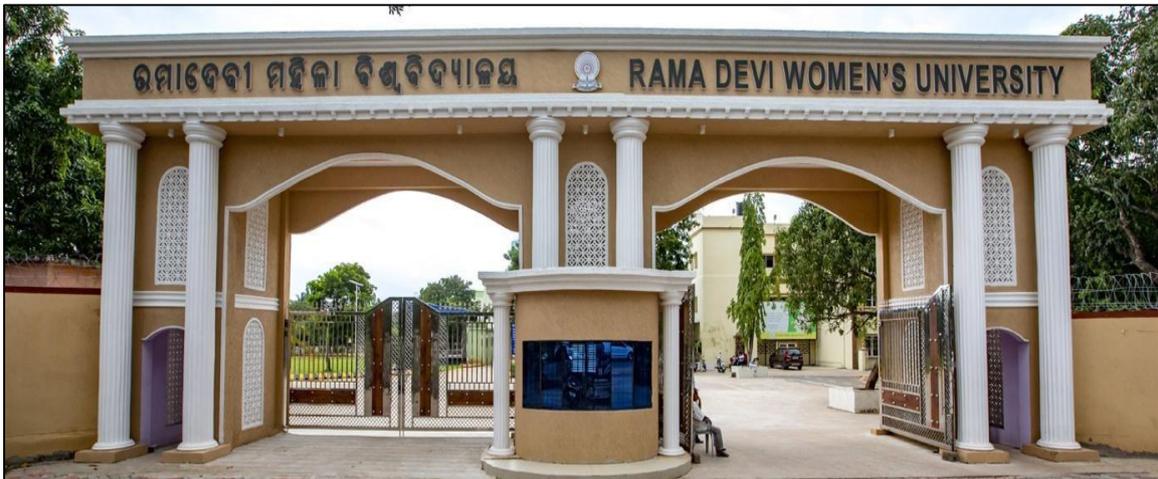


DEPARTMENT OF GENDER STUDIES

SYLLABUS OF PG PROGRAMME (M.A.)



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 |
| | | | | | 140 | 310 | 450 | | 23 |
| 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 |
| | | | | | 150 | 400 | 550 | | 29 |
| 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 |

| | | | | | | | | | |
|-----------|---------------------------|----------------------|---------------|-------------------------|-----------|-----------|------------|----------|----------|
| 3. | Hard Core (HC) | Hard Core | HC-303 | Women's Movement | 30 | 70 | 100 | 5 | 5 |
|-----------|---------------------------|----------------------|---------------|-------------------------|-----------|-----------|------------|----------|----------|

| 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 |
| SEMESTER-4 | | | | | | | | | |
| 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 |
| Total Marks: | | 2000 |

| Semester | Credits | Total Marks |
|----------------|------------|-------------|
| Sem-I | 23 | 450 |
| Sem-II | 29 | 550 |
| Sem-III | 28 | 550 |
| Sem-IV | 23 | 450 |
| TOTAL | 103 | 2000 |

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

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- Jasbir Jain (Ed). (2005). -Women in Patriarchy: Cross Cultural. Rawat Publications, Jaipur.
- Kumkum Sangari and Sudesh Vaid.—Recasting Women: Essay in Colonial History.
- Lerner, Gerda. (1986). -The Creation of Patriarchy. Oxford University Press, New Delhi.
- Maithreyi Krishna Raj. (1986). -Women Studies in India: Some Perspectives. Popular Prakasham, Bombay.
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- Sharmila Rege, (Ed.). (2003). -Sociology of Gender: The Challenge of Feminist Sociological Knowledge. Sage, New Delhi.
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- 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

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- 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
- <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
- <https://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

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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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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 Microfinance, genesis and development
- Government intervention in popularizing microfinance
- 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.

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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.

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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.

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME

OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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

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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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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. 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.

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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

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- <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 |
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| 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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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

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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.

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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 ENTREPRENURSHIP

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-IAAY-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

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- India https://mio.investodisha.gov.in/?utm_source=ET&utm_medium=Emailer&utm_campaign=MIO_Oct18&utm_content=ET_EDM&pncode
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<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 |
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| 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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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.

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MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME OUTCOMES

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| 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 |