Model Curriculum for Three/Four Year Degree Course

(With Multiple Entry /Exit Option)

Based on NEP-2020

Gender Studies

Odisha State Higher Education Council, Bhubaneswar

Government of Odisha

Semester	Subjects
I	Core I - Introduction to Gender Studies
	Core II- Gender and Development: Concepts and Practices
II	Core III- Gender, Work and Economy
	Core IV - Gender and the Media
III	Core V- Gender and Sexuality
	Core VI- Entrepreneurship and Innovation for Gender Equality
	Core VII- Gender, Society and Culture
IV	Core VIII- Gender and Good Governance
	Core IX- Introduction to Gender and Agriculture
	Core X- Gender and Poverty
V	Core XI- Gender and Disabilities
	Core XII- Research Methodologies Part-I
	Core XIII- Gender-Human Rights and Law
VI	Core XIV- Psychology of Gender
	Core XV- Gender and Human Resource Management
VII	Core XVI- Gender Mainstreaming in Project Planning and Management
	Core XVII- Research Methodologies Part-II
	Core XVIII- Driving Gender Equality through Sustainable Development Goals
	Core XIX- An Introduction to Feminist Thought
VIII	Core XX- History of Women's Movement
	Core XXI- Gender and Politics
	Core XXII- Gender, Science and Technology
	Core XXIII- Gender and Social Work

Programme Objectives

The Under Graduate Programme in Gender Studies aims to:

- Acquaint students with the academic disciplines of gender studies and their history, theoretical premises, and contemporary progression.

- Create awareness among students about the ideologies and socio-spatial factors leading to the marginalization of gender identity and representations.

- Develop gender sensitization and perspectives among students and an understanding of formulations of empowerment within an intersectional framework.

- Inform the institutional policies and mechanism promoting capability of both women and men across socio-spatial relationships are key to achieve sustainable development goals.

- Engage students with perspectives and discourse on gender as a political, negotiated, and contested terrain of social relationships, and can be explained and analysed.

- Expose students to a comprehensive gender context within gender frameworks for evidence based experiential learning.

- Allow students to obtain in depth insights and specialized in the knowledge required to critically reflect upon gender and development from a holistic perspective.

- Facilitate students to apply their basic and conceptual knowledge in the curriculum, towards a specialization subject through internship and research project in the final year.

- Create avenues of higher academic and research, enhance the basic skill, widen career opportunities in the multi-disciplinary platform and new employment opportunities through the gender specialization.

Programme Outcomes

After successful completion of a course work students will be able to learn the following:

1. Understand gender studies, an interdisciplinary field and to familiarized with key issues, questions and debates in gender studies, both historical and contemporary. Enhance their understanding that gender is understood as a political, negotiated, and contested terrain of socio-spatial relationships and can be explained and analysed.

2. Create intellectual rigor on gender development index and measurement, the implications of schemes and programmes promoting capability of both women and men from intersectionality perspectives to achieve sustainable development goals.

3. A clear-cut impression about the gendered character of workforce and labour force participation and its implications for the economy and productive participation of men and women.

1. Knowledge about the relationship between gender and media, medial portrayal traits through advertisements according to the constructed definition of femininity and masculinity and the concept of objectification of women in detail. Students can assess several acute sources of gender oppression and inequality from intersectional perspectives.

2. Enhance understanding on gender and sexuality, and help to reduce bias in the classroom by allowing transgender students to determine whether they will disclose their status to the class. Acquire knowledge about the Institutions and legal mechanisms working for the welfare and betterment of LGBTQ of India.

3. Gain an understanding of the field of entrepreneurship. Can analyse the gender related opportunities, challenges, and issues facing by the men and women in self-employed and as entrepreneurs. Analyse the case study of the leading gender sensitive entrepreneurs and can develop a business plan for a social venture.

4. Develop an insight into the various tribal cultural variations and it difference in different cultural and social context.

5. Understand the political participation of men and women in good governance and differential representation. Analyse the significance of mainstreaming gender differential experience in local governance, gender auditing, and budgeting, gendered nature of politics, the challenges, and opportunities for women in politics, women's role in political leadership across levels and structure.

6. Explain and analyse the gender issues in the agrarian society from ecofeminism perspective. Identify consequences of proposed policy planning to address the issues relating to entitlement, accessibility, and productivity. Acquire knowledge about agricultural policy planning, role of institutions, NABARD, and can assess the impact of different programme intervention for inclusive agricultural practice and food security in a changing climatic condition.

7. Define different concepts of poverty, types, its causes, and consequences, explain the incidence of poverty and its social implications. Understand inequality and its relation to gendered poverty in urban, rural, and tribal areas.

8. Enhance awareness regarding the issues of gender and disability, and discuss social attitudes and stereotypes and the challenges of disability in the exclusion process and institutional policy mechanisms for inclusion.

9. Review and analyze gender related problems and research gaps, address questions, learn the use of gender analytical framework and feminist research methodologies applicable to the real life situation, can address negative outcomes of the gender relations and critically reflect upon constructive tools and techniques.

10. Aware about the foundational aspects of gender rights and law, and mechanisms for human rights protection including the consequences of violation of the same. Enhance understanding about various mechanisms to address personal and criminal law from gender perspective.

11. Integrate the core skills of counselling to bring about change through genuineness, empathy, and positive regard and can enhance understanding of the historical, political, and philosophical issues surrounding them.

12. Attain the gendered complexity in Human Resource Management, can apprise the HRM practices and provide an alternative perspective that enriches critical human resource management.

13. Students will learn that gender sensitive project design, strategic planning, programme delivery, evaluation and reporting to ensure that the different needs of men and women are identified and addressed in a project cycle and develop innovative implementing strategies.

14. To make students understand about integration of the concept of gender equality and empowerment in the Sustainable Development Goals. To analyze the SDG no five and its strategic outcomes towards promoting gender equality and empowerment in the era of globalization.

15. Enhance their learning about the feminism as a philosophy, as a movement and as a practice. It will also acquaint them with some demands, strategies, and achievements of the prominent schools of feminism.

16. The course provides an opportunity for students to know the details of women's movements in India. Evaluate the nature, dynamics, composition, methods of functioning, political-social-economic agenda.

17. Students will be familiar with the role of Information and Communication Technology in everyday life- how ICT helps in shaping our lives and how has ICT brought about a change in gender perspectives. Understand the impact of science and technology on gender equality in sectors such as health care and education

Core-I   **Semester I**

Introduction to Gender Studies

Course Objectives:

- To make students aware of gender studies as an academic discipline which aims to address various gender related issues and broaden our knowledge about such social construction.
- To understand the concept, meaning, scope and trace the need for gender studies and institutional mechanisms to promote gender equalities.

Learning Outcomes:
Students will be able to understand the basic concepts relating to gender

- To know the various perspectives and discourse on genderpower relationships
- To provide a high understanding of gender as an academic discipline.
- To make them aware about various institutional mechanism to reduce the gender inequalities.

Unit I: Conceptual Perspectives on Gender
- Gender and Sex, Sexualities, Third Gender, and Queer community
- Gender Segregation, Gender discrimination, Gender Socialization, GenderStereotype
- Constructing Gender, Femininity and Masculinity (Meaning & Scope,Difference)
- Gender Role Stereotypes

Unit II: Patriarchy and Power Relationship
- Meaning and definition of Patriarchy
- Sources and Manifestation of Patriarchy
- Power structure and gender relationship
- Biological Determinism: The Binaries, Androgyny, (Meaning & scope)

Unit III: Gender Studies as an Academic Discipline

- Need, scope and challenges of gender studies
- From women's studies to gender studies: a paradigm shift
- Gender Study as an academic discipline
- Need for gender sensitization

Unit IV: Role of Government and Autonomous Research Centers in India
- Indian Association of Women's Studies (IAWS)
- UGC sponsored centers for Women's Studies
- Centre for Women's Development Studies (CWDS)
- The Institute of Social Studies Trust in Delhi

Text Books

- *Andrew T. Jacob & Mellisa J.Gills (2022) "An Introduction to Gender and Women's Studies," Oxford University Press*
- *Bhatia Reema (2021) "Gender: A Sociological Understanding" Pearson Publications, New Delhi*
- *Martha.B (2024) "Gender Studies" Current Publications, New Delhi*
- *K.M. Manjunath (2022) "Gender Studies, Current Publications, New Delhi*

Reference Books

- *Connell, R.W. (2002). "Gender". Cambridge: Polity Press.*
- *Holmes M (2007). "What is Gender". New Delhi, Sage Publications.*
- *Menon, N. (2004). Recovering Subversion: Feminist Politics beyond the Law. Urbana: University of Illinois Press*
- *Catherine M. Orr, Ann Braithwaite (Ed), (2011). Rethinking Women's and Gender Studies 1st Edition by Routledge*
- *Margaret Hobbs and Carla Rice (Editor), (2018). Gender and Women's Studies: CriticalTerrain Women's Pr, 2nd edition.*

E Resources

- *https://www.isu.edumMSW A teacher's Guide for gender, sex, masculinity, femineity, etc*
- *https://open.umn.edu.opentextbooks for patriarchy, binaries, androgyny*
- *https://libguide.merrimach.edu women's studies need , scope, challenges and institutions of Gender Studies.*

Core II

Gender and Development: Concepts and Practices

Course Objectives:

- Students will understand the emergence of Gender studies as a multidisciplinary subjectaiming for the advancement of gender equality and development change.
- To understand the development indicators and analyze the effects of gender equity related policies and program interventions and its implication on reducing gender gapsin India.

Learning Outcomes:

- After going through this paper, the students will get an exhaustive idea about the role of gender in development

- To understand the importance of development and to bring real change in position of gender.

- To gain knowledge about the role of various development institutions for promotion of gender equality.

- To enhance their intellectual rigor to acknowledge the role of both womenand men to achieve SDGs No.5.

