

### 3<sup>RD</sup> YEAR (5<sup>TH</sup> AND 6<sup>TH</sup> SEMESTER) UG – WOMEN’S STUDIES

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

<i>Paper</i>	<b>Paper Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>IA Marks</b>	<b>SA Marks</b>	<b>Total</b>
<i>Semester - V</i>						
<b>1.</b>	<b>DSC-9</b>	Gender and Development	4	40	60	100
<b>2.</b>	<b>DSC-10</b>	Feminist Jurisprudence	4	40	60	100
<b>3.</b>	<b>DSC-11</b>	Gendering Science and Technology	4	40	60	100
<b>4.</b>	<b>DSC-12</b>	Feminist Counselling-1 (Theory + Practical)  2 credits theory+ 2credits practical)	4 (2+2)	50  (10 theory + 40 practical)	50	100
<b>5.</b>	<b>DSE-1A</b>	Education: Gender Perspective	3	40	60	100
<b>6.</b>	<b>DSE-1B</b>	Gender Construction in Folk Culture	3	40	60	100
<b>7.</b>	<b>VC-1A</b>	Gender Entrepreneurship and Skill Development	3	40	60	100

<i>Paper</i>	<b>Paper Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>IA Marks</b>	<b>SA Marks</b>	<b>Total</b>
<i>Semester-VI</i>						
<b>1.</b>	<b>DSC-13</b>	Understanding Empowerment from Feminist Perspectives	4	40	60	100
<b>2.</b>	<b>DSC-14</b>	Indian Feminisms	4	40	60	100
<b>3.</b>	<b>DSC-15</b>	Women's Health and Well being	4	40	60	100
<b>4.</b>	<b>DSC-16</b>	Micro-finance and Self-help Group Management	4	40	60	100
<b>5.</b>	<b>DSE-2A</b>	Feminization of Poverty	3	40	60	100
<b>6.</b>	<b>DSE-2B</b>	Gendering Food and Nutrition	3	40	60	100
<b>7.</b>	<b>VC-2A</b>	Women in Live-stock management (Theory + Practical) 2 credits theory+ 1 credits practical)	3 (1+2)	50 (10 theory + 40 practical)	50	100
<b>8.</b>	<b>Internship</b>		2			

## B.A WOMEN'S STUDIES SEMESTER -5

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Gender and Development (Theory)</b>		
Course Code:	<b>DSC-9</b>	No. of Credits	<b>3</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li><b>1. This course aims at uncovering the gendered nature of development.</b></li> <li><b>2. The course will familiarize the students with the discourse of the inclusion of Women in the developmental paradigm from a gender perspective.</b></li> <li><b>3. To course intend to emphasize the need for collecting, incorporating, and analyzing data on women and development from a gender perspective;</b></li> <li><b>4. The course aims to educate the students on the need for gender planning and gender budgeting</b></li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Introduction to Gender and Development</b>	<b>15hrs.</b>
		<b>Chapter-1</b> Meaning and Definitions Development. Traditional models of development, from growth-centered development to human development,	
		<b>Chapter-2</b> Gender Equity and Equality, Gender Roles and Gender Needs, Community Need, Practical Gender Need, and Strategic Gender Needs	
		<b>Chapter-3 Gender Analysis Framework:</b> Definition, Meaning, and Objectives of Gender Analysis; Gender Analysis as a Tool for Development, Harward Analytical Framework; Caroline Moser's Gender Planning Frame Work; Rani Parker's Gender Analysis, Matric, and Sara Longwe: Women Empowerment Frame Work; Naila Kabeer's Social Relations Frame Work.	
	<b>Unit-2</b>	<b>Approaches to Women's Development</b>	<b>16hrs</b>
<b>Chapter-1 Paradigm shift from women's welfare to development</b> as a process of gender equality and women's empowerment: WID, WAD, GID, GAD, the DAWN perspective the capability approach by Amartya Sen and Martha Nussbaum			
<b>Chapter-2 Gender Action Plan:</b> From MDG to SDG Sustainable Development Goal Targets.			

		<b>Chapter-3 Gender and economic rights:</b> Property rights and access to resources, Women, Agriculture and Rural Development, Gender and Labour market participation, Gender wage gap, Gender, and the care economy, Women's entrepreneurship, The gendered impact of financial and food crises, Gender and migration.	
	<b>Unit-3</b>	<b>Indicators of Development-Global Perspectives</b> <b>Chapter-1</b> Human Development Index (HDI), Gender Development Index (GDI), Gender Empowerment Measure (GEM), Gender Inequality Index (GII) <b>Chapter-2</b> The impact of Globalization and Structural Adjustment Policies (SAP) on Women with particular reference to India, in the fields of - Education, Health, Agriculture, Organized Sector, and Unorganized Sector	<b>14hrs</b>
	<b>Unit-4</b>	<b>Engendering Policy and Planning</b> <b>Chapter-1</b> Strategies of Gender Mainstreaming; Gender Auditing and Gender Budgeting; Gender Mainstreaming in Implementation of Women Development Project, Gender Equality Action Planning and Project Design; Implementation, Monitoring, and Evaluation. <b>Chapter-2</b> Ministry of Women and Child Development, Role of Niti Aayoga, Role of NGOs and CSOs in Women Development. <b>Chapter-3</b> Development Model Focusing on Socially excluded women in India	<b>15hrs</b>
<b>Pedagogy:</b>	<b>Lectures / Assignments/ Self-study/Roleplay/ Poster and Album making/ Presentation/Film Review/Group readings and discussion.</b>		
<b>Course Outcomes (CO's)</b>	<b>CO1</b>	<b>After completing the course, students can explain different frameworks for Gender Analysis and Gender Mainstreaming, tools for women's development.</b>	
	<b>CO2</b>	<b>Students will be able to interpret various indices developed to unearth gender inequalities at global and national levels;</b>	
	<b>CO3</b>	<b>Students can design plans and policies for engendering women's development.</b>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Chossudovsky, Michel, The Globalization of Poverty: Impacts of IMF and World Bank Reforms. Penang: Third World Network-1997.</li> <li>2. Evorett, Jana, Matson. (1979). "Women in Social Change in India". Heritage Publication, New Delhi.</li> <li>3. Krishnaraj Maithrayee (ed), Gender, population and development, Oxford, New Delhi,1999</li> <li>4. Kabeer, N., (2003) Gender Mainstreaming in Poverty Eradication and the</li> </ol>		

