

**COURSES OF STUDIES
FOR
M.A IN WOMENS STUDIES**



**BERHAMPUR UNIVERSITY
BHANJA BIHAR
BERHAMPUR-760007 (GANJAM)
ODISHA INDIA
2023-24**

The Course of Studies for Master's Degree in Women's Studies under Choice Based Credit System Effective from 2022-2023 Academic Session onwards

P.G. Department of Women's Studies -

The MA course in women's studies offers the opportunity to study the complex issues and debates within women's studies and gain a critical understanding of the intersections between feminist thought and wider social and cultural debates. The department of women's studies allows students to enhance intellectual and personal growth, develop an understanding of the unique contributions and challenges faced by women, and interpret the human experience through a critical analysis of gender, religion, sexuality and social class.

Vision: The PG Department of Women's Studies envisions creating knowledge that develops new perspectives on Gender Equality. It also aims at strengthening and advancing feminist pedagogy and fostering links between academic research, and political movements for gender equality and social justice.

Mission: To bring conscientization among people and transformation in the society through “teaching, research and outreach”.

Aim: To help and develop critical insight about social realities ,experiences and systemic oppressions.

Women's studies as an academic discipline is relatively young and an unconventional discipline as far as Indian universities are concerned. The relevance of the discipline lies in the fact that it aims to provide a more holistic approach towards knowledge production, validation and dissemination.

Programme Out come

The syllabus of Master of Arts in Women's Studies is a full time two years program in self-financing mode. The course spreads over four semesters. Each paper carries 100 marks, including 20 marks for Mid-Semester and 80 marks for Semester Examination. The uniform nature of credits specified for the program describes the equitable weight age of various courses of the program. The number of credits along with grade points that a student's satisfactorily complete measures the performance of the students.

Detail Syllabus:

Sl.No	Subject code	Subject title	Internal marks	Semester marks	Total Marks	Credits
FIRST SEMESTER						
SEM-I	WS C101	Introduction to Women's Studies	20	80	100	4
	WS C102	Feminist Thinkers and Theories	20	80	100	4
	WS C103	Women and Development : Principles and Concepts	20	80	100	4
	WS C104	Culture, Society and Gender	20	80	100	4
	WS C105	Gender and Education	20	80	100	4
Semester Total			100	400	500	20
SECOND SEMESTER						
SEM-II	WS C201	Women, Work, Employment	20	80	100	4
	WS C202	Women and Health	20	80	100	4
	WS C203	Women, Law and Governance	20	80	100	4
	WS C204	Women, Environment and Climate Change	20	80	100	4
	WS C205	Women and Disability	20	80	100	4
	WS VAC	Gender Sensitization	20	80	100	NC
Semester Total			100	400	500	20
THIRD SEMESTER						
SEM-III	WS C301	Feminist Research Methodology	20	80	100	4
	WS E302	Women & Media / Women and Natural Resources	20	80	100	4
	WS E303 A/B	Women & politics/ Gender Budgeting and planning	20	80	100	4
	WSC304	Internship		100	100	4
	WS CT 300	Women and Law	20	80	100	4

	WAS VAC	Beyond Binary	20	80	100	NC
Semester Total			100	400	500	20
FOURTH SEMESTER						
SEM-IV	WS C401	Women and Entrepreneurship	20	80	100	4
	WS C402	Gender and Human Resource Development	20	80	100	4
	WS E403 A/B	Skill Development for Project-Management/ Women and Technology	20	80	100	4
	WS C404	Women in Odisha	20	80	100	4
	WS C405	Dissertation	20	80	100	4
Semester Total			100	400	500	20
Grand Total					2000	80

In Third Semester students have to opt for any two core electives (E) in third semester (from WS E 302 A/B and WS E 303 A/B).

In fourth semester students have to opt one elective from 403A /B.

In Third Semester students are also have to choose one paper from Credit Transfer paper offered by other departments.

Further students are also have to take two value added courses (VAC) each in the second and third semester offered by the department.

Detailed Course Description

Semester-I

WSC101: INTRODUCTION TO WOMEN'S STUDIES

Credit-04
Full Mark -100

End Semester- 80 (3Hrs)
Mid Semester - 20 (1

Hr.)

Course Outcomes:

Student will explore about the uneasy negotiations between theory, policy and practices that

are often evident within the realm of gender especially where women are understood as political, negotiated and contested element of social relationships.

- Students can explain and analyze the women issues and challenges from a cross cultural perspective
- Students will learn to analysis policy planning and evaluate different decentralization strategies of the Government, Corporate and at global level and compare the issues and challenges across developing and developed nations.

Unit– I

Introduction to Women’s Studies:

Key concepts in Women Studies: Sex, Gender-biological vs. cultural, social construction of gender, theories of gender, gender roles, gender stereotypes, sexuality, gender socialization, gender discrimination, gender inequality, masculinity, feminism, public/private dichotomy, gender mainstreaming, gender segregation.

Unit– II

Gender issues and Women:

Need, scope and challenges of women’s studies, women’s studies as an academic discipline, women’s studies to gender studies: thinking beyond binaries, Need for Gender sensitization.

Unit – III

Women and Development: Principles and Concepts:

Women’s Movement: global and local Pre-Independence, Post-Independence, and Contemporary, Debates, Women’s Movement in Odisha. The link between Women’s Studies and Women’s Movement

Unit– IV

Progress towards Gender Equality

Women’s studies as Action-National Committees, (Towards equality) Indian Association of

Women's studies Center for Women's Development studies, UGC approach to Women's studies, UN Women Studies.

