



BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM

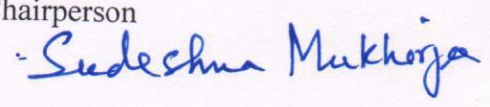
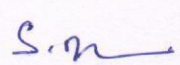
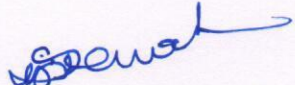
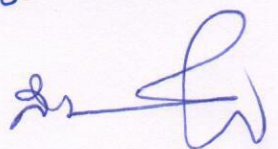

**(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course- as per NEP 2020)**

**Syllabus for Women Studies
(III & IV Semester)**

2022-23 onwards

PROCEEDINGS OF THE MEETING OF THE BOARD OF STUDIES IN WOMEN STUDIES (UG), BENGALURU CITY UNIVERSITY HELD ON 23.09.2022 at 12.00 NOON IN THE CANARA BANK SCHOOL OF MANAGEMENT STUDIES, CENTRAL COLLEGE CAMPUS, BENGALURU – 560 001.

Members

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|---|--|
| 1. Dr.Sudeshna Mukerjee
Associate Professor
PG Department of Women Studies
Bangalore University
sudeshna_socio@rediffmail.com
94488-36100, 08022961795/96 | Chairperson
 |
| 2. Dr.S.Nagarathnamma
Professor, PG Department of History,
Bangalore University | Member  |
| 3. Dr. Shailaja Hiremath
Professor, PG Department of Women Studies,
Kannada University, Hampi | Member  |
| 4. Dr. M Siddappa
Associate Professor
PG Department of Women Studies
Bangalore University | Member  |
| 5. Dr. C. D. Venkatesh
Associate Professor
PG Department of Women Studies
Bangalore University | Member  |
| 6. Dr. Asha Devi
Associate Professor
PG Department of Women Studies
Maharani Cluster University | Member ABSENT |

The meeting started at 12.00 noon with the Chairman welcoming the members.

1. The Board finalized the detailed Syllabus of Women Studies subject pertaining to III & IV Semester Under Graduate Course as per the NEP 2020.
2. The Syllabus of subsequent Semester will be taken up and finalized in the coming days.
3. The Board authorized the Chairman to prepare the panel of Examiners and BOE and submit the same to the Registrar Evaluation.

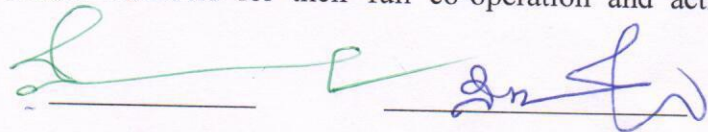
The Chairperson thanked the Board members for their full co-operation and active participation.

Member



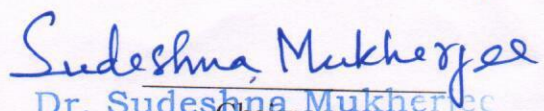
Member

Member



Member

Member



Dr. Sudeshna Mukherjee
Chairperson
Associate Professor
Centre for Women's Studies

UG – WOMEN’S STUDIES

COURSE PATTERNS, SCHEMES OF EXAMINATIONS AND CREDIT FOR
BA WOMEN’S STUDIES

Paper	Paper Code	Course Title	Credits	IA Marks	SA Marks	Total
Semester III						
1	DSC-5	Revisiting History :Feminist Perspectives	3	40	60	100
2	DSC-6	Waves of Feminist Theories	3	40	60	100
3	OE-3A	Gender and Disability	3	40	60	100
4	OE-3B	Gender Culture and Mass Media				

Paper	Paper Code	Course Title	Credits	IA Marks	SA Marks	Total
Semester IV						
1	DSC-7	Gender and Society	3	40	60	100
2	DSC-8	Doing Feminist Research	3	40	60	100
3	OE-4A	Gender Health and Sexualities	3	40	60	100
4	OE-4B	Gender Analysis Tools and Techniques				

B.A. WOMEN'S STUDIES SEMESTER-3

DISCIPLINE CORE-5

DSC-5: Revisiting History from Feminist Perspectives		3 Credits	Number of Lecture Hours:42
Objectives	<ol style="list-style-type: none"> 1. The course will help in understanding the discourse of history from feminist perspectives 2. The course will help students in understanding the significance of situating woman-centric History. 3. The course will give exposure to culturally sensitive philosophical and theoretical frameworks. 		
Content:	Unit-1	Locating women in History	16hrs.
		Chapter-1 Gender and History: A Historical Look at the Women's position in India - Women in Ancient Indian Society and the Gradual Change in Indian Women's Status	
		Chapter-2 Absence of Women in Modern Historiography- Features of Feminist Historiography - Feminist Interrogation of Periodization of Indian History: Women in Pre Vaidic and Vedic Period, Medieval Period, Colonial Period and in Post-independent India.	
	Chapter-3 History as the Narrative of Power - Political system and women- Women's contribution in Freedom Struggle- Contributions of Women in making Indian Constitution, Women's Participation in political and electoral system - Politics of the Private Sphere.		
		Cultural construction of womanhood in History	
		Chapter-1 Gender and Culture: Basic Concepts, Approaches to the Study of Culture - Impact of culture on women's status -	

	Unit-2	Feminist Renderings of Representation- Ideology- Folk- Popular- Public Culture	12hrs
		Chapter-2 Women and Religion: Gender bias and status of women under Hinduism, Islam, Christianity, Buddhism, and Jainism	
	Unit-3	Gendering Social History	14hrs
		Chapter-1 Significance of social History- Debates in Feminist Historiography (Feminist Engagements with Left/ Non-Brahmin/ Post-Colonial), Rewriting Histories: Feminist Interrogations, 19 th century Social Reform movements and its impact on social status of women: Abolition of Sati, Widow remarriage, Age of Consent and Child marriage, Women’s Education	
		Chapter-2 History and Gender Readings in Satyashodhak movement, Self-Respect Movement, Gandhian and Ambedkarite Movement- Initiatives of Savitribai Phule, Fathima Sheikh, Tarabai Shinde, Pandita Ramabai, Rokea Shakhawat Hussain	
Pedagogy:	Lectures/ Assignments/Self-study/Role-play/Poster/And Album Making/Presentations/Film review/Group Readings and Discussions		
Learning Outcomes	<ol style="list-style-type: none"> To able to analyze the diversity of gendered experiences To apply feminist approaches to understanding History, social structures and cultural practices related to gender inequality. To recognize, critically analyze, and help to choose the paths of action for social change. 		
	<ol style="list-style-type: none"> A research-based textbook developed by SAFIC, which provides Indian perspectives on some of the class topics. Chaudhuri, M. (2012). Feminism in India: The Tale and its Telling. Revue Tiers Monde, 209 (1), 19-36. Ghosh, A. (2010). Indian Feminism: A Debate on the incorporation of the ‘alien’ culture within the ‘native’ tradition. Gupta, N. K. (1999, Eng. Transl). About Woman. Pondicherry: SACAR. [The series of essays were 		

