

BANGALORE UNIVERSITY

Women's Studies

Syllabus for III & IV Semester- Women's Studies

Under NEP (For B.A Honors)

(EFFECTIVE FOR ACADEMIC YEAR 2022-23)

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 |
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| 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

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| 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 | |
| | | 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 - | |
| | | 16hrs. | |

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| | 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 | | |

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| <p>References/ Readings</p> | <p>originally written in Bengali between 1932 and 1949 and published under the title Narir Katha.]</p> <ol style="list-style-type: none"> 4. Liddle, J. and Rai, S. (1998). Feminism, Imperialism and Orientalism: The Challenge of 'Indian Woman'. <i>Women's History Review</i>, 7 (4), 495-520. 5. Kumkum Sangari and Uma Chakravarti eds. <i>From Myths to Markets: Essays on Gender</i> (Shimla, Indian Institute of Advanced Study, 1999). 6. Uma Chakravarti, <i>Rewriting History: The Life and Times of Pandita Ramabai</i> (Delhi, Kali for Women, 1998) 7. Uma Chakravarti, 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early India', <i>Social Scientist</i>, 16(8), August, 1988. 8. Kumari Jayawardena and Malathi de Alwiss, <i>Embodied Violence: Communalizing Women's Sexuality in South Asia</i> (Delhi, Kali for Women, 1996). 9. Aloka Parasher, 'Women in Nationalist Historiography: The Case of Altekar,' in Leela Kasturi and Vina Majumdar (ed.), <i>Women in Indian Nationalism</i> (Delhi, Vikas Publishing House, 1994) 10. Vijaya Ramaswamy, 'Aspects of Women and Work in Early South India,' <i>Indian Economic and Social History Review</i>, January-March, 1989; 11. Vijaya Ramaswamy <i>Divinity and Deviance</i> (Delhi, Oxford University Press, 1994). 12. Vijaya Ramaswamy <i>Walking Naked: Women, Society, Spirituality in South India</i> (Shimla, Indian Institute of Advanced Study, 1997). 13. Janaki Nair, <i>Women and Law in Colonial India</i> (Delhi, Kali for Women, 1996). 14. Rosalind O'Hanlon, <i>A Comparison Between Men and Women: Tarabai Shinde and the Critique of Gender Relations in Colonial India</i> (Delhi, Oxford University Press, 1994). 15. Kumkum Sangari and Sudesh Vaid (ed.), <i>Recasting Women: Essays in Colonial History</i> (Delhi, Kali for Women, 1989) 16. Habib I. (2001). <i>Pre-History, Vol 1</i>. New Delhi: Tulika books. 17. Habib I. (2002). <i>The Indus Civilisation</i>. New Delhi: Tulika books. 18. Habib I. and Thakur V. (2003). <i>The Vedic Age</i>. New Delhi: Tulika books. 19. Gorden V Childe (2003). <i>Man Makes Himself</i>, 4th edition. London: Richard clay publication. Forbes G. (2004). 20. <i>Women in Modern India</i>, 4th edition, London: Cambridge University Press. Kumkum Roy ed. (1999). 21. <i>Women in Early Indian Societies</i>. New Delhi: Manohar Publishers. Sita A. Raman (2009). 22. <i>A social and Cultural History, Volume1</i>. Connecticut: Oxford: Praeger. Sita A. Raman (2009). 23. <i>A social and Cultural History, Volume 2</i>. Connecticut: Oxford: Praeger. Iftikhar R. (2016). |
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24. Indian Feminism: Class, Gender & Identity in Medieval Ages. Chennai: Notion Press. Iftikhar, R. (2012)

25. 'Labor Class of Women in Mughal India'. A Research Journal of South Asian Studies, Vol. 27, No. 1.

26. Sita A. Raman Women in Early Indian Societies. New Delhi: Manohar Publishers. (2009).

27. Sita A. Raman A social and Cultural History, Volume 1. Connecticut: Oxford: Praeger. (2009).

28. Iftikhar, R. A social and Cultural History, Volume 2. Connecticut: Oxford: Praeger. (2016).

29. Iftikhar, R Indian Feminism: Class, Gender & Identity in Medieval Ages. Chennai: Notion Press. (2012)

30. 'Labor Class of Women in Mughal India'. A Research Journal of South Asian Studies, Vol. 27, No. 1.