REFERENCES

- Amy S. Wharton. (2005) "The Sociology of Gender: an Introduction to Theory and Research (Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.
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- Jasbir Jain (Ed). (2005). "Women in Patriarchy: Cross Cultural". Rawat Publications, Jaipur
- Maithreyi Krishna Raj. (1986). "Women Studies in India: Some Perspectives". Popular Prakasham, Bombay.
- Mala Khullar, (Ed), (2005). "Writing the Women's Movement: A Reader". Zubaan, Kali for Women, New Delhi.
- Mies, Maria. (1980). "Indian Women and Patriarchy". Concept Publishing Company, New De/hi.
- Sharmila Rege, (Ed.). (2003). "Sociology of Gender: The Challenger of Feminist Sociological Knowledge". Sage, New Delhi.
- Veena Majumdar. (1974). "Report on the committee on the Status of Women: Towards Equality". Journal of Women Studies.
- Khullar, Mala. Writing the Women's Movement: A Reader ed. New Delhi: Zubaan, 2005.
- Jain, Devaki and Pam Rajput. Narratives from the Women's Studies Family: Recreating knowledge. New Delhi: Sage, 1942. Programme of Women's Studies. New Delhi: ICSSR, 1977.
- Women's Studies in India: A Reader. Ed. Mary John. Penguin: New Delhi, 2008.

WSC102: FEMINIST THINKERS AND THEORIES

Credit–04

End Semester– 80(3Hrs)

Full Mark –100

Mid Semester – 20 (1 Hr)

Course Outcome:

To give the students different ideas regarding types of feminism and their contribution for bringing reformation in the society.

To sensitize the students about development of feminism in India and Western Countries.

Unit– I

- Liberal Feminism, Marxist Feminism, Socialist Feminism, Indian Feminism.

Unit– II

- New Feminist Debates, Post-Colonial and Post-Modern, Black Feminism, Eco-Feminism, Masculinity Studies, LGBT

Unit– III

- Contemporary contestations, Intersectionality, Transgender movement.

Unit– IV

- Feminist thinkers in 18th, 19th, 20th and 21st century.

REFERENCES

- Butler, Judith and Joan W Scott. eds. (1992) "Feminist Theorize *the Political*" Routledge, New York.
- Beasley Chris (2012). *what is Feminism? An introduction to Feminist Theory*, Sage Publication.
- Basu Amrite (2010). *The challenge of Local Feminism Kali for Women*.
- C. Jackson and R. Person. (eds.) *Feminist vision of Development* 135-51 Routledge, London.
- Chaudhuri Maitrayee (2014). *Feminism in India*. Loomen unlimited
- Desai Leela (2003). *Feminism and its Strategies*, Pointer
- Engels, Friedrich. (1997). "The Origin of Family, Private Property and state", Pathfinder Press. New York. (1884 tr. 1902).

- Firestone, Shulamith. (1970). "The Dialectic of Sex: The Case for Feminist Revolution".
- Freedman Jane (2020). Feminism, Viva William Morrow, New York.
- Harding, S. 1987. Introduction: Is there a feminist method? S. Harding (ed.) Feminism and Methodology. 1-14. Indiana University Press. Bloomington.
- Jackson Stevi, Jones Jackie. (2015). Contemporary Feminist Theories, Edinburgh U Press.
- John, Mary. E. (2010). Discrepant Dislocations: Feminism Theory & Postcolonial Histories, Oxford.
- Collins, P. (2000). Black feminist thought: Knowledge, consciousness, and the politics of Empowerment (2nd ed.). New York: Routledge.
- Evans, W.K, & Bartkowski, F. (2000) .Feminist theory: A reader ,MT. View, CA: Mayfield Publishing Company.
- Van Den Bergh, N. (Ed.). (1995). Feminist practice in the 21st century, Washington, D.C.: NASW Press.

WSC103: WOMEN AND DEVELOPMENT: PRINCIPLES AND CONCEPTS

Credit–04

End Semester– 80(3Hrs)

FullMark –100

Mid Semester – 20 (1

Hr.)

Course Outcome:

- Students can explain and analyze the gender relations, issues and challenges from a cross cultural perspective: students will learn to use gender analysis framework in policy planning and evaluate different decentralization strategies of the government, corporate and at global level and compare the issues and challenges across developing and developed nations.
- It will enhance their intellectual rigor on how and why the need for differential strategies to promote capacities of women and men across culture to use public/grassroots infrastructures and ensure policy success. Identifying consequences of a proposed policy planning on addressing negative outcomes and redirect towards relevant formulation of public policies.

Unit– I

Development from the perspective of women's Studies

- Development: Concept and its evolution from an economic to social to sustainable development and Changing role of women
- Sustainable Development and Women
- Alternative Approaches – Women in Development (WIO) Women and Development (WAD) Gender and Development (GAD)

Unit– II

Development and Women Empowerment

- Empowerment: concept and indices, Women Empowerment: Meaning and Scope
- Gender Development Index (GDI)
- Gender Empowerment Index (GEI),
- Gender Inequality Index (GII),
- Global Gender Gap Index (GGGI),
- Gender Empowerment measurement.

Unit– III

Gender Needs

- Gender needs, Practical gender needs, and strategic gender needs;
- CEDAW, 1995 Beijing Declaration SDG Goals relating to Gender,
- UN Bodies on Women.

Unit– IV

Women in Developmental Planning in India

- Women's Development, Approach through Five year plans, Gender mainstreaming, Gender budgeting, gender auditing.
- Role of NGOs in Women's development mainstreaming gender in local governance.

REFERENCES

- Amy S. Wharton. (2005). "The Sociology of Gender; An Introduction to Theory and Research". (Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.
- Kumkum Sangari and Sudesh Vaid. "Recasting Women: Essay in Colonial History".
- Lerner, Gerda. (1986). "The Creation of Patriarchy". Oxford University Press, New Delhi.
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- Desai, Neera and Maithrey Krishnaraj. Women and Society in India. Delhi
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- Nanda, B.R. Indian Women: From Purdah to Modernity. Delhi: Vikas, 1976.
- Women's Studies in India: A Reader. Ed. Mary John. Penguin: New Delhi, 2008.

WSC104: CULTURE, SOCIETY, GENDER

Credit–04

End Semester– 80(3Hrs)

Full Mark –100

Mid Semester – 20 (1 Hr.)