Unit I: Introduction to Gender and Development

- Understanding development: definition and key features
- Need for understanding development as gender issues
- Women in Development and Women and Development approaches: key features andits critique
- Gender and development (GAD) approach: key features

Unit II: Gender and Development Indicators

- Gender and development planning: practical gender need and strategic gender interest
- Gender Inequality Index (GII): meaning and scope
- Global Gender Gap Index (GGGI): meaning and scope
- Gender Empowerment Measurement (GEM): meaning and scope

Unit III: Gender and Development Institutions and Policies

- CEDAW and 1995 Beijing Declaration
- Role of International Organizations and UN bodies
- Gender and development programme and policy in India
- Role of Women and Child Development and Mission Shakti

Unit IV: Gender and Development Goals

- Meaning and scope of gender and development goals
- Sustainable Development Goal no.5: Objective and Target
- Role of NGOs & Civil societies in the context of Gender and Development
- Role of Corporates in Gender and Development

Text Books:

✓ *Fernandez and Nelson (2022). Gendered Lives: Global Issues, Milne Open Textbooks*
✓ *Shannon N. Davis, Sarah winslow & David J. Maume(2017) "Gender in Twenty first Century: The stalled Revolution and Road to Equality" California University Press.*

✓ *Anne C., Leslie G. Janet M. (2015). **The Rutledge Handbook of Gender and Development.***
✓ *Viswanathan et.al. (2011). **The Women, Gender and Development Reader.** Zed Books Ltd; Second edition (7 July 2011), 472 pages, ISBN-10 : 1848135874*

Reference Books

✓ *Cornick, J.C and Meyers, M.K. (2009). **Gender Equality: Transforming Family Division of Labor.** New York: Verso.*
✓ *Acharya, J. (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*
✓ *Kelkar, G. (2005). **'Development Effectiveness through Gender Mainstreaming**: Gender Equality and Poverty Reduction in South Asia' EPW, October 29:4690-4699*
✓ *Momsen, J. Henshall (2010). Gender and Development. Rutledge, 2010 - Political Science – 285P*
✓ *Moser, C.O.N. (1993). Gender Planning and Development: Theory, Practice & Training. Routledge, London.*
✓ *Nussbaum, M. C. (2000). Women and human development: the capability approach. Kali for Women, New Delhi.*

Link to E-Resources

✓ *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*
✓ *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.economicsdiscussion.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*

Core III   **Semester II**

Gender, Work and Economy

Course Objectives

- To make the students understand the position of gender in the labour market, the trends of gender labour force participation, the opportunities and challenges faced by them in the workplace.
- To understand the initiation and intents of labour legislations to protect and promote women's work and economic opportunities.

Learning Outcome

- The student will understand the gender dimensions of the concept work.
- The students will get a clear-cut impression about the gendered character of workforce and labour force participation.
- They can accumulate knowledge relating to various labour laws and initiatives to overcome the challenges of girl child labourers.
- To gather information regarding the stringent implementation of various mechanisms to stop the gradual de-feminization of workforce.

Unit I: Concept and Types of Work

- Meaning and definition of work
- Productive and non - productive work
- Use value- market value of work
- Gender issues in the organized and unorganized sector of work and economy

Unit II: Gender Division of Labour and Job Segregation

- Concept and characteristics of gender division of labour
- Impact of gender division of labour and labour migration
- Meaning and types of job market segregation
- Gender issues in the labour migration and mitigation measures

Unit III: Girl Child in Labour Force

- Child labour: Concept, Issues, laws
- Girl child labour: Engagement areas and issues
- Problems and challenges faced by Girl child labour in India
- Measures to eradicate girl child labour; Government & non-governmental agencies in India

Unit-IV: Institutions to Promote Work and Economy

- New economic policy and its impact on gender equality in employment
- Gender inequality and structural adjustment programs
- Technological modernization and feminization of labour
- Globalization and gender participation Online marketing platform

Text Books

- ✓ *"Gender, Work, and Economy in India: From Patriarchy to Empowerment" by Malavika Karlekar*
- ✓ *"Women Workers in India: Why So Few Among So Many?" by Nandita Bhatla and Pradeep Panda*
- ✓ *"Gender, Employment, and Livelihoods in India" edited by Indrani Mazumdar and Mary E. John*

Reference Books

- ✓ *"Women and the Economy: A Reader" edited by Heidi Hartmann and MacArthur Foundation*
- ✓ *"The Gendered Economy: Work, Careers, and Success" by Nancy Folbre*
- ✓ *"Feminism is for Everybody: Passionate Politics" by bell hooks*
- ✓ *"Gendered Worlds" by Judith Lorber and Lisa Jean Moore*
- ✓ *"The Gendered Economy: Work, Careers, and Success" by Joyce P. Jacobsen*
- ✓ *"Global Woman: Nannies, Maids, and Sex Workers in the New Economy" edited by Barbara Ehrenreich and Arlie Russell Hochschild*

Link to E-Resources

- ✓ *United Nations Women - Gender Equality and Women's Empowerment: Website: UN Women*
- ✓ *World Bank - Gender: World Development Report: Website: World Bank Gender*
- ✓ *International Labour Organization (ILO) Website: ILO Gender Equality at Work*
- ✓ *Gender Data Portal: Website: Gender Data Portal*
- ✓ *International Centre for Research on Women (ICRW): Website: ICRW*

Core IV

Gender and the Media

Course Objectives:

- To describe the word 'Mass Media'; how media influence us; and to explain the role ofmedia in the representation of gender.
- To understand the term 'Mass Media' and the various classifications of Media.

Learning Outcomes:

- After studying this paper, the students will be able to understand the types of Media and its effect on society.
- Students will be able to understand the relationship between gender and media and their portrayal in advertisements and the objectification of women in detail.
- To gather knowledge about impact of gender stereotyping in Media and challenges in media profession.
- To acknowledge the importance of performing arts in propagation of knowledge and awareness among the masses of the society.

Unit I: Defining Media

- Meaning, Concept, and type of Media
- Classification of Media: Folk Media, Print Media, and Electronic Media
- New Media: social media (You tube, Whatsapp, Instagram, Facebook)
- Effect of Media on Society (Exploitation through Cyber space)

Unit II: Gender in the Media

- Objectification gender in media
- Representation of gender and print media, gender, and electronic media
- Advertising and post feminism
- Gender roles in cinema

Unit III: **The linkages between the Concept of Gender and Mass Media**

- Gender stereotyping in the mass media texts
- Interpretation and construction of audience through media
- Production and representation of gendered images
- Issues and Challenges of gender in Media Profession

Unit – IV: Gender and Performing Arts

- Gender and performance, conceptualizing performing arts
- Gender and theatre, role of theatre and street play in gender awareness
- Role of Transgender in creating awareness through theatre

- News, Gender, and Journalism

Text Books

- *Bauwel Sofie Van & Krijnen. Tonny(2021) " Gender & Media: Representing, Producing, consuming, Meri pustak.com*

- *Nial Richardson and Sadie Wearing(2006) Gender in the Media,Polity publications*

- *Rosalin Gill(2014) Gender and Media, Rawat Publications, New Delhi*

- *Keitlynn Saha, G. K. & Alam, S. (2013). Media Agenda on Gender Issues: Content Analysis of Two National Dailies. Pragyaan : Journal of Mass Communication 11 (1).*

Reference Books

- *Gauntlett. (2015) Media, Gender and Identity: An Introduction, Routledge Publications*

- *Macconel. Kovin(2022) Role of Media in Promoting Gender Equality*

- *Thomas. Jubby (2020)Gender and Media: Critical Perspectives, Independently published.*

- *Kearney .M.C(2011) Gender and Media Reader, Routledge Publications*

E- Resources

- *http://www.tandfonline.com/doi/pdf/10.1080/14680777.2014.909124).fror*
- *For classification of media,new media*

- *2.https://egyankosh.ac.in/bitstream/123456789/58107/1/Unit14.pdf objectification of gender in media, advertisements, gender role in cine*
- *3.http://egyankosh.ac.in//handle/123456789/58107 for gender stereotyping, production and representation of gender in media*
- *4.http://egyankosh.ac.in//handle/123456789/41966 for role of street play, theatre,news, gender and journalism*
- *Other resources include YouTube, online news and video outlets, and live casting/podcasting site*

Core V   **Semester III**

Gender and Sexuality

Course Objectives:

- To develop an understanding of gender and sexuality informed by historical Myth and religion central to the interdisciplinary study.
- To examine the relationship between gender, culture and sexualities and LGBTQ perspective.

Learning Outcomes:

- Assess several acute sources of gender oppression and inequality and can ponder theintersection of gender with religion, race, class, and global location.
- To gather knowledge about sexualities across culture through Indian Mythology, memoirs documentaries etc.
- Reduce bias in the classroom by allowing transgender students to determine whether they willdisclose their status to the class as a whole.
- To know the various Institutional and legal mechanisms for welfare and betterment of LGBTQ of India

Unit I: Myth, Religion and the Body

- Religion: Prescription and Practice
- Gender and Myth
- Man to Woman; Half-man Half-woman
- Sexual lives of disabled people: multiple forms of discrimination (documentary anddiscussion)

Unit II: Sexualities across Cultures

- Sexuality, social 'Identity' and Power
- Representations of Androgyny in Indian Mythology
- Memoirs, ethnographic accounts (documentary screen play and discussion)
- Documentaries that highlight the lived experiences and perspectives of sexuality(screen play)

Unit III: Different Perspectives and Issues of Concern for Stakeholders

- LGBTQ: Hijra Community in India
- LGBTQ Global Perspective
- Sex positivity in the #MeToo, human trafficking
- Adolescent sex education

Unit-IV: Unlearning Gender and Sexuality

- The Pedagogical Work of LGBT Organisations
- Transgender Person (Protection of Rights) Act, 2019 and & Central Rules, 2020

- Contemporary Scenario: Sweekruti Odisha
- Challenges and way forward

Text Books

- ✓ *The Mythology of Sex" by Patrick J. Geary*
- ✓ *"Global LGBTQ Issues and Perspectives" edited by Michael J. Bosia, Sandra M. McEvoy, and Momin Rahman*

Reference Books

- ✓ *Gender and Religion: On the Complexity of Symbols" by Caroline Walker Bynum*
- ✓ *"Androgyny in Indian Mythology: The Relevance of a Mythical Model" by Devdutt Pattanaik*
- ✓ *"Queer Activism in India: A Story in the Anthropology of Ethics" by Naisargi N. Dave*

E- Resources

- ✓ *Gender and Mythology Database - This database provides access to scholarly articles, research papers, and multimedia resources exploring the intersection of gender and mythology*
- ✓ *PBS - "The Human Sexuality Collection": PBS provides a collection of documentaries and resources that delve into the diverse experiences and perspectives of sexuality across cultures.*
- ✓ *Sweekar - This organization in Odisha provides support and services for transgender individuals, including advocacy efforts and community-building initiatives.*

Core VI

Entrepreneurship and Innovation for Gender Equality

Course Objectives:

- To acquaint the students about the central and state government initiatives and business leaders' commitment, aiming for a gender inclusive entrepreneurial culture andenvironment in India.
- To analyze gender related opportunities, challenges, and issues facing by the men and women in the self-employment and entrepreneurial ventures in India.