31. Woman in the Nineteenth Century, Margaret Fuller, Dover Publications, 2021.

32. Gender And Politics In India, Menon, Nivedita, Oxford university, publication, New Delhi. 1999

33. Kumar, R. The History of Doing. Zubaan, New Delhi (1997).

34. Chakravarti, U Gendering Caste: Through Feminist Lens. Bhatkal & Sen New Delhi. (2006).

35. Dgĭ. EAçgÁ ªÄÄ¼É ,ÀªÄiÄd ,ÄA,Äìøw ,¥Äæ,ÁgÁAUÀ PÀ. «. °ÄÄ! 2002

36. ªÄÄÄAzÄ «gÄPÄÜªÄÄoÄ zsÄªÄÄð ªÄÄvÄÄÜ ªÄÄ¼É, ¥Äæ,ÁgÁAUÀ PÀ. «. °ÄÄ! 2014

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

Date:

Chairperson

BA WOMEN'S STUDIES SEMESTER-3
DISCIPLINE CORE-6

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| 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> | |

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| | | <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 | |

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| | <p>Chapter–1 Brief Introduction of Different Forms of Feminisms- Post-Modern Feminism, Black Feminism - Cultural Feminism - Third World Feminism – Ecofeminism – Queer Feminism</p> | <p>14hrs</p> |
| <p>Pedagogy:</p> | <p>Lectures / Assignments/ Self-study/Role play/ Poster and Album making/ Presentation/Film Review/Group readings and discussion.</p> | |
| <p>Learning Outcomes</p> | <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. | |
| <p>References/ Readings</p> | <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. Dgī. EAçgÁ, ¹ÛçÃªÁzÀ çPÀÆia, ,ÀªÀÄvÁ CzsÀÅAiÀÄ£À PÉÃAzÀæªÉÄÊ,ÀÆgÄÄ. 1995 12. ²æÃªÀÄw JZi,J,i : ¹ÛçÃªÁzÀ aAvÀ£ÉªÀÄvÀÄÛ °ÉÆÃgÀl, C©ügÀÄa ¥ÀæPÁ±À£ÀªÉÄÊ,ÀÆgÄÄ. 2019 13. vÉÃd²éª ægÀAd£À, ¹ÃªÀÄAwª ægÀAd£À (,ÀA) ¹ÛçÃªÁç ,Á»vÀªª«ªÀÄª±Éð, PÉæöÊ,ÀÛ PÁ-ÉÃdÄ, PÀ£ÀßqÀ ,ÀAWÀ, ´ÉAUÀ¼ÀÆgÄÄ 1994. 14. ©. J£i. ,Àª«ÄvÁæªÁ-À, J£i. UÁ-Äwæ (,ÀA) ¹ÛçÃªÁç ¥ÀæªÉÄ²PÉ: PÀ£ÁðIPÀ ´ÉÄRQAiÀÄgÀ ,ÀAWÀ, ´ÉAUÀ¼ÀÆgÄÄ. | |