Course Outcome:

- 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.
- Appreciate gendered processes affect daily lives and shape our experience.
- Students will develop an insight into the various tribal cultural variations and how gender roles differ in different cultural and social context.

Unit– I

Culture and Gender

- What is Culture, Culture and Society, Social construction of Sexuality in Culture, Femininity and masculinity in Indian Culture.
- 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:

- Feminist perspectives of marriage, family.
- Becoming Gendered: the family and gender socialization, other agents.
- University of gender: Kinship and gender, caste and gender, religion and gender.

Unit– III

Cultural Communities, Practices, and Gender:

- Cultural Communities, Practices and Gender
- Dalit Women, locating Gender in Tribal Culture. Culture, Violence against Women and Honor killing, Witch hunting, sex worker, sati, Devadasis, Widows.

Unit– IV

Gender in Changing Cultural Scenario:

- Gender in Changing Cultural Scenario Gender and Polity in India.
- Gender and Economy – Unpaid and paid work.
- Gender and Society – Live in Relationships, Surrogacy, Single parenting.

REFERENCES:

Amy S. Wharton. (2005). *Sociology of Gender: An Introduction to Theory and Research*. (Key Themes in Sociology) Blackwell Publishing, UK, India Reprint Kilaso Books, New Delhi.

Agarwal, 8. (Ed) (1988). *Structure of Patriarchy: State, Community and Household*. Modern South Asia, New Delhi: Kalika Women.

Jasbir Jain (Ed). (2005). *"Women in Patriarchy: Cross Cultural"*. Rawat Publication Jaipur.

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Sharmila Rege, (Ed.). (2003). *"Sociology of Gender: The Challenge of Feminist Sociological Knowledge"*. Sage, New Delhi. Tumin Melvin M. 1999. *Social Stratification: The Forms and Function of Inequality*. New Delhi: Prentice-Hall of India

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WS C 105: GENDER AND EDUCATION

Credit–04

End Semester– 80(3Hrs)

Full Mark –100

Mid Semester –20

Course Outcome:

- Students will be able to understand and comprehend the inter-linkages between gender and education.
- Students will be able to critically evaluate how these inter-linkages operate towards discrimination and exclusion of women.

Unit-I

Education as a Tool for Gender Equality

- Introduction, objectives, and aims of women education;
- Nation, education, and women
- 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

Educating Women: Issues and Challenges

- 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

REFERENCEBOOKS

- The Critical Pedagogy Reader, Darder, A., Baltodano, M. P., and Torres, R.D. Routledge, New York, 2009.
- The Sand Handbook of Gender and Education, Skelton, C., Francis, B., and Smulyan, L. (Eds.). Sage Publication, London, 2006.
- Looking Beyond Smokescreen, Kumar, Krishna., Priyam, M., and Saxena, S, Economic and Political Weekly, 36: 7, 17 February 2001.
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- Interrogating Women's Education: Bounded Visions, Karuna Chanana, Expanding Horizons, 2001. 7. The Miseducation of Women, James Tooley, Continuum, London, 2002.
- Emerging Issues and Rethinking, Mittal Publications, New Delhi 2008.
- Women, Culture and Society-Social Status, Rights & Role, Dr. Sharada R Javia , Vital Publications, 2008.
- Education for Women, Digumarti Bhaskara Rao and Digumarti Pushpa Latha- , Discovery Publishing House, New Delhi, 2004.
- National Policy for Women: With schemes & Guidelines, Somya Banarjee (Ed), Arisu Publishers & Distributors, New Delhi, 2009.

Semester-II

WSC201: WOMEN, WORK AND EMPLOYMENT

Credit-04

End Semester- 80(3Hrs)

Full Mark -100

Mid Semester -20

Course Outcomes:

- Students will be able to explain the concept and meaning of work and also understand the importance of productive and reproductive work carried out by women.
- The students will get a clear-cut impression about the gendered character of workforce and labour force participation.
- They can accumulate knowledge to safeguard the women at workplace from exploitation and stop the gradual De-feminization of workforce.

Unit-I

Conceptualizing Gendered Work

- Conceptualizing gendered work, 'concept of work'.
- Productive and non-productive work- use value and market value, paid work and unpaid work:
- feminist discourses, international standards of measurement, importance of visibility of women's work: feminist debate

Unit-II

Theoretical Perspectives on women and work

- Fredrich Engels, Rosa Luxemburg, Sandra White worth, Ester Boserup,
- Features of feminist Economics

Unit-III

Gender Division of Labour

- Women in Organized and Unorganized Sector
- Impact of new economic policy on women's employment
- Structural adjustment policy and gender

Unit- IV

Microfinance and Women

- Concept of micro finance-genesis and development
- Government intervention in popularizing microfinance
- Women SHG: Objectives, achievements and Challenges, SHG Movement in India,
- Role of mission Shakti in SHG Development in Odisha

REFERENCE:

- Gupta, Abha and Sinha, Smita (eds.) Empowerment of Women: Language and Other Facets, Mangal Deep Publications, Jaipur, 2005.
- Hearn, Jeff, The Gender of Oppression: Men, Masculinity and the Critique of Marxism, Wheatsheaf Books, Sussex, 1987.
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- Lal, Malashri & Kumar, Sukrita Paul (eds.), Women's Studies in India: Contours of Change, IAS, Shimla, 2002.
- Lotika Sarkar, 1995, Women's Movement and the Legal Process, Occasional Paper No. 24 Centre for Women's Development Studies, New Delhi

WSC202: WOMEN AND HEALTH

Credit-04

End Semester- 80(3Hrs)

FullMark -100

Mid Semester -20

Course Outcomes:

- In depth understanding of the concept of health and the various components which together ensure health and well-being of an individual.
- Understand critically the significance of linkages between health and gender that determine the health status of women.
- Understanding of mental health issues and various policies and programs for improvement of health status across gender.

