

SEMESTER-III  
CORE -6  
GENDER AND SOCIETY (SEM-III)

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of 'natural' differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behavior of each sex group. This is the crux of the study of Gender and Society.

**Objectives:** After studying this paper, the student can

- Conceptualize what is "Gender" and what is "Sex" and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of "Patriarchy".
- Get to know the theories of Feminism that brought women issues and demands to the fore front.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

**Learning Outcomes:** This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

**Unit-1: Social Construction of Gender:** Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity, Gender stratification and Inequality, Gender discrimination and Patriarchy.

**Unit-2 : Feminism:** Meaning, origin and growth of Feminist Theories, Theories of Feminism : Liberal, Radical, Socialist, and Eco-Feminism.

**Unit-3 : Gender and Development:** History and Approaches, WID, WAD and GAD. Women Empowerment: Meaning and Dimensions. World Conferences on Women: Mexico, Copenhagen, Nairobi and Beijing. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM).

**Unit-4: Status of Women in India :** Ancient and Medieval period, Women in pre-independence India, Social Reform movements, The Nationalist movement, Women in Independent India.

**Unit-5 : Major Challenges and Issues Affecting Women in India:** Women and Education, Women and Health, Women and Work. Policy provisions for improvement of women in these spheres.

Course No. P Sc – 403

**COMPARATIVE GOVERNMENT AND POLITICS**

**Unit – 1**

Study of the constitution of Great Britain.

**Unit – 2**

Study of the constitution of United States of America.

**Unit – 3**

Study of the constitution of Republic of China.

**Unit – 4**

Study of the constitution of France and Switzerland.

**Unit – 5**

Comparative study of Indian constitution with other constitution of the world.  
Wrt Executive, Legislature & Judiciary.

OR

**HUMAN RIGHTS, GENDER AND ENVIRONMENT**

**Unit – 1**

**Understanding Social Inequality,**

- (i) Caste class, Gender and Ethnicity as distinct categories and their inter connections.
- (ii) Globalization and its impacts on Dalits.

**Unit – 2**

**Human Rights** – Various Meaning, UN declarations and convention, Human rights and citizenship Rights, Human Rights and the Indian Constitutions.

**Unit – 3**

- (i) Human Rights, Laws and institution in India, The role of the National Human Rights Commission. (NHRC)
- (ii) Human Rights and Marginalized Groups and Dalits, Adivasis, Women Minorities and Unorganized workers.
- (iii) Consumer Rights: The Consumer protection Act and Grievance Redressal Mechanisms.
- (iv) Human Rights Movements in India.

  
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#### Unit – 4

##### Gender

- (i) Analysing structure of patriarchy
- (ii) Gender, culture and History.
- (iii) Economic Development and Women.
- (iv) The issue of women's political participation and Representation in India.
- (v) Laws institutions and women's Rights in India.
- (vi) Women's Movement in India.

#### Unit – 5

##### Environment

- (i) Environment and sustainable development
- (ii) UN Environment programme : Rio, Johnnesburg and after.
- (iii) Issues of Industrial Pollution, Global warming threat to Biodiversity.
- (iv) Environment policy in India.
- (v) Environment Movement in India.

##### Reference Books :

- 1) J. C. Joherri : Comparatic politics.
- 2) K. K. Ghai: Comparatic Govt. & politics.
- 3) K. R. Bambal: Comparative Govt. & Politics, Major Government.
- 4) Banajee, Madhulika et al: Human Rights Gender and Environment, Pearson publications, New Delhi.
- 5) Baxi Upendra: The future of Human Rights Oxford University press.
- 6) Biswat Japan (2006): Human Rights Gender and Environment Viva publication.
- 7) Chandhoke Neera (2003): Conceits of civil society, Oxford University.
- 8) Geetha (2002) Gender Stree publication, Kokcutta.
- 9) Ghanshyam Shah (1991): Social Movement in India.

  
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**SEMESTER-V**  
**CORE-11**  
**SOCIOLOGY OF ENVIRONMENT**

Environment and society are in constant interaction with each other. It is the environment which sustains society and it is the society that is responsible for the preservation and the degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the environmental issues and the efforts ..... to tackle them.

**Objectives :** After going through this paper, the student can

- Derive knowledge about the close interaction between society and environment.
- Gain substantial idea about the environmental issues and their repercussions on humanity.
- Accumulate ideas about the ideological currents, issues that drive environment movements.
- Get aware about the global and national efforts to conserve environment.