**References/
Readings**

- originally written in Bengali between 1932 and 1949 and published under the title Narir Katha.]
4. Liddle, J. and Rai, S. (1998). Feminism, Imperialism and Orientalism: The Challenge of 'Indian Woman'. *Women's History Review*, 7 (4), 495-520.
 5. Kumkum Sangari and Uma Chakravarti eds. *From Myths to Markets: Essays on Gender* (Shimla, Indian Institute of Advanced Study, 1999).
 6. Uma Chakravarti, *Rewriting History: The Life and Times of Pandita Ramabai* (Delhi, Kali for Women, 1998)
 7. Uma Chakravarti, 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early India', *Social Scientist*, 16(8), August, 1988.
 8. Kumari Jayawardena and Malathi de Alwiss, *Embodied Violence: Communalizing Women's Sexuality in South Asia* (Delhi, Kali for Women, 1996).
 9. Aloka Parasher, 'Women in Nationalist Historiography: The Case of Altekar,' in Leela Kasturi and Vina Majumdar (ed.), *Women in Indian Nationalism* (Delhi, Vikas Publishing House, 1994)
 10. Vijaya Ramaswamy, 'Aspects of Women and Work in Early South India,' *Indian Economic and Social History Review*, January-March, 1989;
 11. Vijaya Ramaswamy *Divinity and Deviance* (Delhi, Oxford University Press, 1994).
 12. Vijaya Ramaswamy *Walking Naked: Women, Society, Spirituality in South India* (Shimla, Indian Institute of Advanced Study, 1997).
 13. Janaki Nair, *Women and Law in Colonial India* (Delhi, Kali for Women, 1996).
 14. Rosalind O'Hanlon, *A Comparison Between Men and Women: Tarabai Shinde and the Critique of Gender Relations in Colonial India* (Delhi, Oxford University Press, 1994).
 15. Kumkum Sangari and Sudesh Vaid (ed.), *Recasting Women: Essays in Colonial History* (Delhi, Kali for Women, 1989)
 16. Habib I. (2001). *Pre-History, Vol 1*. New Delhi: Tulika books.
 17. Habib I. (2002). *The Indus Civilisation*. New Delhi: Tulika books.
 18. Habib I. and Thakur V. (2003). *The Vedic Age*. New Delhi: Tulika books.
 19. Gorden V Childe (2003). *Man Makes Himself*, 4th edition. London: Richard clay publication. Forbes G. (2004).
 20. *Women in Modern India*, 4th edition, London: Cambridge University Press. Kumkum Roy ed. (1999).
 21. *Women in Early Indian Societies*. New Delhi: Manohar Publishers. Sita A. Raman (2009).
 22. *A social and Cultural History, Volume 1*. Connecticut: Oxford: Praeger. Sita A. Raman (2009).
 23. *A social and Cultural History, Volume 2*. Connecticut: Oxford: Praeger. Iftikhar R. (2016).

	<p>24. Indian Feminism: Class, Gender & Identity in Medieval Ages. Chennai: Notion Press. Iftikhar, R. (2012)</p> <p>25. 'Labor Class of Women in Mughal India'. A Research Journal of South Asian Studies, Vol. 27, No. 1.</p> <p>26. Sita A. Raman Women in Early Indian Societies. New Delhi: Manohar Publishers. (2009).</p> <p>27. Sita A. Raman A social and Cultural History, Volume1. Connecticut: Oxford: Praeger. (2009).</p> <p>28. Iftikhar, R. A social and Cultural History, Volume 2. Connecticut: Oxford: Praeger. (2016).</p> <p>29. Iftikhar, R Indian Feminism: Class, Gender & Identity in Medieval Ages. Chennai: Notion Press. (2012)</p> <p>30. 'Labor Class of Women in Mughal India'. A Research Journal of South Asian Studies, Vol. 27, No. 1.</p> <p>31. Woman in the Nineteenth Century, Margaret Fuller, Dover Publications, 2021.</p> <p>32. Gender And Politics In India, Menon,Nivedita,Oxford university, publication, New Delhi. 1999</p> <p>33. Kumar, R. The History of Doing. Zubaan, New Delhi (1997).</p> <p>34. Chakravarti, U Gendering Caste: Through Feminist Lens. Bhatkal & Sen New Delhi. (2006).</p> <p>35. ಆರ್. ಇಂದಿರಾ ಮಹಿಳೆ ಸಮಾಜ ಸಂಸ್ಕೃತಿ ,ಪ್ರಸಾರಾಂಗ ಕ.ವಿ. ಹಂಪಿ.2002</p> <p>36. ಶಿವಾನಂದ ವಿರಕ್ತಮಠ ಧರ್ಮ ಮತ್ತು ಮಹಿಳೆ, ಪ್ರಸಾರಾಂಗ ಕ.ವಿ.ಹಂಪಿ 2014</p> <p>37. ಶ್ರೀಮತಿ, ಎಚ್.ಎಸ್. ಸ್ತ್ರೀವಾದ, ಇಳಾಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು 2003</p> <p>38. ಹೇಮಲತಾ ಎಚ್.ಎಂ, ಮಹಿಳಾ ಅಧ್ಯಯನ, ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ,</p> <p>39. ಮಹಿಳಾ ಅಧ್ಯಯನ 1, ಡಾ. ಹೇಮಲತಾ ಎಚ್.ಎಂ, 2002, ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ,</p> <p>ಮೈಸೂರು</p>
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Formative Assessment	Weightage	Nature of Assignments
Internal Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Date:

Chairperson

Course Co-Ordinator

BA WOMEN'S STUDIES SEMESTER-3

DISCIPLINE CORE-6

DSC-6: Waves of Feminist Theories		3 credits	Number of Lecture Hours:42
Objectives	<ol style="list-style-type: none"> 1. To Introduce the concept of feminisms 2. To enable students to understand the origin and growth of feminism in the West 3. To Familiarize students with the waves of feminist theories 4. To enable students, to understand feminism in the Indian context 		
Content:	Unit-1	First Wave of Feminism:	16hrs.
		<p>Chapter-1 Meaning and Definitions of Feminism. Growth of Feminism in USA, Europe, 3rd world countries and India.</p>	
		<p>Chapter-2 Liberal Feminism - Origin, Concepts and Thoughts - Individual Rights, Equality- Rationality- Women's Civil and Political Rights, Enfranchisement - Legal reforms - Criticisms of Liberal Feminism.</p> <p>Thinkers – Mary Wollstonecraft, Harriet Taylor J S Mill, Betty Friedan.</p>	
		<p>Chapter-3 Marxist Feminism: Origin, Concepts and thoughts- Historical Materialism - Class and class struggle – Capitalism – Alienation - Social Production and Reproduction - Private Property- Engels on origin of Patriarchy and private property- the Socialization of Domestic Labor- Wages for Household Work –</p>	