Unit- I

Social, Economic and Political determinants of Women and Health

- Dimensions of health, indicators of women and gender gap
- Feminist perspective factors influencing health and nutritional status

Unit- II

Gender Issues in Health

- Maternal and child health to reproductive and child health approaches
- Issues of declining child sex ratio, Widowhood, Oldage
- Occupational and mental health

Unit- III

- Women's health status and factors affecting women's health

- Perception of safe motherhood
- Nutrition and women's health

Unit– IV

Gender Perspectives of Public Health Policy.

- Women and National Population Policy, Women and National Health Policy, Women and National Nutrition Policy, National AIDs Programme and Control Policy, Women and National Health Mission.

REFERENCE:

1. Swaminathan.M.–“PrinciplesofNutritionandDietetics”(Bangalore:TheBangalore&PrintingPublishingCo.,Ltd., 1986).
2. NINPublication “NutritiveValueofIndianFoods”(Hyderabad:NIN,1989).
3. ProceedingsoftheNutritionSocietyofIndiaEleventhGopalanCreation.(Hyderabad:NIN,1988).
4. Shukla,P.K.–“NutritionalProblemsofIndia”(NewDelhi:PrenticeHallofIndia,1982).
5. PARK,K–“Park’sTextbookofPreventiveandSocialMedicine”, (Jabalpur:BanarasidasPublishers,1988).
6. ICSSR–“HealthforAll–AnAlternativeStrategy”(Pune:IndianInstituteofEducation,1981).
7. Reddy,P.R.andSumangalaP.(Eds.)–“WomeninDevelopment,Vol.II”(NewDelhi:B.R.PublishingCorporation,1999).
8. Mahadevan(Ed.)–“HealthEducationforBetterQualityofLife”(NewDelhi:B.R.Publications,1990).
9. GianeRechardson– WomenandAIDSCrisis”NewEdition(London:UNWIN,HYMAN,1998).
10. PallackRosalindPatcheesky–“AbortionandWomen’sChoiceQuestionsforFeminism”(Verso, 1986).
11. WHO–HIVSERO“PositivityandAIDSPrevention&Control,” (NewDelhi:B.R.PublishingCorporation, 1989).

WSC203 WOMEN, LAW & GOVERNANCE

Credit–04

End Semester– 80(3Hrs)

Full Mark –100

Mid Semester – 20 (1 Hr.)

Course Outcomes:

- Students will gain an insight into the workings of the field as well as the nuances

involved in it.

- Students will entrust with the duties of framing reports, conducting research and development activities and solving the issues of injustice imparted to the public.

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 legislation related to women's rights.
- Uniform civil code.

Unit-II

Women and Personal laws

- Gender perspectives of personal laws (Hindu, Muslims & Christian).
- Rights of women under personal laws (marriage, divorce, property rights, maintenance and inheritance rights).
- Feminist jurisprudence.

Unit-III

Criminal and Labour Laws for Women

- The indecent representation of women (prohibition) Act 1986, The protection of children from sexual offenses Act (POSCO) and JJ Act, SC and ST Prevention of Atrocities Act 1989.
- The pr-conception and prenatal 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

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

REFERENCES

- AgnesFlavia.19990.Law and gender inequality: The politics of women right in India. New Delhi: Oxford University Press.
- AgnesFlavia.19990: Journey to Justice: Procedure to be followed in arapecase. Bombay: Majlis
- Bindra Anju.2009.WomenandHumanRights.NewDelhi:Manglam Publishers.
- Kaushal, Rachna.(2000),Women and Human Rights in India. New Delhi:Kaveri Books.
- Khan. Mumtaz Ali.(1998).Women and the Human Rights. Commonwealth. New Delhi.
- Bhargava, Vanita,(1996),Adoption in India. Sage Publications. New Delhi
- UN.(1997).Protection of the Heritage of Indigenous People. UN Publication Division, New York
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- Fadia, B.L and Fadia.K.2021.Indian Government and Politics. Sahitya Bhavan Publications.
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- D. K. Tiwari & Mahmood Zaidi, 1984:Commentaries on Family Courts Act .
- Lalita Dhar Parihar.1997Women andLaw,EasternBookCompany,2011Allahabad Law

Agency

- SC Tripathy and Vibha Arora 2006 Law relating to Women and Children. Central Law Publication.

WS C204 WOMEN, ENVIRONMENT AND CLIMATE CHANGE

Credit–04

End Semester– 80(3Hrs)

FullMark –100

Mid Semester – 20 (1 Hr.)

Course Outcome:

- Students to understand various environmental issues
- Students to have different women oriented perspective on environmental issues
- Student would be aware of impact of environmental issues on women
- Student would be aware about role of women in the sustainable development

Unit I

Introduction to Environment

Defining Environment, Environmental Issues (Pollutions; Extinction; and Resource Depletion); Women-Environment Interaction and Developmental Trajectories; Introduction to Environmental Inequality; Gender differences in Environmental Concern

Unit II

Women and Environment: Theoretical Perspectives

Gender and Environment Debates: World and India; The Making of Science: It's a men's World; Body and The Environment; Exploring Industrial, eco-modern and ecological masculinities; Ecofeminism; Feminist Materialism; Social Ecology

Unit III

Role of Women in Protection of Environment

Gender and Sustainability; role of women in Environmental movements in India and abroad; Gender and Environmental Governmentality; Gender and Environmental Policies

Unit IV

Gender and Climate Change

Climate Change: Past, Present and Future; Gender and Climate Change Politics; Women and Climate induced issues; Gender Responsive Climate Action

REFERENCES

- Nagel, J. 2015. Gender and Climate Change: Impact, Sciences, Policy. Routledge
- Shiva, V. 2010. Staying Alive: Women, Ecology, and Development.
- Griffen, Susan. 2016. Women and Nature: The Roaring Inside Her.
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- Jain, Shobhita. 1984. Women and People's Ecological Movement: A Case Study of Women's Role in the Chipko Movement in Uttar Pradesh, *Economic and*

Political Weekly, Vol. 19, No. 41 (Oct. 13, 1984), pp. 1788-1794

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- Parveen, Uzma., *Women and Environmental Management*, Women Press, New Delhi, 2009.
- Rangarajan, Mahesh., (ed), *Environmental Issues in India, A Reader*, Pearson, Longman, Delhi, 2007.
- Ronnie Verwooy, (Ed). (2006). "Social and Gender Analysis in Natural Resource Management: Learning studies and lessons from Aisa". Sage, New Delhi

WSC205 Women and Disability

Credit-04

End Semester- 80(3Hrs)

Full Mark -100

Mid Semester - 20 (1 Hr.)

