethics, authorship and contributorship
- Publication misconduct: Definition, concept, problems that lead to unethical behaviour, types, identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

## **B: PRACTICAL**

### **Unit-I: Open Access Publishing**

- Open Access Publications and initiatives
- Online resource to check publisher copyright and self-achieving policies (SHERPA/ RoMEO)
- Journal finder/ journal suggestion tools viz. Elsevier finder, Springer, Journalsuggester  
etc.

### **Unit-II: Publication Misconduct**

- Use of plagiarism software like Turnitin, Urkund and other open source software tools
- Software tools to identify predatory publications developed by SPPU
- Indexing databases

### **Unit-III: Database and Research Metrics**

- Citation databases: Web of Science, Scopus. etc.
- Impact Factor of journal as per Journal Citation Report.
- Metrics: h-index, g-index, i10 index, altmetrics

#### **Unit-IV: Group Discussion/Seminar**

- Subject Specific ethical issues, FFP, authorship
- Conflict of interest
- Complaints and appeals: examples and fraud from India and abroad

#### **REFERENCES**

Bird, A. (2006). Philosophy of Science. Rutledge.

MacIntyre, A. (1967). A short history of ethics.

London.

P.Chaddah (2018). Ethics in competitive Research: Do not get scooped; do not get plagiarised.

National Academy of Sciences (2009). On being a scientist: A guide to responsible conduct in

Research (3<sup>rd</sup> Ed.), National Academics Press.

Resnik, D.B. (2011). What is ethics in research & why is it important.

National Institute of

Environmental Health Sciences, 1-10.

Beall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179-179.

Indian National Science Academy (INSA). Ethics in science education, research and governance (2019).

\*\*\*