**Learning Outcomes:** The very aim of this paper is to disseminate knowledge about the significance of environment for society, to change the practices that i an protect and preserve the environment and make the students participate in the mission to preserve, protect and promote the cause of enviro.

1. **Environment and its Concepts:** Ecology, Eco-system, Environment and {pity-their inter-relations; Eco-Feminism
2. **Environmental Issues:** Sustainable Development, Industrialization and Development, Urbanization and Development, Environmental Degradation
3. **Environmental Movements:** Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhyan; the Silent Valley \*Movement, Forest Rights.
4. **Contemporary Environmental Problems:** Problems of Water, deforestation, Urban Wastes, Slums, Global-Warming and Climate Change.
5. **Environment Protection :** Efforts at the global level and the national level in India.

**Additional Readings:**

1. Albrow, Martin & Elizabeth King (Ed.), (1990), Globalisation, Knowledge and Society, Sage: London
2. Baviskar Amita (1995), In the Valley of the River: Tribal Conflict over development in the Narmada Valley, Delhi: OUP.
3. Bhatt Anil (1989) Development and Social Justice: Micro Action by weaker Section, Sage: New Delhi.
4. Chauhan, I.S (1998), Environmental Degradation, Delhi: Rawat Publications.
5. Desh Bandhu and Garg, R.K.(eds) 91986), Social Forestry and Tribal development, Dehradun: Natraj Publishers.
6. Dubay, S.M. and Murdia, Ratno(ed)91980), Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House
7. Gadgii, Madhav & Ram Chandra. Guha (1996), Ecology and Equity: The use and Abuse of Nature in contemporary India: New Delhi: OUP.



**SOCIOLOGY (HONOURS)**  
**SEMESTER IV**  
**SKILL ENHANCEMENT COURSE**  
**SEC 02 (SEM-IV)**  
**Gender Sensitization (2 Credits)**  
**Full Mark: 50**  
**IVth Semester**

The objective of this course is to sensitise students to issues related to gender and equality in everyday life situation. Through this course the students will be equipped with tools and skills to develop and integrate a gendered perspective in work sphere in particular and life in general. Students will also be aware about the laws relating to the gender relations as well as the necessity of these laws for a gender egalitarian society.

**Module I: Sex, Gender and Sexuality**

Meaning of Sex and Gender, Sexuality as a social construct, Significance of sex and gender, Concept of masculinity and femininity and their socio-cultural significance, sex preferences in social situations.

**Module II : Gender Preference and Socialization**

Gender based socialization, Gender Preference in Family, Community and the State, Gender preference in work sphere  
Gender based social exclusion, Understanding gender exclusion through Caste, Class, and Religion, Role of education in gender equality and empowerment

**Module III: Gender in Legal Perspective**

Understanding gender rights, Role of law,  
General ideas relating to Right to property, Violence against women, Sexual harassment, Rape, Domestic violence, Immoral Trafficking

**References:**

- Dube, Leela 1990. Structures and Strategies -Women, Work and Family, SAGE Publications, New Delhi.
- Cahwala, Monioca 2006. Gender Justice: Women and Law in India, Deep and Deep Publications.
- Bhasin, Kamla, 2003. Understanding Gender, Kali for Women.
- Srivasiava Gouri .2005. Women Education in India: Issues and Dimensions, Academic Excellence Publishers & Distributors.
- Shankar Rao, C.N .2014. Sociology- primary Principles, S Chand & Company, New Delhi.
- Shankar Rao, C.N".2014. Sociology of Indian Society, S Chand & Company, New Delhi.



**SEMESTER - II**  
**Core Course - 4**  
**PROCESS OF HUMAN EMPOWERMENT**

M. - 75 marks  
nd Sem. - 60 marks

Time - 3hrs  
Internal - 15 marks

**Theory**

- INIT- 1 Basics of empowerment**
- i. Intelligence - Theories of Gardner, and Stenberg; Heredity, environment, and intelligence
  - ii. Measuring intelligence - Intelligence tests, interpretation of test score. Cross-cultural issues in testing intelligence.
- INIT - 2 Sources of Power (1)**
- i. Personality - Freud's theory. Humanistic theories and social cognitive theory. Personality - Trait and type approach. Biological and Socio-cultural determinations. Psychometric and projective assessment.
- INIT - 3 Sources of Power (2)**
- i. Concept of motivation: achievement. Power and Intrinsic Motivation.
  - ii. Motivation - Drive theory. Arousal theory. Expectancy theory. Maslow's need hierarchy.
- INIT - 4 Sources of Power (3)**
- i. Concept of Emotion Physiology of Emotion. Expression of Emotion.
  - ii. Emotion - Theories of James-Lange, Cannon-Bard, Schechter Singer and opponent - Process.
- INIT- 5 Proving Empowerment**
- i. Social behaviour. Meaning of attribution and errors in attribution, meaning of social cognition and processing of social information.
  - ii. Positive Psychology - Scope and aims. Nature and Characteristics of happiness, subjective wellbeing and personal growth.