Learning Outcomes:

- The Paper will make the students aware of psycho - social, political and cultural perspectives on disability studies.
- Through the exploration of discourse on disability and gender, the students will be asked to engage with various concepts related to Studies on gender and disability and theories of disability
- The Paper will enable the students to know about the challenges faced by women with disability and Disability Rights.

- After completing the modules, the students will be well-versed with constitutional provisions and institutional mechanisms existing in India for the protection of rights of women with disabilities.
- Drawing from the work of scholars from both the west and India, personal and professional experiences, the Paper will engage with students in a transformative process of reflection, debate and discovery.

UNIT 1:

Introduction to Disability Study

- Definition and concepts of Disability , Terminologies: disease, impairment, functional limitation, handicap, disability, challenged, special person etc.
- Disability Narratives: Self and Subjectivity, Disability and Culture,
- Causes and Types of Disability- Environmental and genetic causes, Classification of 21 disabilities based on Rights of Persons with Disability Act, 2016
- Demographic of disability, Summary of National Sample Survey 2002, 2011,
- Gender and disability

UNIT II

Theories and Perspectives on Disability

- Various model of disability- Religious, Medical, Cultural and Social etc. Shift from integration to inclusion. Ecological and systems theories, Crisis intervention theory, Strengths perspective
- Concept of Social Rehabilitation and Social Acceptance, Social Integration and Social Inclusion
- Need to understand about gender in Disability Studies
- Human Rights and Disability: Shift to a human rights framework of reference.
- Disability and Social Justice. United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

UNIT III

Women with Disability

- Major challenges faced by women with disabilities-Social, Economic, Cultural and
- Environmental Challenges faced by women with disability, Social stigma and disability

- Rights based Approach to Person with Disability, Evolution of Disabled Rights and Movements in Indian context.
- Social Awareness, Campaign and advocacy for person with Disability, Role of NGOs and other federations NGOs. Role of strategic alliances such as federations

UNIT IV:

Law and institutional Mechanisms:

- Legislative and constitutional provisions for PWDs – an overview.
- The Rehabilitation Council of India Act, 1992.
- The Persons with Disabilities Act, 1995 and 2016.
- The Mental Health Care Act 2017
- Roles and responsibilities of the Chief Commissioner and State Commissioners for PWDs.
- National Handicapped Finance and Development Corporation (NHFDC).
- Ministry of Social Justice and Empowerment.

References

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- Ghai, A. (2006) Education in a globalising era: Implications for disabled girl. Social Change, 36(3), pp. 161 – 176.
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WS VAC: GENDER PROSPECTIVE AND SENSITISATION

(Value Added Course offered by Department of women’s Studies)

Name of the Course- Gender prospective and sensitization

Non- Credit Course

Duration-30 hours

Examination pattern-100 marks (Practical)

Course Outcome

1. To Enable the Students to know the status of women.
2. To learn to present different case studies on issues of women.

Course duration -30 Hours (Theory -18 Hours and Pratical-12 Hours)

Unit-I

Status of Women

Demographic aspects, life expectancy , female foeticide

literacy rate, sex ratio , Gender development index.

Unit-II

Violence against women:

Use of different source in representing increasing violation of women in India and Odisha.

Unit-III

Protection of women against sexual harassment at work place:

Case studies at institutions and industry.

Unit-IV

Child marriage:

Marriage act, Case studies on child marriage.

SEMESTER-III

WS C 301: FEMINIST RESEARCH METHODOLOGY

Credit-04

(End Semester- 80(3Hrs.)

Full Mark -100

Mid Semester - 20 (1 Hr.)

Course Outcome:

- Students will get acquainted with the scientific ways of studying social phenomenon. .
- Students will gain insight to capture the most relevant data in an objective manner.

Unit-I

Introduction to Social Science Research

- Scientific Research in social science: characteristics, steps of research
- Positivism to interpretative: Qualitative vs Quantitative Debates
- Types of research (exploratory, diagnostic, experimental, participatory, action research and mixed research,) research design

Unit-II

Hypothesis, Sampling, Tools and Techniques of Research

- Meaning, Definition And Characteristics Of Hypothesis, Types And Sources Of Hypothesis
- Sampling- meaning & characteristics, types of sampling
- Methods of sampling
- Quantitative tools (observation, survey, interview schedule, questionnaire)
- Qualitative tools (case study, FGD, PRA)

Unit-III

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, protective techniques, word associations)

Unit-IV

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 writing process, style of referencing

REFERENCES

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- Krishanaraj, Maithreyi (ed), *Evolving New Methodologies in Research on Women's Studies*, SNDT Women's University, Bombay, 1985.
- Pauline V. Young, *Scientific Social Survey & Research*, New Delhi, Printice Hall of India, 1979.
- Ram Ahuja, *Research Methods*, Rawat Publications, New De U I, 2003.3
- Ralph D. (1988). "Research in?from the Bottom; Lesson of Participatory Research for Feminists". In *From the Margins to the Center: Selected Essays in Women's Studies Research*, edited by Dawn Currie, 134-141. Saskatchewan; the Women's Studies Research Unit, University of Saskatchewan.

WS E 302 A: WOMEN & MEDIA

Credit–04

End Semester– 80(3Hrs.)

Full Mark –100

Mid Semester – 20 (1 Hr.)

Course Outcome:

- Students will be able to critically analyses the stereotypical representation performance and distinguish the differences and discrepancies in the gender and performance.
- They can critically analyses how gender is related to the traditional performances and distinguish the differences and discrepancies in the gender and performance.
- Analysis and representation of gender and sexuality in mass media: and critically

analyse the cyber world and its relationship with the gender.