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| | <p>15. ^aÉA. ^aÁÉÀd, JZi Dgī gÁeÉĀ±Āéj: (CĚĀĀ) ¹ŮčĀ^aÁzĀ: zÀQĕt KμĀĀzĀ^oè CzĀgĀ ¥Āæ, ĀĀŮvÉ, ^aĀĀvÁ ^aÉĀçPÉ ^aÉĀĒ, ĀÆgĀĀ 1998</p> <p>16. «dAiĀiÁzĀ^oÉĀ: ^aĀĀ»¼É, ^aĀ»vĀĀ, ^aĀĀiĀd, gĀZĀfĀ ¥ĀæPĀ±ĀfĀ, ^aÉĀĒ, ĀÆgĀĀ. 1988</p> <p>17. ^oÉĀ^aĀĀ^ovĀ JZi.J^aiī: ^aĀĀ»¼Á CzsĀĀAiĀĀfĀ, ^aĀiĀ^oPÉUĀ¼ĀĀ - 1,2,3 r.«.PÉ ^aĀĀÆwð – ^aÉĀĒ, ĀÆgĀĀ 2005</p> <p>18. ^aĀĀAUĀ¼Á ^aæAiĀĀzĀ²ð: ^aĀĀ»¼Á CzsĀĀAiĀĀfĀzĀ ¥Āæ^aÉĀ²PÉ – ^aĀĀ»¼Á CzsĀĀAiĀĀfĀ PÉĀzĀæ, PĀfĀßqĀ «±Āé«zĀĀ^oAiĀĀ, ^oĀĀ!, «zĀĀgĀtĀ – 2007.</p> <p>19. ^aæĀw ±ĀĀ^osĀZĀzĀæ: ^aĀĀ»¼Á CzsĀĀAiĀĀfĀzĀ vĀwéPĀvÉ ^aĀĀvĀĀŮ ^aĀĀ»¼Á ZĀ¼ĀĀ^aĀ½UĀ¼ĀĀ - ¥Āæ, ÁgĀAUĀ PĀfĀßqĀ «±Āé«zĀĀ^oAiĀĀ, ^oĀĀ!, «zĀĀgĀtĀ – 2003.</p> <p>20. ^oÉnÓ ⁱüæĀqĀfĕī, JZi.J.ī. ²æĀ^aĀĀw (CĚĀĀ) ^oÉtĀŮvĀfĀ JA§ PĀtĪĀÖ^o ¥ĀæPĀ±ĀfĀ ¥ĀæUĀw UĀæiüPĕī, ^oÉAUĀ¼ĀÆgĀĀ, 2010</p> <p>21. ^oÉĀĒĀfĕī zĀ ^oÉĒĀ^aĀ (CĚĀĀ) JZi. J.ī. ²æĀ^aĀĀw: ^oÉPÉAqī ^oÉPĕī^o ¥ĀæUĀw UĀæiüPĕī, ^oÉAUĀ¼ĀÆgĀĀ, 2007</p> <p>22. ^oĀ^oĀ ^osĀĒ«ĀUĒqĀ: ^aĀĀ»¼Á ^aĀ»vĀĀ – (^oĀĀ) PĀfĀđIPĀ ^aĀ»vĀĀ CPĀqÉ«Ā, ^oÉAUĀ¼ĀÆgĀĀ</p> <p>23. ^aĀzsĀ ¹ĀvĀgĀ^aiī: ^aĀĀ»¼Á CzsĀĀAiĀĀfĀ ^aĀĀiĀd±Ā¹ŮčĀAiĀĀ zĀÈ^oĪÖPÉĒĒĒ, ¹ŮčĀ^oÉĀR, 2010</p> <p>24. ²æĀ^aĀĀw JZi. J.ī: ¹ŮčĀ^aÁzĀ, ¥ĀzĀ «^aĀgĀuĀ PÉĒĀ±Ā, C^oü^aĀfĀ ¥ĀæPĀ±ĀfĀ, ^oÉAUĀ¼ĀÆgĀĀ, 2018</p> <p>25. ^a«wæ^oĀ-Ā ©.Jfĕī: ¹ŮčĀ^aÁzĀ, C^oĀ^oð² ¥ĀæPĀ±ĀfĀ, ²Ā^aÉĒUĀĪ, 2018</p> <p>26. ^aĀ² PĀqĀfĀ PĀĀfĒĀ: ¹ŮčĀ^aÁzĀ, ²æĀ gĀeÉĀzĀæ ^aæAlgĕī ¥Ā^oèPÉĀ^oĀfĕī ^aÉĀĒ, ĀÆgĀĀ, 2018</p> <p>27. ^a«wæ^oĀ-Ā ©.Jfĕī: ¥Ā²N^aĀĀ ¹ŮčĀ^aÁzĀ, «^aĀĀ±Āđ ¥ĀĀxĀUĀ¼ĀĀ, PĀ.«.« ^oĀĀ! 2003</p> <p>28. ²æĀ^aĀĀw JZi J.ī: ¹ŮčĀ^aÁzĀ-aAvĀfĒ ^aĀĀvĀĀŮ ^oÉĒĀgĀĪ, C^oügĀĀ ¥ĀæPĀ±ĀfĀ ^oÉAUĀ¼ĀÆgĀĀ 2019</p> <p>29. ²æĀ^aĀĀw JZi J.ī: ¹ŮčĀ^aÁzĀ –Ca^ozĀ PÉĀzĀæzÉqÉUÉ , ^aAUĀvĀ ¥ĀĀ, ĀŮPĀ, UĀzĀUĀ, PĀfĀđIPĀ 2020</p> <p>30. ²æĀ^aĀĀw JZi J.ī: ¹ŮčĀ^aÁzĀ, PĀ.«.« ^oĀĀ!, 2003</p> <p>31. ^oÉ^oĀĀPĕī, ²æĀ^aĀĀw JZi J.ī: J^oèjUĀV ¹ŮčĀ^aÁzĀ, DPĀÈw ¥ĀæPĀ±ĀfĀ , ^oÉAUĀ¼ĀÆgĀĀ, 2020</p> <p>32. ^aĀĀfĀĀZĀPĀæ^aĀwð: ^osĀgĀwĀAiĀĀ ¹ŮčĀ^aÁzĀ, CPĀègĀ ¥ĀæPĀ±ĀfĀ, 1993</p> <p>33. Q±ÉĒĀj PÉ fĀAiĀĀPĀ: ¹ŮčĀ^aÁzĀ fĒ^oÉUĀ¼ĀĀ ^aĀĀvĀĀŮ ^oĀ^oĀ^aĀUĀ¼ĀĀ, ¥Āæ, ÁgĀAUĀ ^aĀĀAUĀ¼ĀÆgĀĀ ««, ^aĀĀAUĀ¼ĀÆgĀĀ 1999</p> <p>34. zsĀgĀtzĒĒ« ^aĀiĀ^oUĀwŮ: ¹ŮčĀ^aÁzĀ ^aĀĀvĀĀŮ ^osĀgĀwĀAiĀĀvĒ, ZĒĀvĀfĀ §ĀPĕī^oĒ.ī, ^aÉĀĒ, ĀÆgĀĀ, 1998</p> | |
| Formative Assessment | Weightage | Nature of Assignments |