Learning Outcomes:

- To acquire knowledge regarding the gender dimension of entrepreneurship in India
- To know the contribution of various institutional mechanisms for facilitating self-employment among the entrepreneurs.
- To understand the perspectives of new technologies for development of entrepreneurship in India
- To gather information about innovative gender inclusive ventures like budget and business planning and SWOT analysis etc.

Unit I: Entrepreneurial Culture in India

- Concept, meaning and importance of entrepreneurship: Mahatma Gandhi vision
- Factors contributing to gendering the entrepreneurship environment
- Self Help Groups, Micro credit and financial literacy
- Micro, Small and Medium Enterprises (MSME)

Unit II: State and Central Initiatives and Institutions for gender equality
- National Bank for Agriculture and Rural Development: objectives and scope
- Khadi and *Grmyaudyago* for rural self-employment
- Cluster Development Approach
- Make in India and Make in Odisha business venture

Unit III: Gender Equality through New Technology
- Case Study of top 4 social entrepreneurship in India
- Impact of Technology in the Online business platform
- Entrepreneurship Development Institute of India
- Green entrepreneurs and green industries

Unit IV: Innovative Gender Inclusive Ventures
- Market Research: Identifying business opportunities ideas
- SWOT analysis (meaning and scope)
- Business planning (meaning and scope)
- Budget planning (meaning and scope)

Text Books

- *Jeemol Unni, Vanita Yadav, et al.(2021) "Women Entrepreneurship in Indian Middle Class: An Interdisciplinary Perspectives" Orient Blackswan Pvt Ltd.*

- *Kumari Namita (2014) women Entrepreurship in India, Nation Press, New Delhi*

- *Singh. Archana (2020) "Social Entrepreneurship and Social Development" Routleg Publications*

- *Fitzgerald. L.D (2022) Women Entrepreneurs Present, Past and Future,Nova Science Publishers*

Reference Books

- *Christa. B & Zimmermann.Z (2021) Transitioning Gender Equality, Swiss National science FoundationSibel Kulaksiztalal and Rafi April 29, (2021). WB. How women entrepreneurs can beempowered to shape the digital future; blogs.worldbank.org*

- *Ravichandran, N. (2018). Influence of Technology in women Entrepreneurship, Indian Maritime University, Visakhapatnam*

- *Acharya, Jyotirmayee. and Nayak, S.N. (2017). Corporate Social Responsibility on Community Development and Sustainability: Study of Rourkela Steel Plant, A Unit of Sail, India, Asian Journal of Business Ethics, (Springer), DOI: 10.1007/s13520-017-0079-5, ISSN: 2210-6723 P,*

- *4.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*

- *Kishor, Moharir. (2014). Role of Co-Operative Societies in Agriculture Product Marketing inMaharashtra. vol. 1 (8), ISSN 2277-1166*

- *Yunus, . (2010). Building Social Business: The New Kind of Capitalism That Serves Humanity's Most Pressing Needs*

E-Resources

- *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*

- *http://statesocialwelfareboard.org/achievments.php*

- *ICDS; SIDBI; ORMAS; NABARD; Mission Shakti; SEWA, PRADAN*

- *https://mio.investodisha.gov.in/?utm_source=ET&utm_medium=Emailer&utm_campaign= M IO_Oct18&utm_content=ET_EDM&pncode*

- *http://www.nddb.coop/; https://www.barefootcollege.org/; http://www.sristi.org/hbnew/*

Core VII

Gender, Society and Culture

Course Objectives

- To understand the cultural construction of gender, social structure, and institutions in perpetuation of patriarchy and gender.
- To understand major social institutions such as families and workplace sustain dominant gender norms but also offer opportunities resistance, negotiation, and change. Also, to provide insight on gender disparities within the family, education, access to natural resources, livelihood, political and legal systems in tribal societies.

Learning Outcomes

- The paper will enable the students to develop an insight into Indian culture and society from gender perspectives.
- To understand the institutions of society and status of people in different eras of history.
- It will also provide wholesome information to the students about the issues men and women face in Indian society and their position in the development parameters.
- Students will develop an insight into the various tribal cultural variationsand how gender roles differ in different cultural and social contexts.

Unit I: Introduction to the Gender, Culture and Society

- Gender and Society: Meaning and Concept
- Types of Society: Traditional, modern and their difference
- Role of gender and culture in the Indian society
- Femininity and Masculinity on Religion, Sexuality, and Culture in India

Unit II: Social Stratification and Gender
- Class and Gender
- Caste and Gender
- Ethnicity and Gender
- Gender and Tribal Societies

Unit III: Patriarchy and Male Dominance
- Theoretical Perspectives on the Origin of Patriarchy
- The Sexuality of Women and Male Dominance
- Historical Perspective on Women's Productive and Reproductive Roles
- Marriage Pattern and the Institutionalization of Patriarchy and Male Dominance

Unit IV: Socio-cultural Issues and Challenges in India
- Social issues in Contemporary India
- Domestic violence, Dowry torture and Divorce
- Homicide and Child marriage
- Issues related to vulnerable and marginalized women (single and unmarried motherhood & widowhood, Dalit, Tribal and physically challenged women).

Text Books:
- ✓ Dube, Leela. 2001. Anthropological Explorations in Gender: Intersecting Fields. New Delhi: Sage Publications.
- ✓ Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004.
- ✓ Beauvoir, De, Simone. 2010. The Second Sex, translated by Constance Borde andSheila Malovany-Chevallier. London: Vintage Books.
- ✓ Neera Desai & Usha Thakkar (2019). Women in Indian Society, New Delhi: National University Press.
- ✓ Kamla, Bhasin (1993). What is Patriarchy? New Delhi: Kali For Women.

Reference Books:
- ✓ Brien, O' J., & Alumni and Friends Memorial Book Fund. (2009). Encyclopaedia of Gender and Society. Los Angeles: SAGE.
- ✓ Brodkin K. 2006. 'Towards a Unified Theory of Class, Race and Gender'. Ellen Lewin(ed.) Feminist Anthropology: A Reader. UK: Blackwell. Pp 129-146
- ✓ Oakley, Ann. 1972. Sex, Gender and Society. London: Temple Smith.
- ✓ 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.
- ✓ Foucault, Michel. 1976. The Will to Knowledge: The History of Sexuality. London: Penguin Books. Freud, Sigmund. 1931. "Feminine Sexuality". SE, 21: 221-243

E-Resources:
- ✓ *Caste and Gender: https://egyankosh.ac.in/bitstream/123456789/41947/1/Unit-4.pdf*
- ✓ *Class and Gender: https://egyankosh.ac.in/bitstream/123456789/41934/1/Unit-2.pdf*
- ✓ *Gender and Tribal Societies: https://ebooks.inflibnet.ac.in/antp05/chapter/gender-and-tribe/#:~:text=Gender%20issues%20are%20at%20different,they%20are%20beaten%20badly%20also.*

Core VIII   **Semester IV**

Gender and Good Governance

Course Objectives:

- To present political participation of women in Good Governance and enable to understand the issues related to men and women's participation and leadership in goodgovernance.
- To sensitize students on gender equality in good governance will bring successful outcomes in the local governance.

Learning Outcomes:

- The students will understand the concept, features, institutions and policies necessary for good governance.
- The students will also know the significance of mainstreaming gender differential experience in Local Governance.
- They will gain knowledge about importance of capacity building, networking intersectionality and participatory democracy for differential representation of women in Local Governance etc.
- To gain more information about gender auditing and budgeting, feminist perspectives of power in local governance.

Unit I: Introduction to Good Governance

- Introduction to governance: Meaning concept and features
- Meaning concept and features of gender in Governance and Constraints in Participation
- Institutions policies and programme
- Political representation and empowerment

Unit II: Gender Mainstreaming in Governance

- Mainstreaming gender in politics- localizing SDGs
- Significance of 73rd and 74th Amendment
- Representation of Elected Women leaders in Local Governance
- Women in Local Governance: Rhetoric and Reality

Unit III: Differential representation of women in Local Governance

- Intersectionality of caste, class and gender
- Dalit women's representation in Local Governance
- Leadership development -Capacity building- Networking
- Participatory democracy – Enabling environment in Local Self Governance

Unit IV: Mainstreaming Women in Good Governance
- Gender auditing, and budgeting in local governance – Best Practices
- Practices in Women Leadership - Challenging gender stereotypes
- Women and Good Governance: Feminist perspectives of Power
- Assertive Women Leaders in Panchayat Raj Institutions

Text Books:

- *Brush, L. D. (2003). Gender and Governance (Gender Lens). AltaMira Press,U.S.*
- *Gender & Development: Perspective to Practice. (2018). Director, State Institute for Rural Development & Panchayati Raj, PR & DW Department, Govt. of Odisha (unit -III)*

- *Kalaramadam, S. (2016). Gender, Governance and Empowerment in India. Routledge.*

- *Addink, Henk, Good Governance: Concept and Context (Oxford, 2019; online edn, Oxford Academic, 23 May 2019), (Unit -I)*
- *Hust, E. (n.d.). Political Representation and Empowerment: Women in Local Government. (Unit – III)*

Reference Books:

- *Sharma. R (2023) "Indian Society, Institutions and change" Atlantic Publishers and Distributors (P) Ltd*

- *Kausal .Sarita(2011) "Women Politics Participation and Good Governance in 21ˢᵗ Century, DPS Publishing House.*

- *Kalaramadam Srividya (2019)Gender, Governance and Empowerment in India, Routledge Publications*
- *Buch, N. (2010). 'Oppression to Assertion: Women and panchayats in India', NewDelhi: Center for Women's Development Studies.*
- *Chaudhary. S.N (2004). 'Dalit and Tribal Leadership in Panchayats,' New Delhi:Concept Publishers.*

E RESOURCES:

- *Oxford Research Encyclopedia of International Studies. (n.d.). Gender and Governance. https://doi.org/10.1093/acrefore/9780190846626.013.186*

- *eGyanKosh. (n.d.). Concept of Governance: An Introduction. http://egyankosh.ac.in//handle/123456789/25663*

- *UNIT 4 ISSUES AND REPRESENTATION IN Women and Elections-II GOVERNANCE. (n.d.). https://egyankosh.ac.in/bitstream/123456789/5678/5/MWG-010-B4-U4.pdf*

- ✓ *UNDP. (n.d.). Gender and Governance.* https://www.undp.org/india/publications/gender-and-governance

Core IX

Introduction to Gender and Agriculture

Course Objectives:

- To introduce the role of men and women in the agricultural practice in India. To acquaint the students with the issues of entitlement to land, assets, technology, and market and their consequences on gender relations in agricultural sustainability.
- To understand policies and programs aiming for gender equality in farm mechanization, e-governance, and skill development.