		<p>Invisibility of Women’s work – Comparable worth - Challenges before Marxist Feminism.</p> <p>Thinkers – Karl Marx, Friedrich Engels, Margaret Benston, Dalla Costa, Salma James, Heidi Hartman.</p>	
	Unit-2	Second Wave of Feminism	12hrs
		<p>Chapter-1 Radical Feminism: Origin- Concepts and Thoughts- Construction of Gender- Patriarchy -Reproduction -- Biological revolution- reproductive technology – Androgyny- Motherhood- Sisterhood- Sexuality – Violence against women’s body: Gender based violence and Pornography - Criticisms of Radical Feminism.</p> <p>Thinkers – Shulamith Firestone, Kate Millet, Mary Daly</p>	
		<p>Chapter-2 Psychoanalytic Feminism: Feminist criticisms of Freud, Oedipus Complex, Dual Parenting Thinkers: Dorothy Dinnerstein, Nancy Chodorow, Alfred Adler</p>	
		<p>Chapter-3 Socialist Feminism: Origin - Concepts and Thoughts - Class and Gender, Dual-Systems Theory- Unified System Theory. Criticism of Socialist Feminism.</p> <p>Thinkers – Iris young, Alison Jagger, Juliet Mitchel.</p>	
		<p>Chapter-4 Existential Feminism: Concept of Second Sex by Simon de Beauvoir</p>	
	Unit-3	Third Wave Feminism	

		Chapter-1 Brief Introduction of Different Forms of Feminisms- Post-Modern Feminism, Black Feminism - Cultural Feminism - Third World Feminism – Ecofeminism – Queer Feminism	14hrs
Pedagogy:	Lectures / Assignments/ Self-study/Role play/ Poster and Album making/ Presentation/Film Review/Group readings and discussion.		
Learning Outcomes	<ol style="list-style-type: none"> 1. Students will be able to understand social reality from a Feminist Perspective 2. Studying the Waves of feminism would enable students to understand different dimensions of women’s subordination and oppression. 3. Students will be able to understand different strategies to achieve gender equality, the importance of women’s solidarity, and the movement to eradicate women’s subordination and oppression. 		
References/ Readings	<ol style="list-style-type: none"> 1. An Oakley and Juliet Mitchell: What is Feminism? Basil Blackwell, UK. 1986 2. Bell hooks: Feminism for Everybody, Pluto Press, UK 2000 3. Bell hooks: Feminist theory – from Margin to Center, Pluto Press, UK 2000 4. Betty Friedan: The Feminine Mystique, WW Norton, New York. 1963 5. Dale Spender (Ed): Feminist Theories: Three centuries of women’s intellectual traditions, the Women’s Press, London. 6. Kamala Bhasin and Nigate Said: Feminism and its Relevance in South Asia. Kali for Women, New Delhi. 7. Rose Marie Tang: Feminist Thought Routledge, London. 1992 8. Simone De Beauvoir: The Second Sex. Trans H.M. Parshely Vintage Books, New York. 1974 9. Shulamith Firestone: The Dialectic of Sex. William Morrow and company, New York. 1970 10. UGC E Pathshala women’s studies, Sociology 11. ಆರ್. ಇಂದಿರಾ, ಸ್ತ್ರೀವಾದ ದಿಕ್ಕೂಚಿ, ಸಮತಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ ಮೈಸೂರು. 1995 12. ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್ : ಸ್ತ್ರೀವಾದ ಚಿಂತನೆ ಮತ್ತು ಹೋರಾಟ, ಅಭಿರುಚಿ ಪ್ರಕಾಶನ ಮೈಸೂರು. 2019 13. ತೇಜಶ್ವಿನಿ ನಿರಂಜನ, ಸೀಮಂತಿನಿ ನಿರಂಜನ (ಸಂ) ಸ್ತ್ರೀವಾದಿ ಸಾಹಿತ್ಯ ಮಿಮರ್ಸ್, ಕ್ರೈಸ್ಟ್ ಕಾಲೇಜು, ಕನ್ನಡ ಸಂಘ, ಬೆಂಗಳೂರು 1994. 14. ಬಿ. ಎನ್. ಸುಮಿತ್ರಾಬಾಯಿ, ಎನ್. ಗಾಯತ್ರಿ (ಸಂ) ಸ್ತ್ರೀವಾದಿ ಪ್ರವೇಶಿಕೆ: ಕರ್ನಾಟಕ ಲೇಖಕಿಯರ ಸಂಘ, ಬೆಂಗಳೂರು. 15. ವೆಂ. ವನಜ, ಎಚ್ ಆರ್ ರಾಜೇಶ್ವರಿ: (ಅನು) ಸ್ತ್ರೀವಾದ: ದಕ್ಷಿಣ ಏಷ್ಯಾದಲ್ಲಿ ಅದರ ಪ್ರಸ್ತುತೆ, ಸಮತಾ ವೇದಿಕೆ ಮೈಸೂರು 1998 		

16. ವಿಜಯಾದಬ್ಬೆ: ಮಹಿಳೆ, ಸಾಹಿತ್ಯ, ಸಮಾಜ, ರಚನಾ ಪ್ರಕಾಶನ, ಮೈಸೂರು. 1988

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22. ಸಬಿಹಾ ಭೂಮಿಗೌಡ: ಮಹಿಳಾ ಸಾಹಿತ್ಯ - (ಸಂ) ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು

23. ಸುಧಾ ಸೀತಾರಾಮ್: ಮಹಿಳಾ ಅಧ್ಯಯನ ಸಮಾಜಶಾಸ್ತ್ರೀಯ ದೃಷ್ಟಿಕೋನ, ಸ್ತ್ರೀಲೇಖ, 2010

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30. ಶ್ರೀಮತಿ ಎಚ್ ಎಸ್: ಸ್ತ್ರೀವಾದ, ಕ.ವಿ.ವಿ ಹಂಪಿ, 2003

31. ಬೆಲ್ ಹುಕ್ಸ್, ಶ್ರೀಮತಿ ಎಚ್ ಎಸ್: ಎಲ್ಲರಿಗಾಗಿ ಸ್ತ್ರೀವಾದ, ಆಕೃತಿ ಪ್ರಕಾಶನ , ಬೆಂಗಳೂರು, 2020

32. ಮನುಚಕ್ರವರ್ತಿ: ಭಾರತೀಯ ಸ್ತ್ರೀವಾದ, ಅಕ್ಷರ ಪ್ರಕಾಶನ, 1993

33. ಕಿಶೋರಿ ಕೆ ನಾಯಕ: ಸ್ತ್ರೀವಾದ ನೆಲೆಗಳು ಮತ್ತು ನಿಲುವುಗಳು, ಪ್ರಸಾರಂಗ ಮಂಗಳೂರು ವಿವಿ, ಮಂಗಳೂರು 1999