Unit-I

Visualizing Women

- Position of women in ancient and medieval India, representation of women in scriptures and epics
- Coverage of Women's issues and issues of women in Mass Media and Media Organizations (Audio-Visual and Print media).
- Digital Media and legal protection

Unit-II

Feminist Media Theories

- Liberal Feminism, Marxist Feminism, Radical Feminism, Socialist Feminism, Indian Feminism, Black Feminism, Eco-Feminism
- Transgender and Cyber theories

Unit III

Media and Women's Movement

- Women's Movements – global and local: Pre- Independence, Post-Independence and Contemporary Debates
- Feminist thinkers in 18th, 19th, 20h and 21st Century

Unit-IV

Gender, Film and Cinema

- Representation of women in media – Male Gaze, Obscenity Pornography, commodification of female body in media
- Indecent Representation of Women (Prohibition) Act – Women's Sexuality in films.
- Women in Indian Soap Operas – Women as Producers and Viewers , Themes , Characters
- Women in Social Media – Cyber Crimes through social media (Twitter, Facebook, Instagram, Snap chat)

REFERENCE

- Munshi, Shoma (2010). Prime Time Soap Operas on Indian Television. London, New York: Routledge.
- Weidman, Amanda J. (2006). Singing the Classical Voicing the Modern: The Post Colonial Politics of Music in South India. Durham: Duke University Press.
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- Hollander, Julia. 2007. Indian Folk Theatres. New York, London: Routledge
- Stam, Robert, and Miller, Toby (eds.). 2000. Film and Theory: An Anthology. Massachusetts, Oxford: Blackwell Publishers.

WCS 302 B: WOMEN AND NATURAL RESOURCES

Credit–04

End Semester– 80 (3Hrs.)

Full Mark –100

Mid Semester – 20 (1 Hr.)

Course Outcome

- Students to understand basic concept, issues, and perspective on natural resources.
- Students to be aware on the dependency of women, their economy, and well-being related to natural resources.
- Students to develop critical understanding on Natural Resources Policy and impact on women.

Unit 1

Introduction to Natural Resources

- Conceptualizing Natural Resource, Classification, Different issues of Natural resources Distribution, exhaustion, and conservation
- Gender perspectives on Resource Depletion and Conservation

Unit-II

Women and Forest

- Forest: Definition, Importance, and Issues;
- Women in Forestry: Challenges and Opportunities,
- Role of women in forest management: Past, present, and Future; women's role and contribution to forest based livelihood;
- Forest Policies and Women

Unit-III

Women and Agriculture

- Gender Issues in Agriculture:
- Equity in land entitlement,
- Feminization of Agriculture
- Emerging Trend influencing role of women in agriculture;
- Institutional and policy response to equity in agricultural practices

Unit-IV

Women and Water

- Introduction to Water Resources: Challenges and Potentials
- Water and Gender Linkage: India and World Scenario;
- Gender perspective on Water Scarcity and Water Contamination;
- Sustainable Development Goal VI; Role of Women in Water Governance

REFERENCES:

- Carr, M., Chen, M. & Jhabvala, R., eds. 1994. Speaking out: women's economic

empowerment in South Asia. New Delhi, IT Publications.

- FAO. 2012. Forests for improved nutrition and food security
- BIZZARRI, M. 2010. Safe access to firewood and alternative energy in Kenya: An Appraisal Report. WFP and Women's Refugee Commission.
- COOKE, B. and KOTHARI, U. (eds.) 2002. Participation: the New Tyranny? Zed Books, London
- White, A. U. (1977). 'Patterns of Domestic Water Use in Low-income Communities'. In: Water, Waste and Health in Hot Climate. London, UK, Wiley
- Crawford, E., 2020. Achieving Sustainable Development Goals 5 and 6: The Case for Gender-transformative Water Programmes. Oxfam, Oxford, UK

WS E 303 A: WOMEN & POLITICS

Credit-04

End Semester- 80(3Hrs.)

**Full Mark -100
Hr.)**

Mid Semester - 20 (1

Course Outcome:

- To sensitize students regarding the reservation policies, Gender discrepancies and political participation.
- It will also provide a snapshot on women's role in political leadership at local self- Government, state level and national level politics and create an impression among them how to overcome the barriers to bring women to the forefront of politics.

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-II

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 and 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
- State human rights commission
- NCW & SCW

REFERENCES

- Ballaington. Julie et.al (February 2012). "Empowering Women for Stronger Political parties: A Guide book to Promote women's Political Participation"(PDF).United Nation.
- **Ministry of Panchayati Raj.** "women Reservation in Panchayats". Press Information Bureau Government of India.
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- Rath Navaneeta and Goutam Mojumdar edt.(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.

WS E 303 B: GENDER BUDGETING & PLANNING

Credit–04

End Semester– 80(3Hrs.)

FullMark –100

Mid Semester – 20 (1 Hr.)

Course Outcome:

- Course will allow students to analyze and understand actual expenditure and revenue (usually of Government) on women in comparison to men.
- Gain knowledge on how gender budgeting and promote accountability and transparency in fiscal planning; and
- Increase gender responsive participation in the budget process, for example by undertaking steps to involve women and men equally in budget preparation and advance gender equality and women's rights.