- Millennium Development Goals, the Commonwealth Secretariat. London.
5. Lilja, Nina and Dixon, John (2008) 'Operationalising Participatory Research and Gender Analysis: New Research and Assessment Approaches. New York: Development in Practice.
  6. March, C., Smyth, I. and Mukhopadhyay, M. (1999), A Guide to Gender-Analysis Frameworks. Great Britain: Oxfam.
  7. Momsen, J.H. (2004), Gender and Development, Routledge: London.
  8. Momsen, J.H. and Kinnaird, V. (1993), Different Places, Different Voices: Gender and Development in Africa, Asia and Latin America. London: Routledge.
  9. Moser, A. (2005), Gender Mainstreaming Since Beijing: A Review of Success and Limitations in International Institutions. New York: Routledge.
  10. Moser, C.O.N. (1993), Gender Planning and Development: Theory, Practice and Training. London: Routledge.
  11. Parvathi Benu, What the Economic Survey 2022-23 says about gender inclusion in India, February 01, 2023.
  12. IAWS. (1995). "Feminist Approaches to Economic Theories A Report". IAWS, New Delhi.
  13. Martha Nusbaum. "Women and capability approach – Gender perspective in social policy". AmartyaSen's. "Participation and development".
  14. UNDP, (2006), Human Development Report, Fighting Climate Change: Human Solidarity in A Divided World. New York: Palgrave
  15. ಡಾ.ಎಚ್.ಎಸ್.ಶ್ರೀಮತಿ ಸ್ತ್ರೀವಾದ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ-2003.
  16. ಡಾ.ಎಚ್.ಎಸ್.ಶ್ರೀಮತಿ, ಡಾ.ಶಿವಾನಂದ ಎಸ್. ವಿರಕ್ತಮಠ, ಡಾ.ಜೆ. ಕೃಷ್ಣ. ಮಹಿಳೆ ದುಡಿಮೆ ಮತ್ತು ಬಿಡುವು, ಮಹಿಳಾ ಅಧ್ಯಯನಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ,ಹಂಪಿ-2007.
  17. ಆರ್.ವಿ.ಚಂದ್ರಶೇಖರ್, ರಾಮೇನಹಳ್ಳಿ, ಸಮಕಾಲೀನ ಮಹಿಳೆ ಮತ್ತು ಆರೋಗ್ಯ, ನಿರ್ವಚನ ಪ್ರಕಾಶನ,2010.
  18. ಚಂದ್ರಶೇಖರ್.ಟಿ.ಆರ್.ಮಹಿಳಾ ಆರ್ಥಿಕತೆ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ-2000.
  19. ಚಂದ್ರಶೇಖರ್.ಟಿ. ಆರ್. ಮಹಿಳಾ ಆರ್ಥಿಕತೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ-2003
  20. ಅನ್ನಪೂರ್ಣೇಶ್ವರಿ ಎನ್, 'ಮಹಿಳಾಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ', ಮಾನವಾಭಿವೃದ್ಧಿ ಅಧ್ಯಯನಗಳ ಕೇಂದ್ರಪ್ರಕಾಶನಮೈಸೂರು, 2002.
  21. ಕವಿತಾ ರೈ ಬಿ.ಆರ್, 'ಮಹಿಳೆ:ಅಸ್ತಿತ್ವದ ಸಂಕಥನ', ಸಿ.ವಿ.ಜಿ ಪ್ರಕಾಶನಬೆಂಗಳೂರು, 2005.
  22. ಗಾಯತ್ರಿ ಎನ್, 'ಮಹಿಳಾಮೀಸಲಾತಿ ಮತ್ತು ಲಿಂಗ ರಾಜಕಾರಣ', ಲಡಾಯಿಪ್ರಕಾಶನ ಗದಗ, 2012.
  23. ಗೀತಾ ಕೃಷ್ಣಮೂರ್ತಿ, 'ಮಹಿಳೆಸಮಾಜ ಮತ್ತು ಕಾನೂನು', ನವಕರ್ನಾಟಕಪ್ರಕಾಶನಬೆಂಗಳೂರು, 2007.
  24. ಗಾಯತ್ರಿ ಎನ್, 'ಮಹಿಳೆಬಿಡುಗಡೆಯಹಾದಿಯಲ್ಲಿ', ನವಕರ್ನಾಟಕಪ್ರಕಾಶನಬೆಂಗಳೂರು, 1996.
  25. ಗೀತಾ ಕೃಷ್ಣಮೂರ್ತಿ, 'ಮಹಿಳೆಸಮಾಜ ಮತ್ತು ಕಾನೂನು', ನವಕರ್ನಾಟಕಪ್ರಕಾಶನಬೆಂಗಳೂರು, 2007.
  26. ಗೀತಾ ಕೃಷ್ಣಮೂರ್ತಿ 'ಮಹಿಳಾಹಕ್ಕುಗಳುಮಾನವಹಕ್ಕುಗಳನೆಯಲ್ಲಿ' ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿ, 2009.
  27. ನೇಮಿಚಂದ್ರ, 'ಮಹಿಳಾಲೋಕ', ನವಕರ್ನಾಟಕಪ್ರಕಾಶನಬೆಂಗಳೂರು, 560001, 2005.
  28. ಪೋತೆ ಮತ್ತು ಜಗನ್ನಾಥ, 'ಮೀಸಲಾತಿ ಸಮಸ್ಯೆ-ಸವಾಲುಗಳು'ಲಲಿತಾಹೆಚ್. ಪೋತೆಪ್ರಕಾಶನ ಗುಲಬರ್ಗಾ, 2006
  29. ಸುಧಾ ಸೀತಾರಾಮನ್, 'ಮಹಿಳಾ ಅಧ್ಯಯನಸಮಾಜ ಶಾಸ್ತ್ರೀಯ ದೃಷ್ಟಿಕೋನ', ಸ್ತ್ರೀಲೇಖ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು, 2010.
  30. ಒಡೆಯರ್ ಡಿ. ಹೆಗ್ಗಡೆ, ಮಹಿಳಾ ಹಕ್ಕುಗಳು, ಅನ್ನಪೂರ್ಣೇಶ್ವರಿ ಪ್ರಕಾಶನ, ಅರ್ಜುನ್ ಪಬ್ಲಿಕೇಷನ್ ಹೌಸ್, ಮೈಸೂರು. 2006.
  31. ಪ್ರೀತಿ ಶುಭಚಂದ್ರ, ಮಹಿಳಾ ಅಧ್ಯಯನ ತಾತ್ವಿಕ ನೆಲೆಗಳು ಮತ್ತು ಮಹಿಳಾ ಚಳುವಳಿಗಳು,ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2002.
  32. ಬಾ.ಹ.ರಮಾಕುಮಾರಿ, ಮಹಿಳೆಯರ ಸ್ಥಾನಮಾನ ಮತ್ತು ಸಂಘಟನೆ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು-ಬೆಂಗಳೂರು, 2006.