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Formative Assessment	Weightage	Nature of Assignments
Internal Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Date:

Chairperson

Course Co-Ordinator

BA WOMEN'S STUDIES SEMESTER- 3
OPEN ELECTIVE – 3A

OE-3A: Gender and Disability		3 Credits	Number of Lecture Hours: 42
Objectives	<ol style="list-style-type: none"> 1. Persons with disabilities represent one of the largest discriminated groups in the world, and the World Health Organization estimates that one in seven persons live with a disability. This paper aims to give an introduction to disability as a category of analysis in Gender Studies 2. This paper encourages critical and comparative thinking about the intersection of various disabilities, genders, caste, class, religion, and other intersectionalities and their challenges. 3. This paper tries to throw light on Disability as a social experience of normalized exclusion and segregation beyond only a “medical” and “personal” issue and introduces various national and international initiatives, policies, programs, and technological supports for people with disabilities 		
Content	Unit-1	Understanding the Disability	16hrs.
		Chapter-1 Definition of Disability- Social and Cultural Construction of disability - Ability and Disability – Theorising Disabilities: The medical model, the human rights model, the social model, Critical disability studies (CDS) model - Types of Disabilities: Visible and invisible disabilities and Disabilities mentioned in RPWD Act-2016	
		Chapter-2 Constitutional Rights of Persons with Disabilities -Persons with Disability Act-1995, Rehabilitation Council of India Act - 1992, National Trust Act-1999, National Policy for Persons with Disabilities-2006, Rights of Persons with Disability Act-2016, UN Convention on the Rights of Persons with Disabilities (CRPD)	
		Chapter-3 Demographic Profile of Persons with Disabilities- Understanding Disability in intersectional Dimensions:	

	Disability and Health, Disability and Family Support/caregivers, Disability and Education, Disability and Employment, Disability and Empowerment - Government (Central and Karnataka State) Schemes and Facilities	
Unit-2	Conceptualizing Gender and Disability through Feminism	14hrs.
	Chapter-1 The Gendered Experience of Disability - Gender Dimensions of Disability in the Indian Context: Challenges faced by gender-queer and the transgender person with disabilities	
	Chapter-2 Feminist Perspectives on Disability, Issues Related to Victimization and Vulnerability of Disabled Women. Gender and Disability Stereotypes	
	Chapter-3 The Status of Women and Girls with Disabilities in India, Issues, and challenges faced by Women with Disabilities: Violence, Marriage, Parenting especially Motherhood, Reproductive Health, and Sexuality.	
Unit-3	Social Exclusion and Inclusion of Women with Disability	12hrs.
	Chapter-1 Understand the Concept of Social Exclusion and Inclusion within the Context of Disability- Societal Attitudes towards Women with Disabilities, Double Discrimination faced by Women with Disabilities,	
	Chapter-2 Social Inclusion of Disabled Women –Inclusive Strategies and Factors: Inclusive Education, Innovative Technologies, Assistive Devices (Visual Impairment- Walking stick, JAWS Screen Reader, NVDA software, Text-to-speech software, Braille Mirroring and Zoom Ex Instant Reader etc. Hearing Impairment- Hearing Aid, Conversor Pro-Multipack, iChat, GarageBand and listener amplification device etc.	

	<p>Speech Impairment- Augmentative Communication Device, Sanyog Software, Speech and Language Pack Software, and Accessible Smart Phones.</p> <p>Physical Impairment- For Mobility- Walker, Wheel Chair, Crutches, Prosthetic Aids and Mobility Scooter etc.)</p> <p>Accessibility to Employment and all Public and Private Institutions, Gender Equality and Disability Inclusion, Rehabilitation of Women with Disabilities.</p> <hr/> <p>Chapter-3 NGOs working towards Empowerment for the person with a disability: EnAble India, Samarathanam Trust for the Disabled, Diya Foundation, and The Association of People with Disability.</p> <p>Case Studies/Success stories: Ira Singhal(bureaucrat), Sudha Chandran (Actor Dancer), Prof Anita Ghai (education), Arunima Sinha (Adventure sports).</p>	
Pedagogy	Lectures/Assignments/Self-study/preparing case studies/success stories/ Case studies video graphing / Group Readings and Discussions	
Learning outcome	<ol style="list-style-type: none"> 1. The course expects students to understand psycho-social, political, and cultural perspectives on disability studies through exploring discourse on theories of disability and activism for establishing disability as a human rights issue. 2. Drawing from the work of scholars from both the west and India and personal and professional experiences, Case studies, the course will engage students in a transformative process of reflection, debate, and discovery. This course will encourage a field orientation along with theoretical understanding. 	
References/ Readings	<ol style="list-style-type: none"> 1. Anita Ghai, (2015) Rethinking Disability in India, Routledge India 2. Albrecht G.L, Katherine D Seelman & Michael Bury, (2001) Hand Book of disability Studies, Sage, London, Social Welfare India - Sachdev. 3. Alur Sathi (1999), Women with disability, Action Aid Disability News. Vol. no.1 and 2, 11-14. 	

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19. Gender Equity – Dr. Kishori Nayak K., Centre for Women’s Studies Mangalore University.
20. Ambedkar and Women- Seema PardesiUma Chakravathri - Yielding Caste
21. Writing on Caste, Writing on Gender - Sharmila R
22. We also made history Urmila Pawar & Minakshi Moon
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24. ಅನುಪಮಾ ಎಚ್. ಎಸ್, ಮಹಿಳಾ ಆರೋಗ್ಯ –ಪ್ರಸಾರಾಂಗ, ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ವಿಜಯಪುರ.

25. ಆರ್. ಸುನಂದಮ್ಮ, ಆಹಾರ ಸಂಪುಟ -3 ಮಹಿಳಾ ಸಾಂಸ್ಕೃತಿಕ ಕೋಶ (ಪ್ರ.ಸಂ) ಪ್ರಸಾರಾಂಗ ಅಕ್ಕಮಹಾದೇವಿ ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾಲಯ ವಿಜಯಪುರ, 2013

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Formative Assessment	Weightage	Nature of Assignments
Internal Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Date:

Chairperson

Course Co-Ordinator

BA WOMEN'S STUDIES SEMESTER- 3

OPEN ELECTIVE – 3B

OE -3B: Gender culture and mass media		3 Credits	Number of Lecture Hours: 42
Objectives	<p>1. The purpose of this course is to explore the relationship between gender, Culture, and mass media.</p> <p>2. This course will help students understand how the media structure our understanding of gender.</p> <p>3. Address the role of new media technologies in challenging and reaffirming the traditional construction of gender.</p>		
Content	Unit-1	Basic Concepts	14 hrs.
		<p>Chapter -1. Understanding key concepts: Gender – Culture-Media- Fundamentals of Mass Communication- Need for Engendering media</p>	
		<p>Chapter -2. Influence of Culture on media - Popular Culture and Media - Recent trends in media Culture.</p>	
		<p>Chapter -3 Evolution of cultural studies and influence of Feminism on Cultural studies</p>	
	Unit-2	Gender representation in various media	14 hrs.
		<p>Chapter -1 Gender representation: Television – Newspapers- Magazines- Journals - Radio programs – Films – Television Serials and Web Series – Theatres - Folk arts, Music Videos - Dance - Advertisement</p>	
<p>Chapter -2 Caste, class, and Gender bias in Indian media- Trivialization - Gender Stereotype- Negative portrayal – cyber bullying - Commodification of women in media</p>			