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| Internal Assessment | 40% | Written term paper, Seminar Presentation, 2 Periodic Tests |
| Summative Assessment | 60% | End Semester Examination |

Date:

Chairperson

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

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| OE-3A: Gender and Disability | | 3 Credits | Number of Lecture Hours: 42 |
| Objectives | <ol style="list-style-type: none"> 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 This paper encourages critical and comparative thinking about the intersection of various disabilities, genders, caste, class, religion, and other intersectionalities and their challenges. 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 | <p align="center">Understanding the Disability</p> <p>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</p> | | 16hrs. |

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| | Unit-1 | <p>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)</p> <p>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</p> | |
| | | <p align="center">Conceptualizing Gender and Disability through Feminism</p> <p>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</p> <p>Chapter-2 Feminist Perspectives on Disability, Issues Related to Victimization and Vulnerability of Disabled Women. Gender and Disability Stereotypes</p> <p>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.</p> | 14hrs. |
| | Unit-2 | <p>Social Exclusion and Inclusion of Women with Disability</p> <p>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,</p> | 12hrs. |

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| | <p>Unit-3</p> <p>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.</p> <p>Hearing Impairment- Hearing Aid, Conversor Pro-Multipack, iChat, GarageBand and listener amplification device etc.</p> <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, Samarthanam 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. | |

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| | <p>This course will encourage a field orientation along with theoretical understanding.</p> |
| <p>References/ Readings</p> | <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. 4. Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing, and Society: Indian Journal of Gerontology, Vol. 17 (3 & 4), July – Dec. 2007, pp 75 - 81 5. Begum, Nasa. (1992). “Disabled Women and Feminist Agenda, Feminist Review, 40(1):71-84” 6. Berghs M, Atkin K, Graham H, et al., (2016) Implications for public health research of models and theories of disability: a scoping study and evidence synthesis. Public Health Research, No. 4.8. Southampton (UK): NIHR Journals Library; 7. Bhuimali Anil: Rights of Disabled Women and Children in India. New Delhi. Serials Publications, 2009. 8. Coleridge, P. (1993). Disability, Liberation, and Development. Oxfam: U.K. and Ireland. 9. Ghai, Anita. (2003). “Disembodied Form: Issues of Disabled Women”. New Delhi, Shakti Books, Har-Anand Publications. 10. Ghosh, J. (2002) Women with Disabilities in India. Integral Liberation, Vol. 6(4), Dec. 2002 pp. 262-263 11. G.N. Karna (2001), Disability studies in India- Retrospect and Prospects. Gyan publishing house New Delhi 12. Hans, Asha & Patri A. (2000) Women Disability, and Identity, Delhi: Sage Publication. 13. Hillyer, Barbara. (1993), “Feminism and Disability”. Norman and London: University of Oklahoma Press. 14. Klasing Ensa (2007), Disability and Social Exclusion in Rural India. Jaipur. Rawat Publications, 15. K. R. Murugan & K. Manimekalai (2015), Social Exclusion and Inclusion of Women in India, MJP Publisher, Chennai. 16. Renu Addlakha (2013), “Disability Studies in India”, Routledge, New Delhi. 17. R.N. Pati (2011), Differently Abled Women: Issues and Challenges, Sarup Book Publishers PVT. LTD. 18. Thomas, Carol (1999), Female Forms: Experiencing and Understanding Disability, Buckingham, Open University Press. |

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

23. Tulsi Patel, (Ed.). “Sex selective Abortion in India: Gender, Society and New Reproductive Technologies”. Sage, New Delhi. (2007).