	<p>33. ಡಾ.ಗಾಯತ್ರಿ ನಾವಡ, ಭಾರತೀಯ ಸ್ತ್ರೀವಾದ : ಒಂದು ಸಂಕಥನ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2000.</p> <p>34. ಡಾ.ಶಿವಾನಂದ ಎಸ್. ವಿರಕ್ತಮಠ, ಮಹಿಳೆ ಮತ್ತು ಧರ್ಮ, ಪ್ರಸಾರಾಂಗ - ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ - ಹಂಪಿ, 2010.</p> <p>35. ಇಂದಿರಾ.ಆರ್, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ರಾಘವ ಟ್ರಸ್ಟ್ - ಮೈಸೂರು, 2000.</p> <p>36. ಡಾ.ಎಸ್.ಇಂದಿರಾ, ಮಹಿಳೆ ಮತ್ತು ಸವಾಲುಗಳು, ಶ್ರುತಿ ಪ್ರಕಾಶನ - ಮೈಸೂರು, 2010.</p> <p>37. ವಿಜಯಶ್ರೀ ಸಬರದ (ಸಂ), ಮಹಿಳೆಯ ಶೋಷಣೆಯ ಸವಾಲುಗಳು, ಪ್ರಸಾರಾಂಗ - ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ - ಗುಲಬರ್ಗಾ. 2005.</p>	
<b>Assessment</b>	<b>Weightage</b>	<b>Nature of Assignments</b>
<b>Formative Assessment</b>	<b>40%</b>	<b>Written term paper, Seminar Presentation, 2 Periodic Tests</b>
<b>Summative Assessment</b>	<b>60%</b>	<b>End Semester Examination</b>

## B.A WOMEN'S STUDIES SEMESTER -5

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Feminist jurisprudence (Theory)</b>		
Course Code:	<b>DSC-10</b>	No. of Credits	<b>3</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. The course will help in understanding the discourse of Laws from feminist perspectives</li> <li>2. The course will enable the students to understand the constitutional and legal provisions available for gender justice</li> <li>3. The course will expose analytical skills and theoretical frameworks of feminist jurisprudence.</li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Feminist jurisprudence</b>	<b>16hrs.</b>
		<b>Chapter-1 Gender Justice:</b> Private-public Dichotomy, Growth of Feminist Jurisprudence, Impact and Contribution of Feministic Jurisprudence, Different Schools of feminist jurisprudence: Liberal, Cultural, Radical, and Post-modern	
		<b>Chapter-2 Equality provisions in the Constitution of India</b> - Preamble, Fundamental Rights (Articles 14,15,16,21) and Directive Principles (Articles 37 -57), Enhancement of Fundamental Rights (Act 32, 226) UN Convention for the Elimination of Discrimination against Women (CEDAW) Women's Rights and the Role of the Judiciary	
	<b>Unit-2</b>	<b>Unequal position of women in personal laws and within Families: an overview</b>	<b>16hrs</b>
<b>Chapter-1 Hindu, Muslim and Christian Laws:</b> Marriage, Maintenance, Divorce & custody, and Property Rights, Debates on Uniform Civil Code			
<b>Chapter-2 sexuality and morality in law:</b> Rape: 375, 376 Nirbhaya Act 2013, Laws on Adultery, Immoral Traffic Prevention Act 1956 read with section 370 IPC, Indecent Representation of Women (Prohibition) Act, POCSO, 1986, Transgender Persons (Protection of Rights) Act, 2019, Debate on article 377(LGBTQI)			
		<b>Economic Rights and Law</b>	

	<b>Unit-3</b>	<b>Chapter-1 Labour Laws:</b> Gender protective laws, Gender neutral laws, Gender corrective laws – Minimum Wages Act 1948, Factories Act 1948, Maternity Benefit Act-1976, Equal Remuneration Act 1976, New labour code bill (2022-23), Medical Termination of Pregnancy Act, 1971	<b>14hrs</b>
		<b>Chapter-2 Law Protecting Women against Sexual Harassment at Workplace -</b> The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013	
	<b>Unit-4</b>	<b>Agencies and Mechanisms for Women’s Protection</b>	<b>14hrs</b>
		<b>Chapter- 1 State Response:</b> NHRC, SHRC, NCW, SCW; Law Enforcing Agencies: All Women’s Police Station, Vigilance Cells, Legal aid Cells, Judiciary, Family Courts, Mahila Court	
		<b>Chapter- 2 Service Providers:</b> Help Lines: Women and Children Helplines; One stop Centres(Sakhi center), Sweekar, Swadhar Greh, State Home for Women, Non-State Actors: NGOs and CSOs and Restorative Justice.	
<b>Pedagogy:</b>	<b>Lectures/ Assignments/Self-study/Role-play/Poster/ Presentations /Group Readings and Discussions /Field Visits: Women Police Stations, Family Courts, NGOs, State Homes, OSCs etc./ Analyzing case studies</b>		
<b>Course Outcomes (CO’s)</b>	<b>CO1</b>	<b>After completion of the course students will be able to remember and recollect the Constitutional Provisions for protection of women which act as an instrument of social change</b>	
	<b>CO2</b>	<b>Students will have an understanding of plethora of labour laws to ensure the safety and security of women at workplaces</b>	
	<b>CO3</b>	<b>Students will be able to analyze various Family Laws including the Domestic Violence Act of 2005 enacted to protect the interests of women belonging to different religions</b>	
	<b>CO4</b>	<b>Students will sensitize to evaluate the performance of several law enforcing agencies, NGOs and collective action by women and others in rendering justice to the women victims.</b>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Sarla Gopalan, Towards Equality – The Unfinished Agenda – Status of Women in India 2001. National Commission for Women.</li> <li>2. Amita Dhanda, Archana Parashar (ed) Engendering Law Essays in Honour of Lotika Sarkar (1999). Eastern Book Depot.</li> <li>3. Ratna Kapur and Brendia Cossman, Subversive Sites: Feminist Engagements with Law in India (1996).</li> <li>4. Kalapana Kannabhiran (ed), Women and Law Critical Feminist Perspectives (Sage Publications India 2014)</li> <li>5. ಗೀತಾಕೃಷ್ಣಮೂರ್ತಿ, ಮಹಿಳಾಹಕ್ಕುಗಳು-ಮಾನವಹಕ್ಕುಗಳು, ಮಹಿಳಾಅಧ್ಯಯನಕೇಂದ್ರ, ಹಂಪಿ</li> <li>6. ಬಿ. ಕಾ. ಮೂರ್ತಿಶರ್ಮಯ್ಯ ಮಹಿಳೆ, ಸಮಾಜ-ಕಾನೂನು, ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು</li> </ol>		



ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

7. ಡಾ. ಶ್ರೀದೇವಿಆಲೂರ, ಸುಡುಬಿಸಿಲಹುಡಿಹಾದಿ, ಸಿರಿವಿಕಾಸಪತ್ರಾಶನ, ಕಮಲಾಪುರ, ಹೊಸಪೇಟೆ
8. ಡಾ. ಶ್ರೀದೇವಿಆಲೂರ, ಸಂತಾನಾರೋಗಶ್ಶಂತ್ರಜ್ಞಾನ್ವ, ಪಸೂರಾಂಗ, ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
9. ಗಾಯತ್ರಿ ಎನ್, 'ಮಹಿಳಾಮೀಸಲಾತಿ ಮತ್ತುಲಿಂಗ ರಾಜಕಾರಣ', ಲಡಾಯಿಪ್ರಕಾಶನ ಗದಗ, 2012.
10. ಗೀತಾ ಕೃಷ್ಣಮೂರ್ತಿ, 'ಮಹಿಳೆಸಮಾಜ ಮತ್ತು ಕಾನೂನು', ನವಕರ್ನಾಟಕಪ್ರಕಾಶನಗಳೂರು, 2007.
11. ಗೀತಾ ಕೃಷ್ಣಮೂರ್ತಿ 'ಮಹಿಳಾಹಕ್ಕುಗಳುಮಾನವಹಕ್ಕುಗಳನಲೆಯಲ್ಲಿ' ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿ, 2009.
12. ಪೋತೆ ಮತ್ತು ಜಗನ್ನಾಥ, 'ಮೀಸಲಾತಿ ಸಮಸ್ಯೆ-ಸವಾಲುಗಳು'ಲಲಿತಾಹೆಚ್. ಪೋತೆಪ್ರಕಾಶನ ಗುಲಬರ್ಗಾ, 2006
13. ಒಡೆಯರ್ ಡಿ. ಹೆಗ್ಗಡೆ, ಮಹಿಳಾ ಹಕ್ಕುಗಳು, ಅನ್ನಪೂರ್ಣೇಶ್ವರಿ ಪ್ರಕಾಶನ, ಅರ್ಜುನ್ ಪಬ್ಲಿಕೇಷಿಂಗ್ ಹೌಸ್, ಮೈಸೂರು. 2006.
14. ಡಾ. ಶಿವಾನಂದ ಎಸ್. ವಿರಕ್ತಮಠ, ಮಹಿಳೆ ಮತ್ತು ಧರ್ಮ, ಪ್ರಸಾರಾಂಗ - ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ - ಹಂಪಿ, 2010.
15. ಇಂದಿರಾ.ಆರ್, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ರಾಘವ ಟ್ರಸ್ಟ್ - ಮೈಸೂರು, 2000.
16. ಡಾ.ಎಸ್.ಇಂದಿರಾ, ಮಹಿಳೆ ಮತ್ತು ಸವಾಲುಗಳು, ಶ್ರುತಿ ಪ್ರಕಾಶನ - ಮೈಸೂರು, 2010.
17. ವಿಜಯಶ್ರೀ ಸಬರದ (ಸಂ), ಮಹಿಳೆಯ ಶೋಷಣೆಯ ಸವಾಲುಗಳು, ಪ್ರಸಾರಾಂಗ - ಗುಲಬರ್ಗಾ ವಿಶ್ವ ವಿದ್ಯಾಲಯ - ಗುಲಬರ್ಗಾ. 2005.
18. ಸುನಂದಮ್ಮ ಆರ್,(ಸಂಪಾದಕರು) 'ಮಹಿಳೆ-ಕಾನೂನು-ಪರಿಹಾರ', ಅಕ್ಕಮಹಾದೇವಿಮಹಿಳಾವಿಶ್ವವಿದ್ಯಾಲಯಪ್ರಸಾರಾಂಗಬಿಜಾಪುರ, 2017.
19. ಸಂಗೊಳ್ಳಿ ಎನ್.ಎಸ್, 'ಮಾನವಹಕ್ಕುಗಳು', ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿಪ್ರಸಾರಾಂಗ, 2014.