		Chapter-3. Empowerment of women in India – Women’s Magazines – Portrayal of new-age women in Media- Alternative media – Job opportunities in media - Women professionals in media - Portrayal of LGBTQ+ communities in media	
	Unit-3	New Media, Law, and Gender	14hrs.
		Chapter-1 Gender question in Digital media, social media: Twitter, Facebook, WhatsApp, Instagram, Telegram, Snap chat - Online activism on gender issues	
		Chapter-2 Indecent Representation of Women (Prohibition) Act,1986 – Guidelines for journalistic conduct laid down by press trust of India, Social Media Act 2021	
Pedagogy	Lectures/Film Review/Role play /Poster and Album Making / Self Study/ Preparing Pamphlets /Assignments/Presentations/Group Readings and Discussions/ Performance.		
Learning outcome	<ol style="list-style-type: none"> 1. The course will provide insight on key concepts such as gender, media, Culture. 2. The students will understand importance of media and representation of women. 3. It provides better understanding of gender related issues in mass media. 		
References/ Readings	<ol style="list-style-type: none"> 1. Charlotte Krolokke, Anne Scott Sorensen, Gender Communication; Theories and Analysis New Delhi, Sage Publication, 2006. 2. John Storey, Cultural Theory and Popular Culture: An Introduction, New York, Pearson Longman. 2009. 3. Laura Mulvey, Visual and Other Pleasures, New York, Plagrave, 1989. 4. Mary Celeste Kearney, The Gender and Media Reader, New York, Routledge, 2012 5. Meera Kosambi (ed), Women’s Oppression in the Public Gaze: Analysis of Newspaper coverage, State Action and Activist Response, Research Centre for Women’s University,Mumbai, 1994. 6. Rosalind Gill, Gender and the Media, Cambridge, Polity Press, 2007. 		

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12. ವಸುಂಧರಾ ಭೂಪತಿ, ಮಹಿಳೆ ಮತ್ತು ಮಾಧ್ಯಮ, ಹಿತ್ತೈಷಿಣಿ ಪತ್ರಿಕೆ, ಸೆಪ್ಟೆಂಬರ್.4, 2018.

13. ವಿಜಯಾ, ಮಾಧ್ಯಮದಲ್ಲಿ ಮಹಿಳೆ: ಹೊಸ ಸವಾಲುಗಳು, 13, ಫೆಬ್ರವರಿ,2020.(www.vijayavani.net)

14. ಸಿ.ಜಿ.ಮಂಜುಳಾ ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಮಹಿಳೆಯ ಅಸ್ತಿತ್ವ, ಪ್ರಜಾವಾಣಿ ದಿನಪತ್ರಿಕೆ ಫೆಬ್ರವರಿ, 11,2014.

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16. ಸೌಮ್ಯ. ಎಚ್ ಎಲ್, ಮಹಿಳೆ ಮತ್ತು ಮಾಧ್ಯಮ , International journal of kannada rsearch, 2019. www.kannadajournal.com

Formative Assessment	Weightage	Nature of Assignments
Internal Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Date:

Chairperson

Course Co-Ordinator

BA WOMEN'S STUDIES SEMESTER-4

DISCIPLINE CORE: 7

DSC-7: Gender and Society		3 Credits	Number of Lectures Hours:42
Objectives	<p>1. This paper aims to create an intersectional understanding of various social factors</p> <p>2.This paper tries to locate the position of women in social institutions</p> <p>3.The paper aspires to sensitize students to various social issues concerning women</p>		
Content	Gender Identity and Gender Socialization		14 hrs.
	Unit-1	<p>Chapter-1 Concept of Gender Identity: Gendered Socialization - Development of Gender identity- Gender stereotyping- Gender Roles – Role Conflict – Gender Division of Labor</p>	
		<p>Chapter-2 Gender-related concepts: Feminism - Equality - Equity- Gender Mainstreaming- Sexuality</p>	
		<p>Chapter-3 Gender bias and Stereotyping in: Health and Nutrition, Education, Employment</p>	
	Gender and Institutions		12 hrs.
	Unit-2	<p>Chapter-1 Continuity and Change in Kinship and Family Structure: Patriarchy – Matriliney- Matrilocality (Case study of Nayars in Kerala and Khasis of Meghalaya, Bunts of Dakshin Kannada) Joint and Nuclear family, Single Mother headed family</p>	
	<p>Chapter-2 Marriage and Divorce: Concept and Definition – Monogamy- Polygamy -Polyandry- Challenges faced by women</p>		
	<p>Chapter-3 Concept of Caste: Caste hierarchy – Discriminations practiced under the Caste system- Differential status of women under the Caste system</p>		

		Chapter-4 Gender and Education: Gender bias in Curriculum- Gender bias in enrolment, drop-outs, and achievement - Role of education in Promoting Gender equality and gender equity.	
	Gender-related issues in India		
	Unit-3	Chapter -1 Gender Issues: Concept-Gender Inequality-injustice-Bias-Discrimination- Invisibility-Feminization of Poverty- Devaluation of Women’s Labour	16 hrs.
		Chapter-2 Child Sex ratio - Female feticide and female infanticide - Child marriage - Sexual Harassment at the workplace - Sexual assault /Rape – Dowry - Trafficking of Women and Children - Domestic violence - Inequality in Distribution of resources	
		Chapter-3 Intersectional understanding of women: Caste – Class- Religion – Rural-Urban – Tribal – Dalit – Women Elders – Sex workers Challenges faced by Transgender Community	
Pedagogy:	Lectures/Assignments/ Self-study/ Role Play/ Poster and Album Making/Presentations/Film Review/Group Readings and Discussions		
Learning Outcomes	<ol style="list-style-type: none"> 1. Understanding the sociocultural basis of gender-based inequalities and establishment of gender as an analytical category 2. Examine and critique gender assumptions underlying social aspects and comprehend the impact of gender on individuals historical and contemporary agency 3. Critique ideological assumptions and different feminist thoughts to develop gender-sensitive and gender just personalities among students. 		
	<ol style="list-style-type: none"> 1. AnuSaksena. (2004). “Gender and Human Rights”. Shipra, New Delhi. 2. Clara Zetkin. (1988). “Movements for the Emancipation of Women”. KamgarPrakashan, New Delhi. 3. Evorett, Jana, Matson. (1979). “Women in Social change in India”. Heritage Publication, New Delhi. 4. Ghosh.S. K. (1989). “Indian Women through the ages”. Ashish Publishing house, New Delhi. 		