24. CÉÀÄÏÀªÀiÁ JZi. J,ï, ªÀÄ»¼Á DgÉÆÄUÀª –ÏÀæ,ÁgÁAUÀ, ªÀÄ»¼Á «±Àé«zÁª®AiÀÄ, «zAiÀÄÏÀÄgÀ.

25. Dgí. ,ÀÄÉÀAzªÀÄÄä, DªÁgÀ ,ÀÄÏÀÄÄI –3 ªÀÄ»¼Á ,ÁA,ÀìøwPÀ PÉÆÄ±À (ÏÀæ,ÀA) ÏÀæ,ÁgÁAUÀ □□□□□□□□□□ □□□□□ □□□□□□□□□□□□ □□□□□□, 2013

26. Q±ÉÆÄj ÉÁAiÀÄPì PÉ. (,ÁA), °AUÁvÀé ,ÀªÀÄÉÁªAiÀÄ: ªÀÄ»¼Á CzsÀªAiÀÄÉÀ PÉÄAzÀæªÀÄAUÀ¼ÁÆgÄÄ «±Àé«zÁª®AiÀÄ.

27. PÉ ,ÁgÉÆÄd, ªÀÄ»¼Á DgÉÆÄUÀª –ÏÀæ,ÁgÁAUÀ, PÀÉÀßqÀ «±Àé«zÁª®AiÀÄ, °ÁA! 2004

28. PÉ ,ÁgÉÆÄd, ªÀÄ»¼Á DgÉÆÄUÀªzÀ ªÀÄgÀÄaAvÀÉÉ - ÏÀæ,ÁgÁAUÀ, PÀÉÀßqÀ «±Àé«zÁª®AiÀÄ, °ÁA! 2007

29. UÁAiÀÄwæ JÉi. ªÀÄ»¼Á Z¼ÁÄªª¼ÁAiÀÄ ªÀÄd®ÄUÀ¼ÁÄ ÉÁªÀPÀÉÁðIPÀ ÏÀæPÀ±ÀÉÀ, °ÉAUÀ¼ÁÆgÄÄ.

30. VÁvÁ PÀÈµÁUªÀÄÆwð, ªÀÄ»¼Á ಹಕ್ಕುಗಳು ªÀÄvÀÄÛ ªÀiÁÉªÀª °ÁPÀÄìಗಳು, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ PÀÉÀßqÀ «±Àé«zÁª®AiÀÄ, °ÁA! 2007

31. © JÉi ,ÀÄ«ÄvÁæªÀÄ, «ªÉÆÄZÀÉÉAiÀÄqÉUÉ ,ÀªÀÄvÁCzsÀªAiÀÄÉÀ PÉÄAzÀæ, ªÉÄÊ,ÀÆgÄÄ 1986

32. °ÉÁ.PÁ.ªÀÄÆwð±ÀéÉgÀAiÀÄª, ªÀÄ»¼É ,ÀªÀiÁd ªÀÄvÀÄÛ PÀÉÀÆÉÀÄ, ÏÀæ,ÁgÁAUÀ, PÀÉÀßqÀ «±Àé«zÁª®AiÀÄ, °ÁA! 2004

33. ªÀ,ÀÄAzsÀgÁ °sÀÆÏÀw - °ÛçÄ DgÉÆÄUÀª gÀPÀÈüÉAiÀÄ ,ÀÆvÀæUÀ¼ÁÄ, gÀZÀÉÁ DgÉÆÄUÀª «ªÁUÀ, 2003.

34. ªÀ,ÀÄAzsÀgÁ °sÀÆÏÀw - °ÛçÄ DgÉÆÄUÀª DgÉÊPÉ, «PÀæªÀ ÏÀæPÀ±ÀÉÀ, °ÉAUÀ¼ÁÆgÄÄ – 2007

35. ªÀ,ÀÄAzsÀgÁ °sÀÆÏÀw - °ÁgÉAiÀÄzÀ ,ÀªÀ,ÉªUÀ¼ÁÄ ªÀÄvÀÄÛ DÏÀÛ ,À®É, PÉÆvÀÛ¼Á §,ÀªÉª±ÀéÉgÀ °PÀèt ,À«Áw, ,ÉÄqÁA, 2010

36. ªÀ,ÀÄAzsÀgÁ °sÀÆÏÀw – ªÀÄ»¼É fªÀÉÀ «eÁÕÉÀ – PÀÉÁðIPÀ gÁdª «eÁÕÉÀ ÏÀjµÁvÀÄÛ, °ÉAUÀ¼ÁÆgÄÄ 2011

37. ªÀ,ÀÄAzsÀgÁ °sÀÆÏÀw – ªÀÄ»¼É ªÀÄvÀÄÛ ªÉÉeÁÕ®PÀ CªªÁ PÀÉÁðIPÀ gÁdª «eÁÕÉÀ ÏÀjµÁvÀÄÛ, °ÉAUÀ¼ÁÆgÄÄ – 2012

38. ªÀÉÁAzÀ «gÀPÀÛªÀªoÀ, zÉÄªª ªÉÉzÀª ÏÀzÀPw - ,ÁA: ÏÀæ,ÁgÁAUÀ, PÀÉÁIPÀ gÁdªªÀÄ»¼Á «±Àé«zÁª®AiÀÄ, «dAiÀÄÏÀÄgÀ. -2013.