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

## B.A WOMEN'S STUDIES SEMESTER -5

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Gendering Science and Technology (Theory)</b>		
Course Code:	<b>DSC- 11</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li><b>1. The course aims to provide basic knowledge about the intersection of gender, science, and technology.</b></li> <li><b>2. The course will focus on how gender theories can provide analyses of women, science, and technology and further how technology transfer can be facilitated to bridge the gender divide.</b></li> <li><b>3. To evaluate whether science and technology would lessen or increase women's work burden in their day-to-day life.</b></li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Gender question in science</b>	<b>15hrs.</b>
		<b>Chapter-1: Concepts of Gender and Science</b> - Myths about women in Science - Feminist Critique of Science- Gender Gap in Science Science Question in Feminism: <b>Sandra Harding</b>	
		<b>Chapter-2: Women's Role in Science:</b> Women's Career in Science, Exclusion of Women from scientific research-women's Contribution to Science: Janaki Ammal, Asima Chatterjee, Rajeshwari Chatterjee, Tessy Thomas, Rohini Godbole, Soumya Swaminathan	
		<b>Chapter-3 Gender-Just Science:</b> Integrating Gender Perspective in Science Education and Research - Emerging ethical questions – Science - Sustainability and Indian Values	
	<b>Unit-2</b>	<b>Women and Technology</b>	<b>16hrs</b>
		<b>Chapter-1– Women and Technology: Historical Perspective,</b> Technology as a masculine culture - Politics of Technology - Women in Technology and Technology for Women - Labour saving Device Technology–Household Technology	
<b>Chapter-2 Women's Local and Indigenous Knowledge Systems,</b> Agriculture, Biodiversity and Food Security,Modern Technology and Rural Women Medical Technology: New Reproductive Technologies and technological control over the female body			

		<b>Chapter-3 Women and Information Technology:</b> The Digital Divide: Unequal Access, Unequal Effects – Outcome and Impact of I.C.T.’s Policies and Projects for Women – Women’s Agency and IT Industry. Engendering Artificial Intelligence	
	<b>Unit-3</b>	<b>Impact of Science and Technology on Women and Vice Versa</b>  <b>Chapter-1</b> Status of Women in higher education in Science and Technology in India, the Gender Gap in Science and Technology, Analysing gender gaps and Biases in Science and Technology  <b>Chapter-2</b> Transfer of Technology for Development of Women: Mechanisms for technology transfer - Appropriate Technology for Women - Characteristics, Low cost, quality output; Adaptability process – Awareness evaluation, decision stage – acquisition – basic principles of certain Technologies – Technology replacing women & technology serving women	<b>14hrs</b>
	<b>Unit-4</b>	<b>State initiatives for promoting women in science</b>  <b>Chapter-1 Role of Science and Technology in National Development:</b> India and Karnataka’s Science and Technology Ministry and Department’s Contribution to the Development of Science and Technology - Science Policies Liberalization, Science and Technology and its Impact on Women.  <b>Chapter-2</b> Policies and programs for increasing women’s participation in science and technology education, profession, and entrepreneurship: Women Scientist Scheme, Science and Technology for Women program, Women technology parks, Training and capacity building, Indo-US fellowship for women in STEMM, ‘Standing Committee for Promoting Women in Science	<b>15hrs</b>
<b>Practicals:</b>	<b>Preparing case studies on problems and Prospects of women scientists and technologists from the field</b>		
<b>Pedagogy:</b>	<b>Lectures / Assignments/ Self-study/Roleplay/ Poster and Album making/ Presentation/Film Review/Group readings and discussion.</b>		
<b>Course Outcomes (COs)</b>	<b>CO1</b>	<b>The course will enable students to identify and analyze feminist critiques of gender-blind science and technology</b>	
	<b>CO2</b>	<b>It will help in identifying models for more participatory scientific practices and will explain multiple theories of the relationship between culture and science</b>	
	<b>CO3</b>	<b>The course will enable students to understand the present position</b>	

## B.A WOMEN'S STUDIES SEMESTER -5

Program Name	BA in Women's Studies	Semester	Fifth Semester
	<b>of women in science and the need for gender-just science, integrating a gender perspective in science education and research.</b>		
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Maithrayee Krishnaraj, Women and Science, Himalaya Publishing House</li> <li>2. Anil Kumar, (2007). Women Entrepreneurship in India, Regal Publications, New Delhi.</li> <li>3. Chetana Kal (ed), (1991). Women and Development Discovery Publishing Home, New Delhi.</li> <li>4. Deepak. M. Walolar, (2001). Women Entrepreneurs, Himalaya Publishing House, New Delhi.</li> <li>5. Eric A. Morse, Ronald K. Mitchell, (2007). Cases in Entrepreneurship: The Venture Creation Process, Sage Publications, New Delhi.</li> <li>6. Gehlawant, S.K. and Kant, K., (1987). Strategies for Rural Development, Arnold Publishers, New Delhi.</li> <li>7. Jain S.C., (1985). Women and Technology, Rawat Publication, Jaipur Begh</li> <li>8. Saif Siddiqui, (2008). Women Entrepreneurs in Export Trade, Regal Publications, New Delhi.</li> <li>9. Sami Uddin, (1989). Entrepreneurship Development in India, Mittal publications, New Delhi.</li> <li>10. Gehlawant, S.K. and Kant, K., (1987). Strategies for Rural Development, Arnold Publishers, New Delhi.</li> <li>11. Jain S.C., (1985). Women and Technology, Rawat Publication, Jaipur Begh</li> <li>12. Saif Siddiqui, (2008). Women Entrepreneurs in Export Trade, Regal Publications, New Delhi.</li> <li>13. Sami Uddin, (1989). Entrepreneurship Development in India, Mittal publications, New Delhi.</li> <li>14. Namita Gupta,(2019) Analysing gender gap in science: Government of India initiatives</li> </ol>		
<b>Assessment</b>	<b>Weightage</b>	<b>Nature of Assignments</b>	
<b>Formative Assessment</b>	<b>40%</b>	<b>Written term paper, Seminar Presentation, 2 Periodic Tests</b>	
<b>Summative Assessment</b>	<b>60%</b>	<b>End Semester Examination</b>	