Learning Outcomes:

- This paper helps the students to understand the gender issues in the agrarian society.

- To know the consequences of ecofeminist perspectives of green revolution on organic and indigenous agricultural practices.
- To gain knowledge about impact of climate change on agricultural livelihoods
- To gather information about the e policy planning and evaluating different programme intervention for inclusiveagricultural practice and food security.

Unit I: Introduction to Gender and Agriculture

- Gender Issues in the agriculture sector
- Distribution of entitlements, accessibility, and mobility
- Agri-livelihood and farmer's suicide
- Food and nutritional security, poverty, and migration

Unit II: Eco-Feminist Perspectives of Green Revolution

- Eco-feminist perspectives of Green Revolution
- Globalization of monoculture
- Organic and indigenous agricultural practices
- Case study of Navdanya and Sambhab (screen play)

Unit III: Agricultural Livelihoods and Climate Change

- The gender-differentiated impacts of climate change on agriculture
- IPCC & IFPRI addressing agricultural risks, vulnerability and coping with disaster
- Gender use of ICT and farm mechanization (case study)
- Agricultural labour markets and wage discrimination

Unit IV: Institutional and Policy Responses

- National Bank for Agriculture and Rural Development
- Food and Agriculture Organization

- Movie on AMUL India
- PRA method to assess community agricultural resources and practices

Reference

✓ *Acharya, J. (2010). 'Irrigation management and inclusive growth: AKRSP (India)'s intervention in Gujarat' page 73-101 in S. N. Tripathy (ed.) Inclusive Policies and Removal of*

✓ *Social Disadvantages, Abhijit Publication, ISBN 978-93-800031, page 314 State of Indian Agriculture. (2015-16). Government of India, Ministry of Agriculture & FarmersWelfare, Department of Agriculture, Cooperation & Farmers Welfare*

✓ *Annual Report of NABARD.*

✓ *IFPRI (2014). Land, Assets, and Livelihoods Gendered Analysis of Evidence fromOdisha 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 toAgricultural 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 ThroughRural Women's Empowerment.*

✓ *FAO IFAD IOM WFP. (2018). The linkages between Migration, agriculture, Foodsecurity and rural development. (http://www.fao.org/3/CA0922EN/CA0922EN.pdf).\e*

✓ *Shiva, Vandana. Stolen Harvest: The Hijacking of the Global Food Supply, South EndPress, Cambridge Massachusetts, ISBN 0-89608-608-9*

✓ *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-*

Core X

Gender and Poverty

Course Objectives:

- To provide a thorough conceptual framework and the skills necessary to critically analyze key theoretical and practical issues relating to poverty, inequality, and development.
- To provide critical insights into the key strategies, policies and practices currently employed to promote development, equality, and poverty reduction.

Learning Outcomes:

- The students will gain an insight on the theoretical and analytical understanding of poverty.
- To understand different approaches of poverty from gender perspectives
- To know about the inequality and its relation to urban, rural and tribalpoverty from gender perspectives
- The paper will equip the students with analytical skills to evaluate the efficacy of the anti-poverty policies and measures from gender lens.

Unit I: Understanding Poverty

- Concept and meaning of poverty
- Types of poverty- poverty line- India's poverty line estimation
- Causes of poverty - consequences of poverty
- Understanding poverty as a social problem: Poverty and migration issues

Unit II: Different Approaches to Defining, Measuring and Explaining Poverty

- Definition and approaches to poverty
- Measurement and trends of poverty in India
- Multi-dimensional Poverty Index: statistic on global and India
- Poverty alleviation programmes in India a gender perspective

Unit III: Gender Dimensions of Urban Poverty

- Urban poverty: concept and gender dimension
- Urban poverty: measurement, estimates and challenges
- Rural and tribal poverty and gender
- Approaches to poverty reduction and the challenges encountered

Unit IV: Different Approaches to Defining, Measuring and Explaining Poverty

- Understanding inequality- inequality measurement:
- The income and non-income Measures and its relationship with gender
- Level of inequality: the income/consumption and other non-income measures
- Gender in inclusive poverty alleviation policies and schemes

Textbooks

- ✓ *Understanding Poverty" by Abhijit Vinayak Banerjee and Esther Duflo*
- ✓ *Gender and Urban Poverty in Developing Countries: Issues and Policies" edited by Sylvia Chant*
- ✓ *Poverty and Development: An Interdisciplinary Approach" by Tim Allen and Alan Thomas*

Reference Books

- ✓ *"Poverty and Famines: An Essay on Entitlement and Deprivation" by Amartya Sen*
- ✓ *"Urban Poverty and Development in the 21st Century: Towards an Inclusive and Sustainable Future" edited by Jo Beall, Basudeb Guha-Khasnobis, and Ravi Kanbur*
- ✓ *Inequality and Poverty: A Short Critical Introduction" by David B. Grusky and Ravi Kanbur*

E Resources

- ✓ *World Bank Group - Poverty: The World Bank Group's website offers various reports, articles, and data on poverty, including concepts, types, causes, and consequences.*
- ✓ *United Nations Development Programme (UNDP) - Human Development Reports: UNDP's Human Development Reports provide insights into poverty as a social problem, including migration issues.*
- ✓ *International Labour Organization (ILO) - Publications on Poverty: ILO offers publications on poverty, including its social dimensions and implications for migration*

Core XI   **Semester V**

Gender and Disabilities

Course Objectives:

- To enhance students' understanding about the scope, nature, characteristics and typesand disabilities as a category of analysis in Gender Studies.
- To examining key frameworks, perspectives, and debates regarding the sexual lives ofdisabled people and gender differential social experience of exclusion and segregation.

Learning Outcomes

- After studying this paper, the student would be able to understand the concept of disability from gender perspectives.
- They will understand the issues and challenges faced by disabled persons of society.
- To know about the impact of social exclusion on disability from gender lens.
- They will be able to gain knowledge about various institutions and policy mechanisms for inclusion of disabled persons in the mainstream of development

Unit I: Concept of Gender and Disability

- Meaning, definition, scope, nature, and characteristics of disability
- Types of disability
- What is the relationship between gender and disability?
- Why do we need to understand gender in disability studies?

Unit II: Issues and Challenges of Disabled Persons

- Issues of parents with disabled children- Some Case studies
- Men's and women's experiences of disability similar or different?
- Marriage and family life, destitute and aged with disability
- Violence and abuse, physical access, and mobility

Unit III: Social Exclusion and Disabled Persons

- Meaning and definition of social exclusion and scope for inclusion
- Social exclusion and transgender with disability
- Effect of social exclusion on psychological wellbeing
- Institutional mechanisms for social inclusion- NPCD, OSCD

Unit IV: Gender and Disability Mainstreaming

- UN Convention of the Rights of People with Disabilities 2006
- Role of Govt. and NGO for Disabled persons
- Mainstreaming Mechanisms: education and training
- Employment and health care

Text Books

- *Chavan.B.S, Ahamad.W, Gupta. R,K (Ed)(2021)Comprehensive Text Book on Disability, JP Brothers Medical Publishers.*

- *Hans.Asha (2020) Disability, Gender and Trajectories of Power, Sage Publications, New Delhi*

- *Mishra.P, Reddy.K & Sridevi.K (2021) Introduction to Disability, NeelKamal Publication, Hydrabad*

- *Mehotra.N (2023) Disabilty, Gender and State Policy: Exploring the Margins, Rawat Publications, New Delhi*

Reference Books:

- *Ghai, A. (2003). Gender and Disability. https://ebooks.inflibnet.ac.in/socp10/chapter/gender-and-disability/ (Unit-I)*

- *"Disability in Gendered Terrain: Women's Experiences" by Vandana Chakrabarti provides insights into the intersection of gender and disability. https://ebooks.inflibnet.ac.in/socp10/chapter/gender-and-disability/*

- *Social Inclusion and Mental Health Understanding Poverty, Inequality and Social Exclusion , pp. 21 – 34*

- *Prasad, J. R. (21st Century). Social Exclusion and Inclusion in India: Issues and Challenges of Marginalized Sections (Unit-II)*

- *Rimmerman, A. (2013). Social inclusion of people with disabilities: National and international perspectives. Cambridge University Press. (Unit-II)*

E -Resources:

- *"Social Exclusion and Inclusion in India: Issues and Challenges of Marginalized Sections" discusses the challenges faced by disabled individuals in India3. https://www.ijnrd.org/papers/IJNRD2211012.pdf*

- *Rimmerman, A. (2013). Social inclusion of people with disabilities: National and international perspectives https://assets.cambridge.org/97811070/14626/frontmatter/9781107014626_front m tter.pdf.*

- *Chataika, T. (2013). Gender and Disability Mainstreaming Training Manual. https://www.academia.edu/4342306/Gender_and_Disability_Mainstreaming_Tra ining_Manual*

- *UN Women. (2022). Handbook on gender mainstreaming for gender equality results. United Nations. https://www.unwomen.org/en/digital-library/publications/2022/02/handbook-on-gender-mainstreaming-for-gender-*

equality-results

✓   *White paper on inclusive research: Gender mainstreaming and disability inclusion. https://www.unescwa.org/sites/default/files/pubs/pdf/white-paper-research-gender-mainstreaming-disability-english.pdf*

Core XII

Research Methodologies Part-I

Course Objectives:

- To acquire knowledge on the use of research approaches and computer application in analysing gender and to conduct the fieldwork from gender perspective.
- To acquaint students with the processes for conducting fieldwork, data analysis and itsinterpretation within a gender and development research framework.

Learning Outcomes:

- This paper is designed to acquaint the students with the scientific ways of studying social phenomena from gender lens.

- This provides them with a research insight that will enable them to capture the most relevant data in an objective manner.