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| | 39. À©Á ¨sÀÆ«ÄÜËqÀ, °AUÀvÀé ,ÀªÀÄ£ÁâAiÀÄzÉqÉUÉ –PÀ£ÁðIPÀ ,ÀAWÀ, ªÀÄAqÀâ. 2012 | |
| | 40. À©Á ¨sÀÆ«ÄÜËqÀ, ªÀÄ»¼É: EAç£À ,ÀªÀÄÜ¼ÀÄ – ©qÁ¬Ä ¥ÀæPÁ±À£À, UÀzÀUÀ, 2015 | |
| 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

BA WOMEN’S STUDIES SEMESTER- 3

OPEN ELECTIVE – 3B

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| 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> | | |
| | Basic Concepts | | 14 hrs. |
| | <p>Chapter -1. Understanding key concepts: Gender – Culture-Media- Fundamentals of Mass Communication- Need for Engendering media</p> | | |

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| Content | Unit-1 | Chapter -2. Influence of Culture on media - Popular Culture and Media - Recent trends in media Culture. | | |
| | | Chapter -3 Evolution of cultural studies and influence of Feminism on Cultural studies | | |
| | Unit-2 | Gender representation in various media | | 14 hrs. |
| | | Chapter -1 Gender representation: Television – Newspapers- Magazines- Journals - Radio programs – Films – Television Serials and Web Series – Theatres - Folk arts, Music Videos - Dance - Advertisement | | |
| | | Chapter -2 Caste, class, and Gender bias in Indian media- Trivialization - Gender Stereotype- Negative portrayal – cyber bullying - Commodification of women in media | | |
| | | 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. | | | |

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| 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. 7. Media Gender and Popular Culture in India –Tracking change and continuity- Sanjukthe-Dasgupta 8. ಎಂ. ಉಷಾ, ಪತ್ರಿಕೆ ಮತ್ತು ಮಹಿಳೆ, ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವ ವಿದ್ಯಾಲಯ, ಹಂಪಿ. 1999 9. ಕಲಾವತಿ ಬಿ.ಜಿ ಮಾಧ್ಯಮ ಮತ್ತು ಮಹಿಳೆ. ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವ ವಿದ್ಯಾಲಯ, ಹಂಪಿ. 10. ಕಲಾವತಿ ಬಿ.ಜಿ ಜಾಹಿರಾತುಗಳಲ್ಲಿ ಮಹಿಳಾ ಪ್ರತಿನಿಧಿಕರಣ, 2017 11. ಓಂಕಾರ ಕಾಕಡೆ , ಮಹಿಳಾ ಸಬಲೀಕರಣ ಮತ್ತು ಕನ್ನಡ ದಿನಪತ್ರಿಕೆಗಳು, , ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಮತ್ತು ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2005. 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. 15. ಸಿ.ಜಿ.ಮಂಜುಳಾ , ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಮಹಿಳೆ ಅಗೋಚರ ಅಡೆತಡೆ, ಋಣತುಮಾನ ಪತ್ರಿಕೆ, ಜನವರಿ 2021, 16. ಸೌಮ್ಯ. ಎಚ್ ಎಲ್, ಮಹಿಳೆ ಮತ್ತು ಮಾಧ್ಯಮ , International journal of kannada rsearch, 2019. www.kannadajournal.com | |
| Formative Assessment | Weightage | Nature of Assignments |

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| Internal Assessment | 40% | Written term paper, Seminar Presentation, 2 Periodic Tests |
| Summative Assessment | 60% | End Semester Examination |

Date:

Chairperson

BA WOMEN'S STUDIES SEMESTER-4

DISCIPLINE CORE: 7

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| 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> | | |
| | 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> | | |