Course Title	<b>Foundations of Feminist Counselling Techniques (Theory + Practical)</b>		
Course Code:	<b>DSC-12</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>50</b>	Summative Assessment Marks	<b>50</b>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li><b>1. The Course aims at understanding Counselling Process</b></li> <li><b>2. The Course will help students appreciate Counselling theories and internalize essential counselling skills.</b></li> <li><b>3. The Course will give sufficient practical exposure to the students to master gender-inclusive counselling techniques</b></li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Understanding Counselling from Feminist Perspectives</b>	<b>14hrs.</b>
		<b>Chapter-1 Definition, nature and Scope of Counselling,</b> Understanding Counselling as a Process, Meaning, nature, definition, & Scope of Counselling, Personal Characteristics of counsellor <ul style="list-style-type: none"> <li>Professional issues in counselling</li> <li>Ethical issues in counselling</li> </ul>	
<b>Chapter-2 Psychoanalytic Feminism Perspectives</b> – from gender neutral counselling to Gender-sensitive Counselling			
<b>Chapter-3 Stages and skills in the counselling process:</b> – ways to initiate communication and build a counselling relationship; core conditions of counselling; ways to enhance communication; in-depth exploration			
<b>Chapter-4 RCI guidelines of counselling,</b> Guidelines for psychological practice with girls and women (American Psychological Society Guidelines)			
<b>Unit-2</b>	<b>Process and assessment in counselling</b>		<b>12hrs</b>
	<b>Chapter-1 Stages of the counselling interview</b> – Ivey’s Model Assessment – Personality, Cognition, Screening, and diagnostic tools		
	<b>Chapter-2 Pre counselling considerations</b> – Setting goals, contraction, informed consent, formulation, and conceptualization		
	<b>Chapter-3 Other components of considerations</b> – Referrals, Confidentiality, verbatim recording analysis, interpretation, termination, reporting, follow-ups		
	<b>Models and Approaches for Counselling</b>		

	<b>Unit-3</b>	<p><b>Chapter-1 Models</b> – Carl Roger, Eagan, Ivey, and Cormier</p> <ul style="list-style-type: none"> <li>• Approaches – Psychoanalytical, Behaviouristic, Humanistic, Existential, Cognitive, Gestalt, and Eclectic approach</li> <li>• Feminist Approach – The therapeutic relationship in feministic counselling</li> <li>• Discussion of Power - Dynamics in therapeutic relationship and strategies for empowering clients; intersectionality and inclusivity in counselling; Identification of the effects of stereotypes and bias impacts clients of different castes, classes, gender, and sexuality.</li> </ul> <p><b>Chapter-2 Experiments</b> (Students are expected to administer any 6 of the following experiments by selecting a minimum of two experiments from each of the categories)</p> <p><b>ASSESSMENT OF PERSONALITY</b></p> <ol style="list-style-type: none"> <li>1) EPQ</li> <li>2) 16 PF - Raymond B. Cattell</li> <li>3) Big 5 - John, O. P., &amp;Srivastava, S.</li> <li>4) Anger Expressions - Charles D. Spielberger</li> <li>5) Type A Personality</li> </ol> <p><b>ASSESSMENT RELATED TO HEALTH</b></p> <ol style="list-style-type: none"> <li>1) Students Stress Scale – Manju Agarwal</li> <li>2) Coping Scale - Erica Frydenberg</li> <li>3) Quality of Life - WHO</li> <li>4) Psychological General Wellbeing Index - Olivier Chassany</li> </ol> <p><b>ASSESSMENT RELATED TO COUNSELLING</b></p> <ol style="list-style-type: none"> <li>1) Problem Checklist - Herbert C. Quay</li> <li>2) Study Skills – DrKanchana</li> <li>3) Interest schedule - Sanjay Vohra</li> <li>4) Depression Scale – Beck</li> </ol>	<b>18 hrs</b>
	<b>Unit-4</b>	<p style="text-align: center;"><b>Skill in Counselling</b></p> <p><b>Chapter-1 Micro skills:</b> Basic Communication Skills, Establishing rapport, Attending behavior, Questioning, observation skills, Reflection of content, Refection of feeling, Integrating, Listening skills, Eliciting, Paraphrasing, and Summarizing case studies</p>	<b>16hrs</b>
		<p><b>Chapter-2 – Macro Skills in Counselling</b></p> <p>Empathy, Self-disclosure, Review, Confronting, Focusing on the interview, Reflection of meaning, Influencing skills, Positive asset search, Capacity building, dealing with transference and Countertransference, and Identification of attitudes and feelings</p>	
<b>Practical</b>		<p><b>Minimum 30 hrs of the visit to:</b></p> <ol style="list-style-type: none"> <li>1. Visit to ChildGuidanceCounselling Clinic-</li> <li>2. VisittoPPTTC(HIV/AIDS)Counsellingcentre–</li> <li>3. Visit to FamilyCounselling Centre-</li> <li>4. Visit the Guidance Counselling Center for victims/survivors of gender-based violence</li> <li>5. Report on activities of Guidance and Counselling</li> </ol>	

<b>Pedagogy:</b>	<b>Lectures, Case studies of women entrepreneurs, preparing Business proposals, and visiting local enterprises</b>
<b>Course Outcomes (CO's)</b>	<b>CO1</b> Students will be able to explain the meaning, scope, types, and functions of Counseling
	<b>CO2</b> Students will be able to perform gender-inclusive counseling techniques and reiterate the need for counseling women and adolescent girls;
	<b>CO3</b> Students can prepare a model project proposal by taking a critical case study for guidance and counseling.
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. APA GUIDELINES, for Psychological Practice with Girls and Women, (2018), <a href="https://www.apa.org/about/policy/psychological-practice-girls-women.pdf">https://www.apa.org/about/policy/psychological-practice-girls-women.pdf</a></li> <li>2. Gladding 2013; Counselling: A Comprehensive Profession 7th Edition</li> <li>3. Barki B.G. &amp; Mukhopadhyay B 2008 Guidance and Counselling A Manual 10th reprint Sterling</li> <li>4. Augustine Meier, and Micheline Boivin (2010), Counseling &amp; Therapy Technique, Theory and Practice (Sage)</li> <li>5. Rosemary A Thompson (2016). Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed. Routledge.</li> <li>6. Nelson-Jones (2010). Basic Counselling Skills. Sage Publications.</li> <li>7. Jacobs, M. (2004 ). Psychodynamic counseling in action. Sage Publications.</li> <li>8. Corey. M. S &amp; Corey G. (2015). Becoming a Helper. Cengage Learning</li> <li>9. Nelson–Jones, R. (2004). Practical counseling and helping skills – Text and exercises for the life skills counseling model, 4th edition, Sage Publications.</li> <li>10. NarayanaRao,“CounsellingandGuidance”–2ndEdition,Tata Mc.Graw HillPublishingLtd., NewDelhi, 2000.</li> <li>11. Masch.“PrinciplesofGuidanceandcounseling”–SarupandSons,New Delhi,2000.</li> <li>12. SitaramJayaswal.“GuidanceandCounselling–An eclectic approach”– Prakash Kendra, Lucknow,1990.</li> <li>13. Mukhopadhyay,“GuidanceandCounselling”– (AMannual), Himalaya Publishing HouseLtd., NewDelhi, 1989</li> </ol> <p><b><u>Journals:</u></b></p> <ol style="list-style-type: none"> <li>1. British Journal of Guidance.</li> <li>2. Counselling Psychologist.</li> <li>3. Indian Journal of Clinical Psychology.</li> <li>4. JournalofCounsellingPsychology.</li> <li>5. Personnel and guidance.</li> </ol>