- Helps the students to   review and analyze gender related problems and research gaps, address questions, use of gender analytical framework to design research questions.

- Learn to write the project report, synopsis and the research proposals etc.

Unit I: Understanding Gender Research

- Concepts, debates, and limitations of conservative research
- Need for research on gender and sexuality
- Basic of feminist research methodology
- Basic understanding on qualitative and quantitative research approaches

Unit II: Gender Responsive Qualitative Research Methods

- Observation, focus group discussion
- In-depth-open-ended interview
- Harvard Gender Analytical tools
- Oral testimony, lifer stories and narrative methodology

Unit III: Review of Literature

- Review of various secondary source of literature
- Identification of research gaps
- Formulation of research questions and outline of objectives
- Basic about sample design

Unit-IV: Research Project Writing

- Stages of developing a research proposal
- Report writing stages
- Synopsis/abstract design
- Content and chapter design; style of referencing

Text Books

- ✓ *Cressweel. J.D & Cresswell. J.S (2022) Research Design: Qualitative, Quantitative and Mixed Methods approaches*
- ✓ *Kothari. C.R & Garge.G (2023) Research Methodology : Methods & Techniques, New Age International Publishers*
- ✓ *Kumar.Ranjeet (2023) Research Methodology : a step by Step Guide for the Beginners Sage Publications Pvt Ltd.*
- ✓ *Prabhu.R, Raju.T, Krishnapriya.V (Ed) (2018)Research Methodology for UG Students, Vijoy Nicol Imprints.*
- ✓ *Paneerselvam.P(Ed) (2024) Research Methodology   Second Edition, PHI Publications*

Reference Books

- ✓ *Acharya, Jyotirmayee. (2004). Methods and Materials on Marginal Workers' Experiences: Learning through Field Inquiry in Orissa. Economic and Political Weekly,W39- 22, page2251-2261, ISSN 0012997, UGC JN 12473*
- ✓ *Saeidzadeh, Zara. (2023). Gender Research and Feminist Methodologies. 10.1007/978-3-031-14360-1_6. (Unit-I)*
- ✓ *Saeidzadeh, Z. (2023). Gender Research and Feminist Methodologies. In: Vujadinović, D., Fröhlich, M., Giegerich, T. (eds) Gender-Competent Legal Education. Springer Textbooks in Law. Springer, Cham. https://doi.org/10.1007/978-3-031-14360-1_6 (Unit-I)*
- ✓ *Callamard, Agnes. (1999). A Methodology for Gender-Sensitive Research. (Unit-II)*
- ✓ *Alami, Manizheh. (2016). Approaches to Gender Studies: A Review of Literature. Journal of Applied Linguistics and Language Research. 3. 247-256. (Unit-III)*
- ✓ *Aneja, A. (Ed.). (2019). Women's and Gender Studies in India: Crossings (1st ed.). Routledge India. https://doi.org/10.4324/9780429025167*

E-Resources :

- ✓ *Gender Research: A How-To Guide, https://genderaveda.cz/wp-content/uploads/2017/10/gender-research-a-how-to-guide.pdf*
- ✓ *Saeidzadeh, Zara. (2023). Gender Research and Feminist Methodologies https://www.researchgate.net/publication/366813518_Gender_Research_and_Feminist_Methodologies*
- ✓ *Saeidzadeh, Z. (2023). Gender Research and Feminist Methodologies. https://link.springer.com/chapter/10.1007/978-3-031-14360-1_6*
- ✓ *Approaches to Gender Studies: A Review of Literature, https://www.researchgate.net/publication/303371810_Approaches_to_Gender_Studies_A_Review_of_Literature*
- ✓ *How to write a literature Review, https://bpb-us-e1.wpmucdn.com/sites.northwestern.edu/dist/a/4090/files/2021/03/How-to-Write-a-Literature-Review-3.3.pdf*
- ✓ *Writing of the Research Report http://egyankosh.ac.in//handle/123456789/76517*
- ✓ *Review of Literature https://egyankosh.ac.in/handle/123456789/23419*

Core XIII

Gender-Human Rights and Law

Course Objectives:

- To enhance basic understanding about human rights and law from a gender perspective.
- To examine various rights, laws and Acts for women and men in India and theConstitutional and Legal framework applicable to a gender just and peaceful society.

Learning Outcomes:

- Students will be able to understand the foundational aspects of gender rights and laws for protection of their own human rights.
- To know the mechanisms for human rights protection including the consequences of violation of the same.
- Enhance understanding about various mechanisms to address personal and criminal lawfrom gender perspective.
- They can also have a clear-cut idea about the institutions they can access to ensure justice to women.

Unit 1: Human Rights: Meaning and Development of International Concerns

- Meaning, definitions, and nature of human rights
- Important Declarations of Rights at the Domestic Level: The French Declaration ofrights of Man and Citizen, 1789
- International Efforts to Develop Human Rights Norms: International HumanitarianLaw,
- Protection of Minorities under the League of Nations and United Nations and HumanRights

Unit II: Human Rights Violations and Mechanisms for Human Rights Protection

- Major Types of Human Rights Violations: Slavery, Torture, Genocide
- Special Institutions to Protect Human Rights: The National Human Rights Commission(NHRC), The National Commission for Women (NCW)
- The National Commission for Scheduled Castes and Scheduled Tribes
- Universal Declaration of Human Rights (UDHR) and Human Rights Committee (HRC)

Unit III: Gender and Personal Laws

- Personal Law and women in India
- Hindu personal law, women's rights under customary law
- Islam and the Muslim personal law and Christian personal law

- Present scenario — reforms in personal laws

Unit IV: Criminal Laws for Girls, Women, and Mechanism
- The Protection of Women from Domestic Violence Act 2005 & Dowry Prohibition Act 1961
- Sexual Harassment of Women at Workplace Act 2013
- The Prohibition of Child Marriage Act 2006; IPC & CRPC; Protection of Children from Sexual Offences Act (POCSO) and JJ Act; Witch Hunting and SC and ST Prevention of Atrocities Act 1989
- The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection, PC-PNDT) Act, 1994

Text Books:

- *Basu, Das Durga (2004). Introduction to the Constitution of India. Nagpur: Lexis Neis Butterworths Wardha.*
- *Khosla, Madhav (2012), Oxford India Short Introduction: The Indian Constitution, New Delhi: Oxford University Press.*
- *Agnes, Flavia., Chandra, Sudhir & Basu, Monmayee. (Eds.) (2016). Women and Lawin India. Oxford University Press. ISBN:9780199467211; 780 pages*
- *Saumya Uma (2010), edited by Vrinda Grover, Addressing Domestic Violence throughthe Law. New Delhi: Multiple Action Research Group.*
- *Anju, Bindra. (2009). Women and Human Rights. New Delhi: Manglam Publishers.*

Reference Books:

- *Rao, Mamta. (2018). Law relating to Women & Children. EBS Explorer. Edition: 4thEdition 2018, Reprinted 2022.*
- *Susan C, Mapp. (2008). Human Rights and social Justice in a Global Perspective. NewYork: Oxford University Press.*
- *Saumya Uma (2010), edited by Vrinda Grover, Addressing Domestic Violence through the Law. New Delhi: Multiple Action Research Group.*
- *Shankar Sen (2005), Trafficking in Women and Children in India. New Delhi: Orient Longman Pvt Ltd. Vol. I Kalpana Kannabiran & Ritu Menon (2007), From Mathura toManorama: Resisting Violence against Women in India, New Delhi: Women Unlimited.*
- *Vrinda Grover (ed.) (2010), Saumya Uma, Kandhamal: The Law Must Change Its Course, New Delhi: Multiple Action Research Group.*

E-Resources:

- *The National Human Rights Commission (NHRC): Website: NHRC*
- *The National Commission for Women (NCW): Website: NCW*
- *The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection, (PC-PNDT Act): Website: Ministry of Women and Child Development.*

Core XIV

Psychology of Gender

Course Objectives:
- To explain how research evolved in the psychology of gender.
- To elaborate upon attitude towards persons with different sexual orientations.

Learning outcomes:
- After reading this course, the students will be able to,
- Understand the historical, political, and philosophical issues surrounding gender.
- To know about the history of gender research like difference in intelligence, typing and androgyny etc.
- To gather information about gender role attitudes like sexism towards men, LGBTQ, sex role stereotyping etc.
- Integrate the core skills of counseling to bring about change: through genuineness, empathy, and positive regard.

Unit I: Introduction

- Cultural Differences in the Construal of Gender
- Philosophical and Political Issues Surrounding Gender
- Women's Movements
- Men's Movements, Transgender Movements

Unit II: History of Gender Research
- 1894-1936 Sex Differences in Intelligence
- 1936-1954 Masculinity- Femininity as a Global Personality Trait
- 1954-1982 Sex Typing and Androgyny
- 1982-Present Gender as a Social Category

Unit III: Gender-Role Attitudes
- Attitudes Toward Men's and Women's Roles
- Affective Component: Sexism, Traditional Versus Modern
- Sexism towards Men, Attitude towards LGBTQ Persons
- Gender – Role Stereotyping

Unit - IV: Foundations of Counselling
- Definition of Counselling, Personality and Background of the Counsellor
- Factors that Influence the Counselling Process
- Counselling Goals
- Gender-based Counselling, Counselling and Sexual Orientation

Text Books

- *Auster, C. J., & Ohm, S. C. (2000). Masculinity and femininity in contemporary American society: A reevaluation using the Bem Sex-Role Inventory. Sex Roles, 43(7/8), 499–528.*
- *Clarke, V., Ellis, S. J., Peel, E., & Riggs, D. (2010). Lesbian, gay, bisexual, trans and queer psychology: An introduction. Cambridge: Cambridge University Press.*
- *Constantinople, A. (1973). Masculinity-femininity: An exception to a famous dictum? Psychological Bulletin, 80, 389–407.*
- *Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi Pearson*
- *Helgeson, V.S. (2020). Psychology of gender. Routledge.*

Reference Books

- *Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson*
- *Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill*

E Resources

- https://www.egyankosh.ac.in/handle/123456789/84912
- Why sex and gender matter in research by Dr. Shirin Heidari https://www.youtube.com/watch?v=sS4_dYHrX4I
- Beyond the gender binary by Dr. Margaret Nichols https://www.youtube.com/watch?v=4MUIYlaWVUk

Core XV

Gender and Human Resource Management

Course Objectives:

- Provides students with essential information about the human resource management area mainstream and critical gender subject.
- Course activities allow students to experience the cultural differences stemming fromgender and gender identity.