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| Content | | Chapter-3 Gender bias and Stereotyping in: Health and Nutrition, Education, Employment | |
| | Gender and Institutions | | |
| | Unit-2 | 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 | 12 hrs. |
| | | Chapter-2 Marriage and Divorce: Concept and Definition – Monogamy- Polygamy -Polyandry- Challenges faced by women | |
| | | Chapter-3 Concept of Caste: Caste hierarchy – Discriminations practiced under the Caste system- Differential status of women under the Caste system | |
| | | 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 | |

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| 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. | | |
| References | <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. 5. Government of India. (1974). "Towards Equality Report of the Committee on the Status of Women". Ministry of Educational Social Welfare, December. 6. LeelammaDevasia and Devasia.V.V. (1991). "Girl Child in India".Ashish Publishing House, New Delhi. 7. MadhuShastri. (1990). "Status of Hindu Women". RBSA Publishers, Jaipur. 8. MeeraKosambi. (1993). "At the intersection of Gender Reform and Religious Belief". RCWS, SNDT, Bombay. 9. Neera Desai and Maithreyi Krishnaraj. (1987). "Women and Society in India".Ajantha publications, New Delhi. 10. Paul Chowdary. (1992). "Women welfare and Development". Inter India Publications, New Delhi. 11. Reddy.P.R, and Sumangala .P."Women in Development". Publishing Corporation, Vol.I&II, New Delhi. 12. Regina Pappa B. (2003). "Gender perspective curriculum in Higher Education". Women's Studies Division, Alagappa University, Karaikudi. 13. RehnaGhadially (ed). (1988). "Women in Indian Society". Sage Publications, New Delhi. 14. SandhanArya. (2000). "Women Gender Equality and the State". Deep and Deep Publications, New Delhi. 15. Susheela Mehta. (1989). "Revolution and the Status of Women". Metropolitan Book co.pvt ltd, New Delhi. 16. SushmaSood. (1990). "Violence against Women". Arihant Publishers, Jaipur. 17. Upadhay.H.C. (1991). "Status of women in India".Anmol Publications, vol.I&II, New Delhi. | | |

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

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| 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 | | |
| | 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 | | |

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| Content | Unit-1 | <p>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</p> <p>Chapter-3 Stages of Conducting Research</p> | |
| | Unit-2 | <p style="text-align: center;">Research Process</p> <p>Chapter-1 Research Design: Definition, Diagnostic, Exploratory, Descriptive, Explanatory, Evaluative, Experimental Research designs Hypothesis: Meaning, Types, and construction</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> <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> | |

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| | | 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 | |
| | Unit-3 | Feminist Research Methodology | 14hrs. |
| | | Chapter-1 Feminist critique of Positivistic Research: Feminist Empiricism and Feminist Interdisciplinary approaches to knowledge building | |
| | | Chapter-2 Core feminist Insight and Strategies: Authority, Representation, Truths, Reflexivity and ethics, Intersections of Sex and Power in Research | |
| | | Chapter-3. Feminist Methods and techniques: Sexual dichotomy methods, Case studies method, Content Analysis, Feminist Ethnography, Focus Group discussion, oral testimony Emerging Methodology: Mixed Methods Approach; Triangulation: Merits and Types; Participatory Action Research | |
| | | 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 | |
| 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 | | |

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| Internal Assessment | 40% | Written term paper, Seminar Presentation, 2 Periodic Tests |
| Summative Assessment | 60% | End Semester Examination |

Date:

Chairperson

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

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| 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. | | |
| | Basic Health concepts | | |

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| Content: | Unit-1 | 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 | 16hrs. |
| | | 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 | |
| | | Chapter-2 Other health issues of Women: Body image and Eating disorders (Bulimia, Anorexia) Anemia, Nutritional Deficiency | |
| Chapter-3 Women's Mental Health: Depression – Postpartum Depression- Stress – Anxiety | | | |
| | Chapter-4 Infertility – IVF and Surrogacy- HIV and other Sexually Transmitted diseases – Health issues faced by the LGBTQ+ community | | |
| | Engendering Health Policies | | |

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| | <p>Unit-3</p> <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> | 12hrs. |
| Pedagogy: | Lectures/Assignments/Self-study/Role Play/Poster and Album Making/Presentations/ Film Review/Group Readings and Discussions | |
| 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 | <ol style="list-style-type: none"> 1. Das Gupta Monica & Krishnan T.N, Women and Health, Oxford, New Delhi, 1998 2. Park J.R. and Prak K., Text Book of Preventive and Social Medicines, Habalpure, M.S.Banarside, 1983 3. K. Ajit Dalal and Ray Subha, Social Dimensions of Health, Rawat Publications, Jaipur, 2005 4. Krishnaraj Maithrey (ed), Gender, population and development, Oxford, New Delhi,1999 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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11. Agnihotri Jyotsna Gupta, New Reproductive Technologies, Women's Health and Autonomy: Freedom or Dependency, Sage Publications, New Delhi, 2000
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24. Srinivasan, C. S., "The Role of the Family in the Development of the Individual", *Journal of Family Psychology*, 2012
25. "The Role of the Family in the Development of the Individual", *Journal of Family Psychology*, 2013
26. Srinivasan, C. S., "The Role of the Family in the Development of the Individual", *Journal of Family Psychology*, 2015