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 of gender budgeting
- Challenges of gender budgeting
- Differential gender impact of various types of public examinations

Unit-III

Gender Budgeting and Development

- Gender budget and inclusive development
- Engendering budgets and gender inclusive development

- Gender budget initiative & gender perspectives in municipal budget

Unit-IV

Framework

- Analytical framework of gender budgeting- three-way categorization, five-step approach
- Stakeholders of gender budgeting-Government, people, community, grass root
- Five-year planning and gender budget statement

REFERENCES

- Manual and Hand book for Gender budgeting for Gender Budget Cells for Central Ministries and Departments.
- Acharya, J. 2015. Financial Inclusion in India: Key to Socio-Economic Development and inclusive Growth Journal of Economic Association.
- R.SrinivasanandMSSriram,June2003, Microfinance in India:Roundtable Discussion IIMB management review.
- Michel Lipton,1976. Agricultural finance and rural credit in poor countries. World Development4(7)
- Hand book of Participatory Project Planning PartI.(2004)."Guidelinesdevelopedby
- FNV the Netherlands, LO/FTF Denmark,LO-TCO Sweden".LONorwayand S AS K

WS C 304: INTERNSHIP

Credit-04

Full Mark -100

Students will have to work in any area of their choice from their subject and prepare reports basing on their field work.

WS CT 300: WOMEN& LAW

Credit-04

End Semester- 80 (3Hrs.)

Full Mark -100

Mid Semester - 20 (1 Hr.)

Course Outcome:

- Students will gain an insight into the workings of the field as well as the nuances involved in it.

- Students will entrust with the duties of framing reports, conducting research and development activities and solving the issues of injustice imparted to the public.

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 legislation related to women's rights
- Uniform civil code

Unit-II

Women 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 & Labour laws for Women

- The Indecent Representation of Women (Prohibition) Act 1986, the protection of children from sexual Offences Act (POSCO) 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 children marriage act, 2006 and Cyber crime

Unit-IV

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

REFERENCES:

- Agnes Flavia. I 999. Law and gender inequality: The politics of women s rights in India. New Delhi: Oxford University Press.
- Agnes Flavia. I 990. Journey to Justice: Procedures to be followed in a rape Case. Bombay: Majlis.
- Bindra Anju. 2009. Women and Human Rights. New Delhi: Manglam Publishers.
- Kaushal, Raclma, (2000), Women and Human Rights in India. New Delhi: Kaveri Books.
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- A.P.Vijapur and Kumar Suresh, (eds.) Perspectives on Human Rights,: Manak Publications, New Delhi
- Sheth, D.L. and Gurpreet Mahajan, (edu.) Minority Identities and the Nation State: Oxford University Press, New Delhi
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- Fadia, B.L and Fadia. K. 2021. Indian Government and Politics. Sahitya Bhavan Publications.
- BN Chattoraj. 2007 Crime against Women: A Search for Peaceful Solution, LNJN-NICFS
- DK Tiwari & Mahmood Zaidi. 1984 Commentaries on Family Courts Act
- Lalita Dhar Parihar1997 Women a d Law, Eastern Book Compariy.,2011 Allahabad

Law Agency..

- SC Tripathi and Vibha Arora 2006 Law relating to Women and Children, Central Law Publication

Beyond Binaries

(Value Added Course offered by Department of women's Studies)

Name of the Course- Beyond Binaries

Non- Credit Course,

Duration-30 hours

Examination pattern-100 marks (Practical)

Course Outcome

To Enable the Students to know the Trans gender

To learn to present different case studies on issues of Transgender

Course duration: 30 hours (theory 18hours and Practical 12 hours)

Full Marks-100

Unit-I

Transgender

Concept of third gender: Transgender.

Issues and problems of transgender in India and World.

Unit -II

LGBTQIA: Lesbian, Gay, Bi-sexual, Queer, Intersex

Rights of LGBTQIA People

Unit-III

Laws for Transgender community

Amendment of 373 Acts and beyond.

Unit-IV

Interface with Trans people and presentation of case studies.

REFERENCE

1. Garner, T. (2014). Becoming. *TSQ: Transgender Studies Quarterly*, 1 (1/2), 30-32.
2. Hall, K. Q. (2015). Gender. In R. Adams, B. Reiss, & D. Serlin (Eds.), *Keywords for disability studies* (pp. 89-91). New York: New York University Press.
3. Jourian, T.J. (2015). Evolving nature of sexual orientation and gender identity. *New Directions for Student Services* (no. 152), 11-23.
4. Lennon, E., & Mistler, B. J. (2014). Cisgenderism. *TSQ: Transgender Studies Quarterly*, 1 (1/2), 63-64.
5. Spade, D. (2011). Some very basic tips for making higher education more accessible to trans students and rethinking how we talk about gendered bodies. *Radical Teacher*, 92, 57-62, Taylor, E. (2010)

FOURTH SEMESTER

WSC401: WOMEN & ENTREPRENEURSHIP

Credit-04

End Semester- 80 (3Hrs.)

**Full Mark -100
(1HR.)**

Mid Semester - 20

Course Out Come:

- Students gain in depth understanding of the field of entrepreneurship and gender related opportunities, challenges, and issues usually faced by men and women(self employed and entrepreneurs).
- Gain experience from leading gender sensitive entrepreneurs who are using business skills to address complex gender issues and develop a business plan for a social venture.

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 gender and 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 gramya udyog for rural self-employment
- Self help groups, micro credit and innovation, financial illiteracy, 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-IAY-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

REFERENCES:

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

- Vasimalai, M P. and Narender N. (2007). Microfinance for poverty reduction the Kalanjiamway. EPW. March 31 1190-1195
- National Institute of Industrial Research. (2005). Opportunities for Women Entrepreneurship. With Project Profiles, New DeU1i.
- SIBEL KULAKSIZTALAL and RAFI/APRIL 29, (2021). WB. How women entrepreneurs can be empowered to shape the digital future: biogs.worldbank.org
- How Women Entrepreneurs Can Break into Tech Without Relying On Investors
- YEC Women; J1<https://www.forbes.com/sites/yec/2020/03/31/how-women-entrep>
- R.avichandran, N(2018). Influence of Technology in women Entrepreneurship, Indian Maritime University, Visakhapatnam

WSC402: GENDER & HUMAN RESOURCE DEVELOPMENT

Credit-04

End Semester- 80(3Hrs.)

FullMark -100

Mid Semester – 20 (1 Hr.)

Course Outcome:

- By offering a broad based education in management skills and helping to think critically and communicate effectively in a variety of contexts, 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.