Learning Outcomes:

- Understand the essence of human resource management by knowing the quality of good HR managers, HR planning and career planning etc,
- To know about the important role of women as manager by their changing aspirations, bargaining and negotiation ability at work place.
- Students will learn to critically investigate the barriers of men and women in the management and glass ceiling effects against full potential in career profession, leadership and workplace.
- Attention to the gendered complexity in HRM can widen students' understanding and provide an alternative perspective that enriches Critical Human Resource Management.

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
- Career Planning –Placement and Induction

Unit II: Introduction to Women as Managers
- Emergence of Women as Managers: changing aspirations
- Bargaining and negotiation ability to address grievances (screen play)
- Addressing sexual harassment and gender discrimination in the workplace
- Management of job stress and work life balance (video clipping and discussion)

Unit III: Gender Disparity and Human Resource Management
- Role Conflict, analysing synergetic relationship.
- Glass Ceiling Effect in Human Resource Management
- Occupational sex segregation in professional work
- Participation in the boards and top decision making (screening and discussion)

Unit IV: Training and Managerial Skills of Women and Men

- Need for gender in HRM Training
- Need for Performance Appraisal
- Role of Boards and Pay Commission
- Communication and Leadership Skills for gender equality in HRM

Text Books:

- ✓ *Armstrong M. (2006); A Handbook of Human Resource Management, Practices 10th Edition; Kogan Page, London.*
- ✓ *Aswathappa, A. (2002) Human Resource and Personnel Management: New Delhi: Tata McGraw.*
- ✓ *Dubois, D., & Rothwell, W. (2004). Competency-Based Human Resource Management. Davies-Black Publishing.*

Reference Books:

- ✓ *Human Resource Management (2016). ISBN 13: 9781946135117, University of Minnesota Libraries Publishing.*

- ✓ *Shirley Tuchtfeldt (2008). Human Resource Management, ideology and gender. GRIN Publishing. ISBN: 9783638061957*

- ✓ *Davidson, M. T and Cooper, C. L. (1983). "Stress and the Women Manager".Martin Robertson, Oxford.*

- ✓ *Dwivedi, O.P. (2007). "Managing Development in a Global Context". Palgrave, Hampshire.*

E-Resources:

- ✓ *Human Resource Planning:*
  https://egyankosh.ac.in/bitstream/123456789/6620/1/Unit-2.pdf
- ✓ *Job Analysis and Job Description:*
  https://egyankosh.ac.in/bitstream/123456789/78790/1/Block-1.pdf

Core XVI

Gender Mainstreaming in Project Planning and Management

Course Objective:
- To understand the concept of gender mainstreaming and gender analysis which can be used to design appropriate projects to enable project planning deliver better outcomes.
- To enhance their understanding that gender mainstreaming is requiring in all phases of the project and that it should not be left to one person/institution.

Learning Outcomes:
- Students will understand that gender sensitive project design, strategic planning, programme delivery, evaluation and reporting to deal with differential needs of men and women in a project cycle.
- They will gather information regarding various issues and challenges, importance and models of gender mainstreaming in project planning.
- Students will know the implementing strategies for gender equality undertaken by different organizations and at policy level for gender mainstreaming project planning.
- To acquire knowledge about various tools and method which are required for the integration of gender equality in the project planning and management.

Unit I: Introduction to the Project Planning Cycle and Management

- Definition, meaning and stages of project planning
- Basic understanding on project management
- Characteristics of a gender sensitive project
- Points to consider when planning a project

Unit II: Rationale for Gender Mainstreaming in the Project Planning and Management

- Definition, meaning and concept of Gender Mainstreaming
- Issues and challenges in the gender mainstreaming
- Importance of considering gender issues in Project Planning
- Models of Gender Mainstreaming in the Project Planning

Unit III: Gender Mainstreaming in the Project Cycle
- Community Need Assessment; Developing Project Mission Statement
- Project identification and Project Formulation: Log Frame Analysis and Result Based Management
- Project Implementation
- Project Monitoring and Evaluation: Output, Outcome, and Impact Matrix

Unit IV: Tools and Methods of Project Monitoring and Evaluation
- Gender Analysis and Gender Awareness-raising
- Gender Budgeting and Gender Equality Training
- Gender Monitoring and Gender Evaluation

- Gender Impact Assessment and Indicators

Text Books

- ✓ *UN Women. (2022). Handbook on gender mainstreaming for gender equality results.*
- ✓ *United Nations Industrial Development Organization (UNIDO). (1997). UNIDO Guide to Gender Analysis and Gender Mainstreaming the Project Cycle.*
- ✓ *Pallicka Vareed, Baiju. (2011). Gender Mainstreaming Indices in Development Projects. New Horizons in Education.*

Reference Books

- ✓ *U. M. Stella, K. Abdu, N. Kulthum PM (June 2017). World Journal Gender Issues in Project Planning and Management, Vol. VI, Issue VI –, www.pmworldjournal.net*
- ✓ *Galina Berezhna et.al. (2020). Training on Gender Mainstreaming in Project Management: Case of International Donor Programs and Projects for Ukrainian Local Communities' Development. DOI:10.5220/0010920300003364*
- ✓ *Gender mainstreaming guidelines for project planning. Commonwealth Secretariat's Strategic Plan 2017/18-2020/21: Cross-cutting outcome*

E-Resources

- ✓ *https://www.unwomen.org/sites/default/files/2022-02/Handbook-on-gender-mainstreaming-for-gender-equality-results-en.pdf*
- ✓ *Gender mainstreaming in projects, https://www.citiesalliance.org/sites/default/files/2020-02/Gender%20mainstreaming%20in%20projects%20handout_Cities%20Alliance.pdf*
- ✓ *Gender mainstreaming: a global strategy for achieving gender equality & the empowerment of women and girls, https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/Gender-mainstreaming-Strategy-for-achieving-gender-*

equality-and-empowerment-of-women-girls-en.pdf

✓ *Gender Mainstreaming, https://egyankosh.ac.in/handle/123456789/6820*

Core XVII

Research Methodologies Part-II

Course Objectives:

- To acquire knowledge on the feminist research approaches and computer application inanalyzing gender perspective.
- To acquaint students with the processes for conducting fieldwork, data analysis and itsinterpretation within a feminist research framework.

Learning Outcomes:

- The students will understand the application of various statistical methos to assess the accuracy of the quantitative variables.

- They will Review and analyze gender related problems and research gaps, address questions, useof gender analytical framework to design research questions.
- 2 Learn the application of gender sensitive qualitative research methodologies to address negative outcomes of the gender relations and critically reflect upon constructive strategies.
- The students will know the specialized methodology that can better address the study of gender issues and bring rich research dividends.

Unit I: Basic of Statistical Data Analysis and Interpretation Techniques

- Meaning and scope of the statistical sampling methods in social science research
- Measures of Central Tendency: (Mean, Median, Mode)
- Measures Dispersion (Standard deviation and variance)
- Limitations of the statistical sampling methods in gender research

Unit II: Gender Responsive Quantitative Research Methods

- Survey questionnaire design
- The use of excel sheet
- Practical exercises tabulation and coding of data
- Diagrammatic and graphic presentation of data

Unit III: Research Design

- Research hypothesis/research questions
- Review of research articles
- Research design
- Sample design and their uses

Unit IV: Research Project Writing

- Gender analysis in research
- Report writing stages
- Chapter design

- Research Ethics

Text Books:

- Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners (Fifth Edition). SAGE Publications*

- Zou, P. X. W., & Xu, X. X. (2023). *Research Methodology and Strategy: Theory and Practice. First published on August 2, 2023. Print ISBN: 9781394190225. Online ISBN: 9781394190256. DOI: 10.1002/9781394190256.*

- Aguinis, H. (2024). *Research Methodology: Best Practices for*

- Rigorous, *Credible, and Impactful Research. The George Washington University.*

- Kothari, C. R., & Garg, G. (2019). *Research Methodology.*

- Kumar, R. (2023). *Research Methodology: A Step-by-Step Guide for Beginners (4th ed.). Paperback edition*

- Ahuja, R. (2001). *Research Methods. Rawat Publications.*

Reference Books:

- Acharya, Jyotirmayee. (2004). *Methods and Materials on Marginal Workers' Experiences: Learning through Field Inquiry in Orissa. Economic and Political Weekly,W39- 22, page2251-2261, ISSN 0012997, UGC JN 12473*
- Chambers, Robert. (1997). *whose reality counts? Putting first last. Intermediate Technology Publication, London.*
- Denzin, N., & Lincoln, Y. (Eds.). (2011). *Handbook of qualitative research (4th ed.). Thousand Oaks, CA: Sage.*
- Kothari C.R, (2009). *Research Methodology-Methods and Techniques, New Wiley Eastern Ltd., Delhi.*
- Maxine Molyneux, (2009). *The Politics of Rights: Dilemmas of Feminist Praxis*

E-Resources

- Pandey, P., & Mishra Pandey, M. (2015). *Research Methodology: Tools and Techniques. Bridge Center. https://euacademic.org/BookUpload/9.pdf*

- Research Methodologies and Methods, *https://egyankosh.ac.in/handle/123456789/4340*

- Research Methodologies and Methods, *https://www.ignouindia.in/ignou-mso-02-study-material-download-mso-02-ebook/*

Core XVIII

Driving Gender Equality through Sustainable Development Goals

Course Objectives:
- To understand the concept of gender mainstreaming and gender analysis which can beused to design appropriate projects to enable project planning deliver better outcomes.
- To enhance their understanding that gender mainstreaming is required in all phases ofthe project and that it should not be left to one person/institution.

Learning Outcomes:
- To make the students understand about the scope, aims and emergence of Sustainable Development Goals for gender equality and women empowerment.
- To acquire detailed information about the objectives and targets of SDG 5
- To know about the implementation strategies of SDG through policy perspectives.
- To gather knowledge about SDG no five and its strategic outcomes towards promoting genderequality and empowerment in the era of globalization.