| Formative Assessment | Weightage | Nature of Assignments |
|----------------------|-----------|--|
| Internal Assessment | 40% | Written term paper, Seminar Presentation, 2 Periodic Tests |

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| Summative Assessment | 60% | End Semester Examination |
|-----------------------------|------------|---------------------------------|

Date:

Chairperson

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

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| OE-4B: Gender Analysis Tools and Techniques | 3 Credits | Number of Lecture Hours: 42 |
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| 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> | <p style="text-align: center;">16hrs.</p> |
| | Unit-2 | <p style="text-align: center;">Gender Analysis Process</p> <p>Chapter-1 Collecting Disaggregated Data - Assessing Gender Division of Labour and Decision-making Pattern - Assessing Access to and Control Over Resources, Assets, and Benefits, - Understanding Differences in Needs and Strengths.</p> <p>Chapter-2 Understanding Complexity of Gender Relation, Assessing Barriers and Constraints, Developing Gender-Sensitive Indicators.</p> | <p style="text-align: center;">14hrs.</p> |
| | | <p style="text-align: center;">Gender Analysis Tools</p> | |

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| | Unit-3 | <p>Chapter-1 Gender Analysis in Varied Contexts – Policy, Planning, Programme. Planning and Projects Designing, Evaluation of Programmes and Projects</p> | 12hrs. |
| | | <p>Chapter-2 Implementation Monitoring and evaluation, Understanding development matrix (HDI, GDI, GEM), Data trends (Census, NFHS), and, mapping gender data gaps.</p> | |
| Pedagogy: | <p>Lectures/Assignments/Self-study/Role Play/Poster and Album Making/Presentations/ Film Review/Group Readings and Discussions</p> | | |
| 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 Studies for Gender Aware Planning, London: Zed Books. 4. Kabeer, N., (2003) Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals, the Commonwealth Secretariat. London. 5. Karl, M. (1995), Women and Empowerment, Participation and Decision-making, London: Zed Books. 6. Lilja, Nina and Dixon, John (2008) 'Operationalising Participatory Research And Gender Analysis: New Research And Assessment Approaches. New York: Development in Practice. | | |

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| | <p>7. Macdonald, M., Sprenger, E., and Dubel, I. (1999), Gender And Organisational Change: Bridging The Gap Between Policy And Practice, Amsterdam: Royal Tropical Institute.</p> <p>8. March, C., Smyth, I. and Mukhopadhyay, M. (1999), A Guide to Gender-Analysis Frameworks. Great Britain: Oxfam.</p> <p>9. Momsen, J.H. (2004), Gender and Development, Routledge: London.</p> <p>10. Momsen, J.H. and Kinnaird, V. (1993), Different Places, Different Voices: Gender and Development in Africa, Asia and Latin America. London: Routledge.</p> <p>11. Moser, A. (2005), Gender Mainstreaming Since Beijing: A Review Of Success And Limitations In International Institutions. New York: Routledge.</p> <p>12. Moser, C.O.N. (1993), Gender Planning and Development: Theory, Practice and Training. London: Routledge.</p> <p>13. Regan, C., (ed.) (2006) Development in an Unequal World. Ireland: Educating and Acting for a Better World,</p> <p>14. Sweetman, C. (ed.) (1997), Gender in Development Organisations, Gender and Development, Great Britain: Oxfam</p> <p>15. UNDP, (2006), Human Development Report, Fighting Climate Change: Human Solidarity in A Divided World. New York: Palgrave</p> <p>16. A History of Feminist and Gender Economics Giandomenica Becchio Routledge Publication 2016</p> <p>17. [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED]: 2000</p> <p>18. [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED]: 2003.</p> <p>19. [REDACTED], [REDACTED]. [REDACTED] ([REDACTED]). [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED]: 2007.</p> <p>20. [REDACTED], [REDACTED]. [REDACTED]. [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED]: 2018</p> <p>21. [REDACTED], [REDACTED]. [REDACTED]. [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]. [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED] [REDACTED], [REDACTED]</p> |
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- 2.
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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.