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 on 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

REFERENCES:

- Acharya. J. (2015). Financial Inclusion in India: Key to Socio-economic Development and Inclusive Growth. Journal of Economic Association.
- Acharya J. (2007). From micro fiance to livelihood finance AKRSP (India), European Commission and Ford Foundation
- Dezmis R. Young. (Editor), Elizabeth A. M. Searing (Editor), Cassady V, Brewer (Editor). (2016). The Social Enterprise Zoo: A Guide for Perplexed Scholars, Entrepreneurs, Philanthropists, Leaders, Investors, and Policymakers

- FAO. (2017). Guide to mainstreaming gender in FAO's project cycle, I 6854EN
- Diana, Strassmann. (2008). Editorial: Feminist Economic Methodologies." Feminist Economics 14, no.2: 1-2
- Kishor, Moharir. (2014). Role of Co-Operative Societies in Agriculture Product Marketing in Maharashtra. vol. 1 (8), ISSN 2277-1166
- Kabeer, Naila. (2005). Is microfinance a 'magic bullet' for women's empowerment?
- Analysis of findings from South Asia. Economic and Political Weekly, October 29.
- Sriram, M S. (2005). Expanding access to financial services SPANDANA, EPW, 40(12)

CASE STUDIES:

- <http://state-social-welfare-board.org/achievements.php>
- ICDS; SIDBI; OJWAS; NABARD; Mission Shakti; SEWA, PRADAN
- India https://mio.invest.odisha.gov.in/?utm_source=ET&utm_medium=Emailer&utm_campaign=MIO_OCT_8&utm_content=ET_EDM&pncode
- Verghese Kurien 2005 I Too had a Dream.

WS E 403 A : SKILL DEVELOPMENT FOR PROJECT MANAGEMENT

Credit–04

End Semester– 80(3Hrs.)

FullMark –100

Mid Semester – 20 (1 Hr.)

Skill Development for Project Management

Course Outcomes- Student will get several options and opportunities in project management field. They could have a chance to work under and assist Project Managers, in overseeing and delegating tasks etc. This gives an extended period of time to learn more, and it also allows experience under senior professionals.

UNIT I

Introduction to project management, Objectives of Project Management- Importance of Project Management- Types of Projects Project Management Life Cycle- Project Selection – Feasibility study: Types of feasibility Steps in feasibility study.

UNIT II

Project planning phase, Project Scope- Estimation of Project cost – Cost of Capital – Project Representation and Preliminary Manipulations - Basic Scheduling Concepts - Resource Levelling – Resource Allocation.

UNIT III

Project monitoring, Setting a base line- Project management Information System – Indices to monitor progress. Importance of Contracts in projects- Teamwork in Project Management - Attributes of a good project team – Formation of effective teams – stages of team formation.

UNIT IV

Concept of Project Closure, Project evaluation- Project Auditing – Phases of project Audit- Project closure reports Guidelines for closeout reports. Concept of Environmental Impact Assessment.

REFERENCES:

WS E 403 B : WOMEN AND TECHNOLOGY

Credit-04
Full Mark – 100

End Semester – 80 (3Hrs)
Mid Semester – 20 (1Hr)

Course Outcomes

- Students will be familiar with the role of technology in everyday life- how modern technology helps in shaping our lives and how has it brought about a change in human perspectives.
- They will be familiar with impact of technology on both gender as well as different sectors such as health care and education.

Unit -I

Introduction

- Concept, Meaning and scope of Women 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 Women

Unit-III

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

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

REFERENCES

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- Malini Bhattacharya (Ed)., Women and Globalization, Tulika Books in Association ofSchool of Women's Studies, Jadapur University, New Delhi,2005
- ICT in a Developing Country Context: An Indian Case Study- Chandrasekhar, C.P.(2001), Human Development Report.
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- Gupta, Namrata(2020)Women in Science and Technology, SAGE Publishing India
- Khandelwa Dilip kumar (2019), Bridging the gap for women in science and technology,The Economic Times

WS C 404 : WOMEN IN ODISHA

Credit-04

End Semester- 80(3Hrs.)

FullMark -100

Mid Semester - 20 (1 Hr.)

Course Outcome:

- To sensitize students on various organized efforts by women themselves and others to improve the conditions of women and ameliorate various gender based social inequalities and social evils in India and Odisha to raise awareness on women's participation and perspectives on other social issues.
- Students will have an in depth understanding of the need and efficacy of the various programs and policies initiated by the center and state Government to improve the conditions of women in India.

Unit-I

Contextualizing women in Odisha

- Status of women in Odisha (pre and 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

REFERENCES

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2. Women Reinventing Development The Odisha Experience -Edited By Asha Hans, Amrita Patel, Bidyut Mohanty, Swarnamayee Tripathy
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4. Political Participation of Tribal Women in Odisha (A Study of Sundargarh District of Odisha), by Dr Indira Garnaik, Kunal Publications.
5. Acharya J. (2007). From micro finance to livelihood finance AKRSP (India), European Commission and Ford Foundation
6. Dezmis 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
7. FAO. (2017). Guide to mainstreaming gender in FAO's project cycle, I 6854EN
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11. How Women Entrepreneurs Can Break into Tech Without Relying On Investors

12. YEC Women; J1<https://www.forbes.com/sites/yec/2020/03/31/how-women-entrep>
13. R.avichandran, N(2018). Influence of Technology in women Entrepreneurship, Indian Maritime University, Visakhapatnam

WSC405: DISSERTATION

Credit–04

Full Mark –100

A **dissertation** is an extended piece of writing Of topic set by the student him or herself. It is usually divided into chapters. Dissertations answer a particular research question and can either report on an empirical study or on a literature-based study. A dissertation gives opportunity to show that students have gained the necessary knowledge and skills to organize and complete a complex research project. Students need to define the research area, set the objectives, gather primary and secondary data, critically and analytically analyze them. Besides, the students have to come up with the appropriate research methodology and draw conclusions. Sometimes, students also need to provide relevant recommendations and indicate possible areas for further research.