References

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22. ಎಚ್.ಎಸ್. ಶ್ರೀಮತಿ, ಸ್ತ್ರೀವಾದ, ಇಳಾ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು. ೨೦೦೩
23. ಕಿಶೋರಿ ಕೆ ನಾಯಕ: ಸ್ತ್ರೀವಾದ ನೆಲೆಗಳು ಮತ್ತು ನಿಲುವುಗಳು, ಪ್ರಸಾರಂಗ ಮಂಗಳೂರು ವಿವಿ, ಮಂಗಳೂರು 1999.
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25. ಮಂಗಳಾ ಆರ್ ಪ್ರಿಯದರ್ಶಿನಿ ಮಹಿಳಾ ಅಧ್ಯಯನ ಪ್ರವೇಶಿಕೆ, , ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ. ೨೦೦೭
26. ಸುಧಾ ಸೀತಾರಾಮ್: ಮಹಿಳಾ ಅಧ್ಯಯನ ಸಮಾಜಶಾಸ್ತ್ರೀಯ ದೃಷ್ಟಿಕೋನ, ಸ್ತ್ರೀಲೇಖ, 2010
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28. ಶ್ರೀದೇವಿ ಆಲೂರ, ಮಹಿಳಾ ಅಧ್ಯಯನ, ಶ್ರೀ ಸಿದ್ಧಲಿಂಗೇಶ್ವರ ಪ್ರಕಾಶನ, ಕಲಬುರಗಿ, ೨೦೧೪		
Formative Assessment	Weightage	Nature of Assignments
Internal Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Date:

Chairperson

Course Co-Ordinator

**BA WOMEN'S STUDIES SEMESTER- 4
DISCIPLINE CORE - 8**

DSC -8: Doing Feminist Research		3 Credits	Number of Lecture Hours: 42
Objectives	<ol style="list-style-type: none"> 1. This course introduces basic research principles and interdisciplinary feminist perspectives in research. 2. This course facilitates understanding of the differences between research methodologies, methods, and tools/techniques of research, 3. This course prepares students for feminist reflexivity and the use of feminist methodologies in conducting research 		
Content	Unit-1	Understanding basic Research	12hrs.
		Chapter-1 Meaning of Research - Objectives of research - Characteristics of the scientific research- Objectivity, and subjectivity - Epistemology, Methodology, Method and techniques	
		Chapter-2 Types of research: Exploratory- Descriptive - Analytical/explanatory – Experimental - Evaluation and impact assessment – Interdisciplinary- Multi-disciplinary - Trans-disciplinary - Basic Research - Applied Research - Action research - Participatory human-centred research	
		Chapter-3 Stages of Conducting Research	
		Research Process	
		Chapter-1 Research Design: Definition, Diagnostic, Exploratory, Descriptive, Explanatory, Evaluative, Experimental Research designs Hypothesis: Meaning, Types, and construction	16 hrs.

	<p>Unit-2</p>	<p>Chapter-2 Sampling: Census v/s Sample- Sample Universe- Probability and Non-Probability sampling - Types of probability sampling: simple random sampling, systematic random sampling, proportionate and disproportionate stratified random sampling- Types of non-probability sampling: purposive sampling, judgemental sampling, snowball sampling, quota sampling</p> <hr/> <p>Chapter-3 Techniques of Data collection: Primary and secondary data, sources of data- authenticity, credibility, reliability of sources and data, Techniques of Data collection: observation - participant and nonparticipant – structured and unstructured Questionnaire, schedule – observation – longitudinal and cross-sectional Tabulation and Graphical representation of Data</p> <hr/> <p>Chapter-4 Structure of Research Report, Language, and Style –Citations and referencing (Books/ Book Chapters/ Articles/ Other Print Publications/ Web Sources) – End Notes and Foot Notes – Abbreviations – Appendices</p>	
	<p>Unit-3</p>	<p>Feminist Research Methodology</p> <hr/> <p>Chapter-1 Feminist critique of Positivistic Research: Feminist Empiricism and Feminist Interdisciplinary approaches to knowledge building</p> <hr/> <p>Chapter-2 Core feminist Insight and Strategies: Authority, Representation, Truths, Reflexivity and ethics, Intersections of Sex and Power in Research</p> <hr/> <p>Chapter-3. Feminist Methods and techniques: Sexual dichotomy methods, Case studies method,</p>	<p>14hrs.</p>

	<p>Content Analysis, Feminist Ethnography, Focus Group discussion, oral testimony</p> <p>Emerging Methodology: Mixed Methods Approach; Triangulation: Merits and Types; Participatory Action Research</p> <p>Chapter-2 Research Ethics: Definition - Academic honesty and integrity – Intentional and Unintentional Plagiarism – Forms of plagiarism – how to avoid plagiarism. Use different software (e.g., Grammarly, Turnitin, Urkund, Ref n Write) to improve the quality of work</p>	
Pedagogy	Lectures/Assignments/Self-study / Presentations/ Group Readings and Discussions/ Small field-based group project	
Learning outcome	<ol style="list-style-type: none"> 1. Development of researching skills with a ‘gender lens.’ 2. Inculcation of non-sexist academic research writing 3. Understanding of the role of theory and praxis in feminist research 	
References/ Readings	<ol style="list-style-type: none"> 1. Caroline Ramazanoglu and Holland. (2003). “Feminist Methodology, Challenges, and choices.” Sage publications, New Delhi 2. Davis, Martin Brett. (2007). “Doing a Successful Research Project: Using Qualitative or Quantitative Methods.” Palgrave, Hampshire. 3. Eichler M. (1991). “Non-Sexist Research Methods: A Practical Guideline.” Routledge Chapman & Hall. 4. Goode, William J. &Hatt, Paul K. “Methods in Social Research.” McGraw Hill Book Company, USA, Latest edition. 5. Helen Roberts (ed). (1984). “Doing Feminist Research.” Rutledge and Kegan Paul, London. 6. Kothari, C.R. (1995). “Research Methodology: Methods and Techniques.” Willey Fasten LTD, New Delhi. 7. Krishanaraj, Maithreyi (ed). (1985). “Evolving New Methodologies in Research on Women’s Studies.” SNTD Women’s University, Bombay. 8. Sandra Harding. (1987). “Feminism and Methodology.” Indian University Press, India. 9. Kalpana Kannabiran, Padmini Swaminathan(2019) Re-Presenting Feminist Methodologies Interdisciplinary Explorations, Routledge India 10. UGC E PG pathshala Materials. 11. ಶ್ರೀಮತಿ ಎಚ್ ಎಸ್. ಸ್ತ್ರೀವಾದ ಮತ್ತು ಲೈಂಗಿಕತಾವಾದ, ಅಹರ್ನಿಶಿ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ: ೨೦೧೯. 12. ಶ್ರೀಮತಿ ಎಚ್ ಎಸ್. ಸ್ತ್ರೀವಾದಿ ಸಂಶೋಧನೆ ವಿಧಿ-ವಿಧಾನಗಳು, ೨೦೧೨. 	