	6. TheSchoolCounsellor.	
	7. Journal of Community Guidance and Research	
<b>Assessment</b>	<b>Weightage</b>	<b>Nature of Assignments</b>
<b>Formative Assessment</b>	<b>50%</b> <b>30 marks for practicals(20 marks report+ 10 marks viva with external examiner)</b> <b>20 marks for Seminars, Periodic tests, and attendance</b>	<b>Written term paper/Field Report, Preparing case studies, Seminar Presentation, 2 Periodic Tests</b>
<b>Summative Assessment</b>	<b>50%</b>	<b>End Semester Examination</b>

**B.A WOMEN'S STUDIES SEMESTER -5**



Program Name	<b>BA in Women's Studies</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Education: Gender perspectives</b>		
Course Code:	<b>DSE-1A</b>	No. of Credits	<b>3</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li><b>The course will make students understand and examine the gendered nature of educational transactions as expressed in curriculum, textbooks, and pedagogy.</b></li> <li><b>The course will help the learner to appreciate the liberating potential of education</b></li> <li><b>This course helps students understand women's education in India and Karnataka</b></li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Prospective women's education</b>	
		<b>Chapter-1</b> Objectives, Significance, and Scope of education for girls and women Historical perspective of Women's Education in India Early, Colonial, and Modern Periods	
		<b>Chapter-2</b> Constitutional Provision, Committees and Commissions on Women's Education- Radhakrishnan, Mudaliar, and Kothari Commission, Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee, National Policy of Education- 1968, 1986, 2020	
		<b>Chapter-3</b> Theoretical Background of Women's Education: Liberal Marxist/Socialist and Cultural Perspectives on gendering education.	
	<b>Unit-2</b>	<b>Gender Inequality in Education</b>	
<b>Chapter-1</b> Issues of access: Unequal access, enrolment, drop out Socio-cultural determinants of Women's education Infrastructural inadequacies (toilet, female teacher, distance of the school)			
<b>Chapter-2</b> Gendered texts: Curriculum, Textbooks and Teacher's attitudes and classroom processes, Producing the Gendered Self, Nurturing Masculinities and Femininities			
		<b>16hrs.</b>	<b>14hrs</b>

		<b>Chapter-3 Primary Education of Girl Child: Problems and Prospects</b> Higher Education of Women: Changing Status Professional and vocational education for girls and women Education of the Less Privileged Sections of Women Education and female workforce participation	
	<b>Unit-3</b>	<b>Indian Educational thinkers and philosophers</b> <b>Chapter-1</b> Rabindranath Tagore, Savitribai Phule, Rishi Aurobindo, Mahatma Gandhi, J D Krishnamurti, Devanuru Mahadeva(Essay: Edege Bidida Akkshara)	<b>15 hrs</b>
<b>Pedagogy:</b>	<b>Lectures/ Assignments/Self-study/Role-play/Poster/And Album Making/ Presentations/Film Review/Group Readings and Discussions</b>		
<b>Course Outcomes (CO's)</b>	<b>CO1</b>	<b>After completing the course, students can appreciate the gendered nature of the curriculum, textbooks, school processes, classrooms, teacher attitudes, and peer conversation.</b>	
	<b>CO2</b>	<b>Students will be familiar with critical policies, issues, and debates around gender and education in contemporary India;</b>	
	<b>CO3</b>	<b>Students will be acquainted with educational philosophies of Indian origin</b>	
<b>References/ Readings</b>	<p>20. Agarwal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.</p> <p>21. Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati,DVS Publishers.</p> <p>22. Arya Sadhna (1999), Women, Gender Equality and the State, New Delhi, Deep &amp;Deep Publications.</p> <p>23. Seth Mira (2001), Women and Development, New Delhi, Sage Publications.</p> <p>24. ಅನ್ನಪೂರ್ಣಶರ್ಮಿ ಎನ್, 'ಮಹಿಳಾಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ', ಮಾನವಾಭಿವೃದ್ಧಿ ಅಧ್ಯಯನಗಳ ಕೇಂದ್ರಪ್ರಕಾಶನಮೈಸೂರು, 2002.</p> <p>25. ಒಡೆಯರ್ ಡಿ ಹೆಗ್ಗಡೆ, 'ಭಾರತದಲ್ಲಿಮಹಿಳಾ ರಾಜಕೀಯಪ್ರಾತಿನಿದ್ಯ', ಅರ್ಜುನ್‌ಪಬ್ಲಿಶಿಂಗ್‌ಹೌಸ್‌ಮೈಸೂರು, 2007.</p> <p>26. ಗಂಗಾಧರ .ಪಿ.ಎಸ್, 'ಭಾರತಸಂವಿಧಾನಮತ್ತು ರಾಜಕೀಯ', ಚೈತ್ರಪ್ರಕಾಶನಬೆಂಗಳೂರು, 2010.</p> <p>27. ಚಂದ್ರಶೇಖರ್ ಆರ್.ವಿ, ಸಮಕಾಲೀನ ಮಹಿಳೆ ಮತ್ತು ಆರೋಗ್ಯ, ನಿರ್ವಚನ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು, 2010,</p> <p>28. ಚಂದ್ರಶೇಖರ್ ಟಿ.ಆರ್, 'ಕರ್ನಾಟಕದಲ್ಲಿಸಾಕ್ಷರತೆಯಲಿಂಗ ಸಂಬಂಧಿ ಸ್ವರೂಪ', ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿಪ್ರಸಾರಾಂಗ, 2010.</p> <p>29. ಯಮನೂರಪ್ಪ ಅಣ್ಣಿಗೇರಿ, 'ಮಹಿಳೆಮತ್ತುಸಮೃದ್ಧಿನೆಲೆಗಳು', ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿಪ್ರಸಾರಾಂಗ, 2010.</p> <p>30. ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್, 'ಆಧುನಿಕಭಾರತದಲ್ಲಿಮಹಿಳೆ', ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿಪ್ರಸಾರಾಂಗ, 2001.</p> <p>31. ಸರೋಜ, 'ಮಹಿಳೆಮತ್ತು ಆರೋಗ್ಯ' ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿಪ್ರಸಾರಾಂಗ, 2001.</p> <p>32. ಸುನಂದಾ ರಾ. ಕುಲಕರ್ಣಿ, 'ಉದ್ಯೋಗಸೃಷ್ಟಿಮಹಿಳೆಯರುಮತ್ತು ಆರೋಗ್ಯ' ಕನ್ನಡಪುಸ್ತಕಪ್ರಾಧಿಕಾರಬೆಂಗಳೂರು, 2012.</p> <p>33. ಸುನಂದಮ್ಮ ಆರ್, (ಸಂಪಾದಕರು) 'ಮಹಿಳೆ-ಕಾನೂನು-ಪರಿಹಾರ', ಅಕ್ಕಮಹಾದೇವಿಮಹಿಳಾವಿಶ್ವವಿದ್ಯಾಲಯಪ್ರಸಾರಾಂಗಬಿಜಾಪುರ, 2017.</p>		