**PRACTICAL**

M. - 25 marks

Time - 3hrs

- i. Intelligence Test.
- ii. Personality Type.

**Books Recommended:**

- Baron, R. A. & Byrne, D. (2003). Social Psychology (10th Edition). Prentice Hall
- Baron, R. A. (1995) Psychology - The Essential Science. Pearson Education Company of India Pvt. Ltd.
- U. N. Dash, A. S. Dash, Mishra, H. C. Nanda, G. K. & Jena, N. (2004) Practical Exercises in Psychology: Learning about Yourself and others Panehasila. Bhubaneswar
- Gerrig, R. J. & Zimbardo, P. G. (2010) Psychology and Life (19th Edition) Delhi. A. Ilyn & Bacon
- Hilgard & Atkinson Introduction to Psychology (2003) 14th Edition. Thomson Learning Inc.

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**SYLLABUS  
Semester-VI**

**Discipline Specific Elective (DSE- 3)  
DSE 3: Women, Power and Politics.**

- I: Groundings:  
a) Patriarchy.  
b) Sex-Gender debates.  
c) Public and Private.  
d) Power.
- II: Feminism:  
a) Family.  
b) Community.  
c) State.
- III: Movements:  
a) History of the Women's Movement in India.  
b) Violence against Women.
- IV: Issues:  
a) Work and Labour.  
b) Visible and Invisible work.
- V: Issues:  
a) Reproductive and care work.  
b) Sex work.



**SYLLABUS  
SEMESTER-VI**

**DSE 4: India's Foreign Policy in a Globalizing World.**

India's Foreign Policy: From a Post colonial state to an aspiring global power.

a) India's Relations with the USA and USSR.

b) India's Engagements with China."

India in South Asia: Debating regional strategies.

India's negotiating style and strategies: trade, environment and security regimes.

India in the contemporary multi-polar world.

Students of 6th Sem. can submit their project work on either DSE4 or DSE3 as per their choice. The project work carrying 100 marks is divided into two parts : Theory and viva, each 50 marks.





## B.Sc. Semester - I

### ✓ Ability Enhancement Compulsory Course (AECC- Environment Studies)

Duration: 3 hrs.

Marks: 50

Lectures: 65

#### Unit 1. Ecosystem, Biodiversity and Conservation

- Scope and importance of environment studies, Concept of sustainability and sustainable development.
- What is an ecosystem ? Structure and function of ecosystem
- India as a mega--- biodiversity nation ; Endangered and endemic species of India ; Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, Conservation of biodiversity In situ and Ex- situ conservation of biodiversity

#### Unit 2. Natural Resources : Renewable and Non--- renewable Resources

- Land resources and land use change ; Land degradation, soil erosion and desertification;
- Deforestation : Causes and impacts of mining; effect of dam building on environment, forest biodiversity and tribal population, Environment movements; Chipko movement.
- Water : Use and over exploitation of surface and ground water, conflicts over water (case study international & inter state)
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources

#### Unit 3. Environmental Pollution, Polices and Disaster Management

- Environment pollution : types, causes, effects and controls ; Air, water, soil and noise pollution nuclear hazards and human health risks, Solid waste management Global warming, ozone layer depletion, acid rain
- Environment Laws : Environment Protection Act ; Air (Prevention & Control of Pollution) Act.
- Human population growth : Impacts on environment, human health and welfare.
- Disaster management : floods, earthquake, cyclones and landslides.

#### Suggested Readings

- a. Das, Ghosh, Sarangi and Mohanty. The text Books of Environmental Studies MDS Publications
- b. Tripathy S.N. Fundamental of Environmental Studies Vrinda Publication
- c. Sharma P D. Ecology and Environment Biology
- d. Panigrahi and Sahu, Environmental Studies
- e. Dash MC (1993) Fundamental of Ecology . McGraw Hill Books Company, New Delhi
- f. Joshi N and Joshi PC (2012). Ecology and Environment 1st edition. Himalaya Publishing House New Delhi
- g. Odum EP (2008) Fundamental of Ecology. Indian Edition. Brooks / Cole
- h. Singh JS, Gupta SR and Singh SP (2014). Ecology, Environmental Science and Conservation Chand New Delhi



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