<p>13. ಶ್ರೀದೇವಿ ಆಲೂರ, ಸ್ತ್ರೀವಾದಿ ಸಂಶೋಧನೆ, ಬಸವ ಪ್ರಕಾಶನ ಕಲಬುರಗಿ ೨೦೧೩.</p> <p>14. ಶ್ರೀದೇವಿ ಆಲೂರ, ಸುಡು ಬಿಸಿಲ ಹುಡಿ ಹಾದಿ, ಸಿರಿವಿಕಾಸ ಪ್ರಕಾಶನ, ಕಮಲಾಪುರ ೨೦೧೩.</p> <p>15. ಶ್ರೀದೇವಿ ಆಲೂರ, ಮಹಿಳಾ ಅಧ್ಯಯನ, ಶ್ರೀ ಸಿದ್ಧಲಿಂಗೇಶ್ವರ ಪ್ರಕಾಶನ, ಕಲಬುರಗಿ, ೨೦೧೪.</p> <p>16. ಹೇಮಲತಾ ಎಚ್. ಎಂ. ಸ್ತ್ರೀವಾದಿ ಸಂಶೋಧನೆ, ಮಹಿಳಾ ಅಧ್ಯಯನ ಮಾಲಿಕೆ, ಡಿ.ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ - ಮೈಸೂರು. ೨೦೦೮</p> <p>17. ಉಷಾ ಎಮ್. ಸಂಸ್ಕೃತಿ ಚಿಂತನೆ ಮತ್ತು ಭಾರತೀಯ ಸ್ತ್ರೀವಾದ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೧೭.</p> <p>18. ರೂಪ ಹಾಸನ (ಸಂ). ಹೆಣ್ಣುಸಿರ ತಲ್ಲಣಗಳು, ಅಭಿರುಚಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು: ೨೦೧೫.</p> <p>19. ಇಂದಿರಾ ಆರ್. ಸ್ತ್ರೀವಾದ ದಿಕ್ಕೂಚಿ (ಮೂರನೆಯ ಮುದ್ರಣ), ದೂರ ಶಿಕ್ಷಣ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೭.</p> <p>20. ಇಂದಿರಾ ಆರ್. ಸಾಮಾಜಿಕ ಸಂಶೋಧನಾ ವಿಧಾನಗಳು(ಮೂರನೆಯ ಮುದ್ರಣ), ವಿದ್ಯಾಸಾಗರ ಮುದ್ರಣ ಮತ್ತು ಪ್ರಕಾಶನಾಲಯ, ಮೈಸೂರು: ೨೦೦೧.</p>		
Formative Assessment	Weightage	Nature of Assignments
Internal Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Date:

Chairperson

Course Co-Ordinator

BA WOMEN'S STUDIES SEMESTER- 4
OPEN ELECTIVE – 4A

OE-4A: Gender and Health		3 Credits	Number of Lecture Hours: 42
Objectives:	<ol style="list-style-type: none"> 1. To know the health issues of women throughout the life cycle. 2. To address the psychological, physiological, and cultural factors that influence on well being of women 3. To create awareness about reproductive rights and to improve the quality of life for women. 		
Content:	Unit-1	Basic Health concepts	16hrs.
		Chapter-1 Definition of health -Health-related issues of women: Life cycle approach (Birth to Death) - Female Anatomy - Socio- cultural determinants of women's health - Gender bias accessing medical facilities	
		Chapter-2 Health Indicators: Child sex ratio- MMR- IMR- Life Expectancy - Total Fertility Rate - Institutional Delivery	
	Chapter-3 Menstrual Health: Menarche, pre-menstrual syndrome, Menstruation, Menopause, Menstrual Hygiene (sanitary napkins, menstrual cups, tampon), Socio-cultural factors affecting menstrual health		
Unit-2	Gender and Health Issues		14hrs.
	Chapter-1 Reproductive Health issues: Reproductive Rights - Pregnancy – childbirth - unwanted pregnancy- Sex determination test – Abortion - Impact of early marriage on women's health- Safe delivery and post-delivery care – Gender Bias in Reproductive Technology		

		<p>Chapter-2 Other health issues of Women: Body image and Eating disorders (Bulimia, Anorexia) Anemia, Nutritional Deficiency</p>	
		<p>Chapter-3 Women’s Mental Health: Depression – Postpartum Depression- Stress – Anxiety</p>	
		<p>Chapter-4 Infertility – IVF and Surrogacy- HIV and other Sexually Transmitted diseases – Health issues faced by the LGBTQ+ community</p>	
	Unit-3	<p style="text-align: center;">Engendering Health Policies</p>	12hrs.
		<p>Chapter:1 Methods of Family Planning – Burden of family planning</p>	
		<p>Chapter:2 NRHM, and structural reform in health. International Conference on Population and Development(ICPD), Immunization programs - WHO- World Health Organisation – NHFS (National Health, and Family survey) MCH (Mother and child health programs)</p>	
		<p>Chapter:3 Karnataka State Initiatives: Janani Suraksha Yojana – Madilu - Prasuti Araiike - Rashtriya Bala Swasthya Karyakrama (RBSK) – Indradhanush (Immunisation Program)</p>	
Pedagogy:	<p>Lectures/Assignments/Self-study/Role Play/Poster and Album Making/Presentations/ Film Review/Group Readings and Discussions</p>		
Learning Outcome	<ol style="list-style-type: none"> 1. The paper attempts to create awareness among the students about the importance of women’s health and condition in India. 2. It studies various determinants of population dynamics and the changing scenario and initiatives taken at national and international forums. 3. It gives overall knowledge of women’s health, gender differences, dilemmas, and access to it. 		

**References/
Readings**

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5. Mohan Rao (Ed), The UnheardScream: Reproductive Health and Women's Rights in India, Zubaan, New Delhi, 2004
6. Rosalind Pollack Petchesky, Gendering Health and Human Rights, Jed Book, London. 2003
7. P.K Shukla, Nutritional Problems of India, Prentice Hall of India, New Delhi, 1982
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12. Rao Mohan (ed), The Unheard Scream: Reproductive Health and Women's Lives in India, Zubaan, An Associate of Kali for Women, New Delhi, 2004
13. Khanna Renu, Shiva Mira and Gopalan Sarala (ed), Towards Comprehensive Women's Health Programmes and Policy, Society for Health Alternative for WAH, New Delhi, 2002
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15. Shatruguna Veena, Taking Charge of our Bodies: A Health Handbook for Women, Penguin India, 2004
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17. NFHS-III India Volume (1).
18. National Family Health Survey Report.
19. Government of India. "Census Reports".
20. United Nations. "Human Development Report".
21. ಅನುಪಮಾ ಎಚ್. ಎಸ್., ಮಹಿಳಾ ಆರೋಗ್ಯ, ಪ್ರಸಾರಾಂಗ, ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ವಿಜಯಪುರ, ೨೦೧೨
22. ಅನುಪಮಾ ಎಚ್. ಎಸ್., ಮಹಿಳಾ ಸಂತಾನೋತ್ಪತ್ತಿ ಮತ್ತು ಮಾನಸಿಕ ಆರೋಗ್ಯ, ಪ್ರಸಾರಾಂಗ, ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ವಿಜಯಪುರ, ೨೦೨೧
23. ಸರೋಜ ಕೆ., ಮಹಿಳಾ ಆರೋಗ್ಯ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ
24. ಸರೋಜ ಕೆ., ಮಹಿಳಾ ಆರೋಗ್ಯದ ಮರುಚಿಂತನೆ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