Course Content

Unit I: Sustainable Development Goals
- Meaning, definition, and scope of Sustainable Development Goals
- Emergence of the concept and global initiatives
- Aims of Sustainable Development Goals number five
- Integration of the concept of gender in the Sustainable Development Goals

Unit II: Objectives and Targets of the Sustainable Development Goal Number Five
- SDG five objectives
- SDG five targets
- SDG five measurement indicators
- Implementation and progress statics of the SDG five

Unit III: Implementation of SDG in India
- National Policy for SDG Implementation in India
- Case study on the models of implementation
- Case study on the strategies of intervention
- Capacity building and innovation

Unit IV: Impact of the Implementation of the SDG Goal Five
- Equality in the educational participation
- Exercising human rights and political representation
- Changes in the economic and social empowerment
- Participation in the livelihood project

Text Books

- ✓ *Agarwal Bina. (2018). Gender equality, food security and the sustainable development goals.* **Current Opinion in Environmental Sustainability**, *Volume 34, October 2018, Pages 26-32*
- ✓ *Anitha C V (2021). Sustainable Development Goals and Gender Equality in India.*
- ✓ *Asian Development Bank (2018). Gender Equality Results Case Study India Enhancing Energy-Based Livelihoods for Women Micro-Entrepreneurs by Asian Development Bank.*
- ✓ *Agrawal. M (2013). Women Empowerment and Gender Equality, Kaniska Publishing House, New Delhi*
- ✓ *Biswaranjan. B (2016). Women and Empowerment in Contemporary India, World View Publication, New Delhi*

Reference Books

- ✓ *Voluntary National Review Report on Implementation of Sustainable Development Goals United Nation High Level Political Forum 2017 NY, Govt of India*
- ✓ *Prabhakar Mohandas (2018). Sustainable Development Goals (SDGs)-Challenges for India. Indian Journal of Public Health Research and Development 9(3):1DOI:10.5958/0976-5506.2018.00172.9*

E-Resources

- ✓ *https://borgenproject.org/sdg-5-in-india/*
- ✓ *https://www.niti.gov.in/verticals/sustainable-dev-goals*
- ✓ *https://timesofindia.indiatimes.com/blogs/voices/sustainable-development-goals-india-needs-an-urgent-push-to-achieve-the-sdgs/*
- ✓ *https://www.business-standard.com/article/current-affairs/india-slips-3-spots-on-17-sdg-adopted-as-2030-agenda-says-report-122030100779_1.html*
- ✓ *https://www.unwomen.org/en/news-stories/in-focus/2022/08/in-focus-sustainable-development-goal-5*

Core XIX

An Introduction to Feminist Thought

Course Objectives:

- To introduce the students to the concept of feminism, its historicity, and its spread.
- To give an impression about different types of feminism from classical to modern,their advocacy and achievements

Learning Outcomes:

- The paper will enable the students understand feminism as a philosophy, as a movementand as a practice.
- The students will understand the liberal and radical feminism, some demands, strategies, and achievements of the prominent schools of feminism.
- The students will gain knowledge about the socialist and Marxist feminism, some demands, strategies, and achievements of the prominent schools of feminism.
- The students will know about Black feminism and Dalit feminism, some demands, strategies, and achievements of the prominent schools of feminism.

Unit I: Concept of Feminism

- Meaning, definition, and scope of feminism
- Features or Theories of Feminism
- Evolution and history of development in feminism
- Feminism in India

Unit II: Liberal Feminism and Radical Feminism

- Concept of Liberal Feminism & Radical Feminism
- Contribution of Mary Wollstonecraft, Betty Friedan, Kate Millet & Shulamith Firestone
- Basic strategies adopted by Advocates of Liberal &Radical Feminism
- Criticism

Unit III: Socialist and Marxist Feminism

- Concept of Socialist Feminism & Marxist Feminism
- Contributions of Juliet Mitchell and Irish Young, Friedrich Engels, John Benston
- Basic strategies adopted by Advocates of socialist & Marxist Feminism
- Criticism

Unit IV: Black Feminism and Dalit Feminism

- Concept of Black Feminism & Dalit Feminism
- Contributions of Bell Hooks, Alice Walker, Babytai Kamble, Sujatha Gidla
- Basic strategies adopted by Advocates of Black & Dalit Feminism
- Criticism

Text Books:

- ✓ *Disch, Lisa, and Mary Hawkesworth (eds), The Oxford Handbook of Feminist Theory, Oxford Handbooks (2016; online edn, Oxford Academic, 6 Jan. 2015), https://doi.org/10.1093/oxfordhb/9780199328581.001.0001,*
- ✓ *Hughes, C. (2002). Key Concepts in Feminist Theory and Research (First Edition). SAGE Publications Ltd.*
- ✓ *Brunell, L. and Burkett, . Elinor (2024, February 28). feminism. Encyclopedia Britannica. https://www.britannica.com/topic/feminism*
- ✓ *Raina, Javeed Ahmad. (2020). Feminism: An Overview.*
- ✓ *Hoffman, J. (2001). Defining Feminism. Politics, 21(3), 193-199. https://doi.org/10.1111/1467-9256.00151*

Reference Books:

- ✓ *Bhasin, Kamla. (1993).What is Patriarchy?, New Delhi : Kali for Women*
- ✓ *Jain, D., Rajput, P., &Oo, Z. M. (2003). Narratives from the Women's Studies Family Recreating Knowledge. Gender, Technology and Development, 7(2), 265-270.*
- ✓ *Kumar, R. (1993). The history of doing: An account of women's rights and feminism in India. New Delhi: Zubaan, 128.*
- ✓ *Mazumdar, V. (1985)Emergence of women's question and role of women's studies. New Delhi: Centre for Women's Development Studies*
- ✓ *Pilcher, Jane & Imelda Whelehan (2004) 50 Key Concepts in Gender Studies, SAGE Publications*
- ✓ *Raj, M. K. (Ed.). (1986). Women's studies in India: some perspectives. South Asia Books.*
- ✓ *Rege, Sharmila (ed)(2003), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi*

E-Resources:

- ✓ *FEMINISM, https://egyankosh.ac.in/bitstream/123456789/76587/1/Unit-12.pdf*
- ✓ *Feminism theory and Practice (DSE7), https://www.studocu.com/in/course/university-of-delhi/feminism-theory-and-practice/4642799*
- ✓ *Feminism : Concepts and Theories, https://onlinecourses.nptel.ac.in/noc24_hs28/preview*
- ✓ *https://youtu.be/0TgcdVHVF1g?si=heCtaL667vhLGEqy*
- ✓ *Feminisms: variations and contexts, https://egyankosh.ac.in/bitstream/123456789/1604/3/Unit-4.pdf*
- ✓ *FEMINIST PERSPECTIVES, https://egyankosh.ac.in/bitstream/123456789/65147/1/Unit-7.pdf*
- ✓ *Feminist Theories, https://egyankosh.ac.in/handle/123456789/1503*

Core XX   **Semester VIII**

History of Women's Movement

Course Objectives:

- To briefly review previous women's movements and their central concerns to understand the position of women in the colonial and post-colonial periods through movements.
- To analyse how gender biases are challenged by the women's movement in contemporary India.

Learning Outcomes:

- The students will understand the nature, dynamics, composition of women's movement and their status during various period.
- The paper is expected to give exhaustive information to the students about the nature of social movement, its stages and types during colonial period.
- It will also provide them a thorough knowledgebase on the initiation of movements among women during post-colonial period.
- They will know about the newly emerging women's movement during the period of liberalization.

Unit 1: Status of Women in India

- Nature, Dynamics, and Composition of the Women's Movement
- Status of Women in the Vedic Period
- Status of Women in the Medieval Period
- Status of Women in the British Period

Unit II: Women's Movements in the Colonial Period

- Social Reform Movements (Raja Ram Mohan Roy, Savitri Bai Phule, and Ani Besant)
- Nationalist Movements
- Important women leaders (Vijaya Laxmi Pandit, Indira Gandhi& Rama Devi)
- Iconic Women and Beacon Organizations (All India Women's Conferences (AIWC),The Women's India Association (WIA)

Unit III: Women's Movements in the Post-Colonial Period

- Political-Social-Economic Agenda of the Women's Rights Movement
- Telangana Movement
- Chipko Movement
- Women's Movements in India since the 1970s (Shahada and anti-price rise agitationsin Maharashtra)

Unit IV: Women's movements in the Period of Liberalization and thereafter:

- Dalit women's movement
- Gulabi gang protest
- Nirbhaya Movement

- #MeToo movement

Text Books:

- ✓ *Kumar, Radha. 1993. History of Doing**. New Delhi: Kali for Women.*
- ✓ *Ghadiali, Rehana (1988). (Ed). Women and Society in India, Sage Publications, 1988.*
- ✓ *Thapar, Romila. 1975. "Looking Back in History". Devaki Jain (ed.) Indian Women. New Delhi: Publication Division, Government of India.*
- ✓ *Patel Vibhuti (2009). Discourse on Women and Empowerment, (Ed). The Women Press, Delhi.*

Reference Books:

- ✓ *Lal, Ruby. 2004. Domesticity and Power in the Early Mughal World. Cambridge: Cambridge University Press.*

- ✓ *Pande, Rekha. 2010. Divine Sounds from the Heart, Singing Unfettered in their Own Voices- The Bhakti Movement and its Women Saints (12th to 17th century). U.K: Cambridge Scholars Publishing.*

- ✓ *Tharu, Susie and K. Lalit (eds). 1991. Women Writing in India, Vol. 11. NewDelhi: Oxford* University Press.

- ✓ *Chakravarty, Uma. 1998. Rewriting History: The Life and Times of Pandita Ramabai. New Delhi: Kali for Women Press.*

E-Resources:

- ✓ *All India Women's Conference (AIWC): Website: AIWC*
- ✓ *The Women's Indian Association (WIA): Website: WIA*
- ✓ *Chipko Movement: https://egyankosh.ac.in/bitstream/123456789/33952/1/Unit*
- ✓ *pdf*

Core XXI

Gender and Politics

Course Objectives:
- To provide an idea to the students on the concept of politics, women's participation in politics from local self-government to national level parliament.
- To explain the concept of leadership, women in leadership roles, human rights of women and the way they are infringed upon.

Learning Outcomes:
- The paper will give an insight on the gendered nature of politics, the challenges and opportunities for women in politics.
- It will also provide a snapshot on role of women in political leadership at local self-government, state level and national level politics.
- The students will understand gender gaps in political participation by studying their achievements at National and International level of politics.
- They will gain knowledge on reservation of women in PRIs and their issues relating to their participation in local governance

Unit I: Gender and Political Participation

- The Concept, Political Participation: Meaning, Nature and Types
- Gender and Political Participation: Views of Gandhiji, Issues and Interventions
- Participation of male and female in electoral system as voters and as candidates
- Political status and rights of women in India

Unit II: Women and Political Leadership
- Political leadership: Meaning, Types, Classification of political leadership
- The concept of transformational leadership
- Women leaders in Pre independence and Post-independence National leadership
- Women's reservation Bill in India

Unit III: Gender Perspectives of National and State Politics
- Male and Female leaders in Pre independence State politics
- Male and Female leaders in Post-independence State politics
- Achievements of leaders in National Politics
- Achievement of leaders International Politics

Unit IV: Women in Local Self-Governance
- Concept of local self-government-the concept, need
- Evolution of Local Self-Government (Panchayati Raj System) in India from ancient to modern period and functions
- Reservations for Women in PRIs, the 73rd Amendment Act, Role of women in PRIs today
- Issues of women's participation in Local self-government and Interventions to overcome

Text Books:

- Giugni, Marco, and Maria Grasso (eds), *The Oxford Handbook of Political Participation*, Oxford Handbooks (2022; online edn, Oxford Academic, 18 Aug. 2022), https://doi.org/10.1093/oxfordhb/9780198861126.001.0001, accessed 3 Apr. 2024. (Unit-I)

- Kittilson, M. (2016, May 09). *Gender and Political Behavior*. Oxford Research Encyclopedia of Politics. (Unit -II)

- *Women as Political Leaders: Studies in Gender and Governing.* (2013). United States: Taylor & Francis. (Unit-II)

- Veigas, S. S. (2019, February). *Women's Political Leadership in Panchayati Raj Institutions: Challenges & Prospects.* PRIA (Participatory Research in Asia). (Unit-II)

- Randall, V., & Waylen, G. (Eds.). (1998). *Gender, Politics and the State* (1st ed.). Routledge. https://doi.org/10.4324/9780203004890 (Unit-III)

Reference Books:

- 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 Mojumdaredt.(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.

E- Resources:

- Gender and Political Behavior. Oxford Research Encyclopedia of Politics. Retrieved https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-71

- Women's Political Leadership in Panchayati Raj Institutions- Challenges & Prospects,

https://www.pria.org/knowledge_resource/1555061639_Womens%20Political%20Leadership%20in%20Panchayats%20Raj%20Institutions-%20%20Challenges%20%20Prospect.pdf

✓ *Women, Social UNIT 18 LOCAL SELF GOVERNMENT AND WOMEN, https://egyankosh.ac.in/bitstream/123456789/25930/1/Unit-18.pdf*

✓ *https://egyankosh.ac.in/bitstream/123456789/101778/1/Block-2.pdf*

Core XXII

Gender, Science and Technology

Course Objectives
- To understand the meaning and concept of science and technology its integration towards gender inclusive and its gender implications.
- To understand the technology intervention impact gender and development. Gender participation in the education, health, agriculture, ICT, and industry etc.

Learning Outcomes
- Students will be familiar with the evolution and utilization of gender in technology and global policy frameworks.
- They will understand the impact of technology transfer on men and women and the initiatives for enhancing the participation of girls in science and technology education.
- They will know about the role of Information and Communication Technology in everyday life- how ICT helps in shaping our lives and how has ICT brought about a change in human perspectives.
- They will be familiar with the government initiatives for capacity building of women through emerging technologies which will lead to empowerment of women.

Unit I: Concept of Science and Technology

- Meaning, definition and historical evolution of technology
- Global policy and legislative framework: The Commission on Science and Technology for Development (CSTD)
- Long term perspective plan for gender in technology
- Utilization of science and technology for gender development

Unit II: Gender Access to and Control over the Benefit from Technology
- Gender appropriate technology design
- Initiatives to increase women's and girls' participation in S&T education and employment.
- Impact of transfer of technology for working men and women (agriculture & Industry)
- Impact of Technology on women's health and nutrition

Unit III: Emerging Technologies and Gender
- Gender and digital divide: issues in IT and computer application
- E-learning, e-commerce, e-shopping. Misuse of ICT-Cybercrime
- IT industry and Women as IT professionals, Call Centers and BPOs,
- Case study on the role of ICT in empowering women

Unit IV: Government Initiatives for Gender Parity in Science and Technical Skills

- Supporting enterprise development, innovation, and market access
- Enhancing technical skills in women- TRYSEM, STEP, CAPART, AKSHAYA
- Women scientists of India and their contributions
- Laour-saving technologies and infrastructure to reduce the burden of

housework.

Text Books:
- ✓ *Gobo, G., & Marcheselli, V. (2022). Science, Technology and Society: An Introduction.*
- ✓ *Felt, U., Fouché, R., Miller, C. A., & Smith-Doerr, L. (Eds.). (2016). The Handbook of Science and Technology Studies (4th ed.). With Kelly Moore. MIT Press.*
- ✓ *Handbook of Gender and Technology: Environment, Identity, Individual. (2023). United Kingdom: Edward Elgar Publishing Limited.*
- ✓ *Trauth, E. M. (Ed.). (2006). Encyclopedia of Gender and Information Technology (2 Volumes). IGI Global. DOI: 10.4018/978-1-59140-815-4*
- ✓ *Ellen Balka. (2024). Gender and Technology at Work: From Workplace Studies to Social Justice in Design. Cambridge University Press. DOI: https://doi.org/10.1017/9781009243728*

Reference Books:

- ✓ *Gupta, Namrata (2020). Women in Science and Technology, SAGE Publishing India*

- ✓ *Khandelwa Dilipkumar (2022). Bridging the gap for women in science and technology, The Economic Times*
- ✓ *Khazan,Olga(2019). 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*

- ✓ *Women, Science, and Technology: A Reader in Feminist Science Studies*

E-Resources:
- ✓ *Trauth, E. M., & Quesenberry, J. L. (Eds.). (2023). Handbook of Gender and Technology (International Handbooks on Gender series). Edward Elgar Publishing. https://www.ebooks.com/en-us/book/210790857/handbook-of-gender-and-technology/eileen-m-trauth/*
- ✓ *Association for Women in Science (AWIS): https://awis.org/*
- ✓ *GenderIT.org: https://www.genderit.org/*
- ✓ *Gendered Innovations: https://genderedinnovations.stanford.edu/*
- ✓ *Ridging the stem gap: government initiatives in India https://womenforstemindia.org.in/bridging-the-stem-gap-government-initiatives-in-india/*
- ✓ *SWATI' (Science for Women-A Technology & Innovation) Portal https://pib.gov.in/PressReleaseIframePage.aspx?PRID=2004958*

Core XXIII

Gender and Social Work

Course Objectives
- To review approaches and various dimensions of gender education and expected gendercompetences of social workers.
- To understand the gender perspective of transformative social work models and civilsociety initiatives for social change.

Learning Outcomes
- The students will understand scope and importance of gender perspectives of social work.
- They will gain knowledge about various social work methods like social class and group work and social welfare administration to facilitate better social services.
- They will become familiar with social work educators and practitioners who can use the gender centered approach to social work services for developing gender competence and for enhancing the transformative approach to social change.
- The students will get information about gender education strategies which are crucial determinant for the development of the appropriate interventions in social work.

Unit I: Understanding Social Work

- Concept and definition of social work
- Scope and concerns of gender perspectives of social work practice
- Emergence of professional social work in India
- Ngo's and Civil Society organization

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
- Social welfare administration, at state and local levels

Unit III: Gender Centered Approach of the Civil Society in Social Work
- Intervention models of SEWA
- UNICEF
- UNDP
- CSR

Unit IV: Social Work Initiatives for Gender
- Methods and strategies of social work initiatives for women
- Social work interventions for migrant, displaced and poor women.
- Fields of social work – Family welfare, child welfare, School social work
- Medical and psychiatric social work

Text Books:

✓ Hicks, S. (2015). Social work and gender: An argument for practical accounts. Qualitative Social Work, 14(4), 471-487. https://doi.org/10.1177/1473325014558665

✓ Leskošek, V. (Ed.). (2017). Teaching Gender in Social Work: Teaching with Gender. European Women's Studies in International and Interdisciplinary Classrooms (A book series by ATHENA).

✓ Gray, M., & Webb, S. (Eds.). (2012). Social Work Theories and Methods (Second Edition). SAGE Publications Ltd.

✓ Thompson, N., & Stepney, P. (Eds.). (2017). Social Work Theory and Methods: The Essentials (1st ed.). Routledge. https://doi.org/10.4324/9781315210223

✓ Ghatak, A., Alam, A., & Qureshi, I. (2023). Cultivating Women Entrepreneurship: A Case Study of SEWA ISBN: 978-981-99-4007-3.

✓ Jimenez, G. C., & Pulos, E. (2016). Good Corporation, Bad Corporation: Corporate Social Responsibility in the Global Economy. ISBN 13: 9781942341253

✓ Pricewaterhouse Coopers (PwC). (2013). Handbook on Corporate Social Responsibility in India.

Reference Books:
✓ Dvoriak, S., Karagodina, O., Semigina, T. (2020). Gender competences of social work students: do we need a transformative approach? Social Work and Education. Vol. 7, No. 3. Ternopil-Aberdeen, 2020. pp. 279-288. DOI: 10.25128/2520-6230.20.3.3.
✓ Margaret Alston (2020). Margaret Alston Working with Women: Gender-sensitive Social Work Practice, Oxford University Press
✓ (2009). Teaching Gender in Social Work, ATHENA3
✓ 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
✓ Eck (2013) quotes Bornstein, E. (2004). The spirit of development: Protestant NGOs, morality and economics in Zimbabwe. Routledge.

E-Resources:
✓ Working with Women: Gender-sensitive Social Work Practice Margaret Alston https://www.oup.com.au/__data/assets/pdf_file/0020/150536/ALSTON_9780190309879_SC.pdf

✓ Teaching Gender in Social Work https://atgender.eu/wp-content/uploads/sites/207/2017/08/Teaching_Gender_in_Social_Work.pdf

✓ Contemporary Methods of Social Work https://egyankosh.ac.in/handle/123456789/58787

✓ Introduction to Social Work Concepts-I, http://egyankosh.ac.in//handle/123456789/67060

✓ Tackling Social and Economic Determinants of Health through Women's Empowerment: The SEWA Case Study.