	<p>25. ವಿರಕ್ತಮಠ ಶಿವಾನಂದ (ಸಂ), ದೇಸಿ ವೈದ್ಯ ಪದ್ಧತಿ, ಪ್ರಸಾರಾಂಗ, ಕನಾಟಕ ರಾಜ್ಯ ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ವಿಜಯಪುರ, 2013</p> <p>26. ನಿರಂಜನ ಅನುಪಮಾ, ಸ್ತ್ರೀಸ್ವಾಸ್ಥ್ಯ ಸಂಹಿತೆ, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು, 2015</p>	
Formative Assessment	Weightage	Nature of Assignments
Internal Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Date:

Chairperson

Course Co-Ordinator

BA WOMEN'S STUDIES SEMESTER- 4
OPEN ELECTIVE – 4B

OE-4B: Gender Analysis Tools and Techniques		3 Credits	Number of Lecture Hours: 42
Objectives:	<ol style="list-style-type: none"> 1. Introduce various frameworks and tools for gender Analysis 2. Enable the students to understand the process of Gender Analysis 3. Provide an understanding of the contexts in which Gender Analysis is carried out. 		
Content:	Unit-1	<p style="text-align: center;">Key concepts of Gender analysis</p> <p>Chapter-1 Gender Equality and Equity- Objectives of Gender Analysis - Practical Needs and Strategic Gender needs - Gender as Analytical variable</p> <p>Chapter-2 Harvard Analytical Framework/ Gender Roles Framework- Gender Planning Framework: Caroline Moser (Women's triple role tool) - Women Empowerment Framework Sara: Hlufekile Longwe -Social Relations Framework: Naila Kabeer, Integrated Gender analysis.</p> <p>Chapter-3 Capacities (Physical, social and Motivational) and Vulnerabilities Analysis (CVA) Framework- People Oriented Framework (POP).</p>	16hrs.
		Gender Analysis Process	
		Chapter-1 Collecting Disaggregated Data - Assessing Gender Division of Labour and Decision-making Pattern - Assessing Access to and Control Over Resources, Assets, and Benefits, -	

	<p>Understanding Differences in Needs and Strengths.</p>	
Unit-2	Chapter-2 Understanding Complexity of Gender Relation, Assessing Barriers and Constraints, Developing Gender-Sensitive Indicators.	14hrs.
Unit-3	Gender Analysis Tools	12hrs.
	Chapter-1 Gender Analysis in Varied Contexts – Policy, Planning, Programme. Planning and Projects Designing, Evaluation of Programmes and Projects	
	Chapter-2 Implementation Monitoring and evaluation, Understanding development matrix (HDI, GDI, GEM), Data trends (Census, NFHS), and, mapping gender data gaps.	
Pedagogy:	Lectures/Assignments/Self-study/Role Play/Poster and Album Making/Presentations/ Film Review/Group Readings and Discussions	
Learning Outcome	<p>1. Understanding the gender-based inequalities and establishment of gender as an analytical category.</p> <p>2. Gender analysis tools and techniques can be used for examining the roles that women play and to better understand how these roles impact their lives in different circumstances.</p> <p>3. Identify historical and contemporary contributions made by women</p>	
References/ Readings	<ol style="list-style-type: none"> 1. Datta, R. and Kornberg, J. (eds.) (2002) Women in Developing Countries, Assessing Strategies for Empowerment. London: Lynne Rienner Publishers. 2. Eade, D. (ed.) (1999) Development with Women: Selected Essays from Development in Practice. Great Britain: Oxfam. 3. Hunt, J, 2004. ‘Introduction to gender analysis concepts and steps’, Development Bulletin, no. 64, pp. 100-106. Kabeer, N. and Subrahmanian, R. (eds.) (1999), Institutions, Relations and Outcomes, Framework and Case 	

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	<p>19. ನಾಯಕ್, ಕಿಶೋರಿ.ಕೆ (ಸಂ).ಮಹಿಳಾ ಅಧ್ಯಯನದ ಸಾಧ್ಯತೆಗಳು ಮತ್ತು ಸವಾಲುಗಳು, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮಂಗಳೂರು: ೨೦೦೭.</p> <p>20. ಶ್ರೀಮತಿ, ಎಚ್.ಎಸ್. ಸ್ತೀವಾದ ಪದ ವಿವರಣಾ ಕೋಶ, ಅಭಿನವ, ಬೆಂಗಳೂರು: ೨೦೧೮</p> <p>21. ಶ್ರೀಮತಿ, ಎಚ್. ಎಸ್. ಮತ್ತು ಶಿವಾನಂದ ವಿರಕ್ತಮಠ. ಮಹಿಳಾ ಆರ್ಥಿಕತೆ, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ:೨೦೦೭.</p> <p>22. ಶ್ರೀಮತಿ, ಎಚ್. ಎಸ್. ಮತ್ತು ಶಿವಾನಂದ ವಿರಕ್ತಮಠ (ಸಂ). ಮಹಿಳೆ, ದುಡಿಮೆ, ಬಿಡುವು, ಆರ್ಥಿಕತೆ, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ:೨೦೦೭</p> <p>23. ಹೇಮಲತಾ, ಎಚ್. ಎಮ್. ಮಹಿಳಾ ಅಧ್ಯಯನ – ೧,೨,೩, ಡಿ. ವಿ. ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು: ೨೦೦೪.</p>
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Formative Assessment	Weightage	Nature of Assignments
Internal Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Date:

Chairperson

Course Co-Ordinator

Question Paper Pattern (Discipline Specific Course-DSC)

Total Marks:60
Hours

Time:3

Instruction:

1. Read Instruction
2. All Parts Are Compulsory
3. Answer should be written either in Kannada or in English compulsory

Section-A

2X5=10

I. Answer any Five of the following in 2-3 sentences each. All questions carry equal marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Section-B

5X6=30

II. Answer any Five of the following in 80 words each. All questions carry equal marks

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

Section-C

10X2=20

III. Answer any Five of the following in 200 words each. All questions carry equal marks

- 17.
- 18.
- 19.
- 20.