	<p>34. ಹೇಮಲತಾ ಎಚ್.ಎಮ್, 'ಮಹಿಳಾಸಶಕ್ತೀಕರಣ : ಒಂದುಪರಿಕಲ್ಪನೆ', ಕುವೆಂಪುಭಾಷಾಭಾರತಿ ಪ್ರಾಧಿಕಾರಬೆಂಗಳೂರು, 2016.</p> <p>35. ಡಾ. ಶ್ರೀದೇವಿ ವಿ. ಅಲೂರ, ಸಂತಾನಾರೋಗ್ಯ ಮತ್ತು ತಂತ್ರಜ್ಞಾನ-ಮಂಟಪಮಾಲೆ:195, ಪ್ರಸಾರಾಂಗ - ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2010.</p> <p>36. ಡಾ.ಟಿ.ಆರ್.ಚಂದ್ರಶೇಖರ, ಲಿಂಗಸಂಬಂಧಗಳು ಮತ್ತು ಅಭಿವೃದ್ಧಿ, ಪ್ರಸಾರಾಂಗ-ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ - ಹಂಪಿ, 2010.</p> <p>37. ಡಾ.ಕೆ. ಸರೋಜಾ, ಮಹಿಳಾ ಆರೋಗ್ಯ ಒಂದು ಮರುಚಿಂತನೆ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ - ಹಂಪಿ, 2018.</p> <p>38. ಡಾ.ಎಸ್.ಇಂದಿರಾ, ಮಹಿಳೆ ಮತ್ತು ಸವಾಲುಗಳು, ಶ್ರುತಿ ಪ್ರಕಾಶನ - ಮೈಸೂರು, 2010.</p> <p>39. ವಿಜಯಶ್ರೀ ಸಬರದ (ಸಂ), ಮಹಿಳೆಯ ಶೋಷಣೆಯ ಸವಾಲುಗಳು, ಪ್ರಸಾರಾಂಗ - ಗುಲಬರ್ಗಾ ವಿಶ್ವ ವಿದ್ಯಾಲಯ - ಗುಲಬರ್ಗಾ. 2005.</p> <p>ಸಾರಾ ಅಬೂಬಕ್ಕರ್, ಸಾಹಿತ್ಯ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ಮಹಿಳೆ, ಪ್ರಸಾರಾಂಗ-ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2007.</p>
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Assessment	Weightage	Nature of Assignments
Formative Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

**B.A WOMEN'S STUDIES SEMESTER -5**

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Gender Constructions in Folk Culture (Theory)</b>		
Course Code:	<b>DSE-1B</b>	No. of Credits	<b>3</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li><b>To introduce Karnataka's rich folk tradition before students</b></li> <li><b>To make them understand how people learn and internalize folk culture and occasionally challenge their culture.</b></li> <li><b>To further sensitize students on Gender Construction in folk Culture</b></li> </ol>		
<b>Content:</b>		<b>Folklore and Folk Culture</b>	<b>15hrs</b>
	<b>Unit-1</b>	<b>Chapter - 1Introduction to Folklore:</b> Definition of folk, folklore, characteristics of folklore, functions, the scope of folklore. <b>Chapter – 2Introduction to Popular Culture and Folk Culture:</b> Meaning and Nature of Folk Culture, Definition, concept and Scope of Popular Culture, Popular Culture and Folklore, Little Tradition, and Great Tradition.	
		<b>Chapter -3Genres of Folk Culture</b> <ul style="list-style-type: none"> <li>• Oral literature –Haradesi – Nageshi Songs, Myths, Proverbs, and Riddles</li> <li>• Social Folk Customs, Rituals, and Traditions</li> <li>• Performing Arts – Parijat, Radhanata, Dappinata</li> <li>• Life Style</li> </ul>	
		<b>Gender Issues and Folk Culture</b>	<b>16 hrs</b>
<b>Unit-2</b>	<b>Chapter -1 Introduction to Gender Issues in Folk Culture</b> Meaning and Nature of Gender Issues Gender Issues in Folk Literature: <b>Ballads</b> - Kattala Dari Dura-sati Geetegalu - Krishnamurthy Hanur <b>Oral epic:</b> Bevana Hatti kalammana salu, Siri Kavya, Sankamma salu <b>Folk poetry:</b> Garati Hadu		

		<p><b>Chapter – 2 Women Centric Folk Custom</b>  Devadasi System: Pataradavaru, Jogatiyaru, Basaviyaru, Bala basaviyaru (Patradavaru, Basavi - Shailaja Hiremath)  The transition of Matrilineal Society to Patrilineal Society  Matrilineal Family – Bantaru (Banta’s Culture – Surendra Rao)  Folk Custom – Marriage, Customs of puberty (Rulumati)  Folk Ritual – Folk Dieties, Karaga Ritual, Gullavana Ritual  Karaga Sampradaya - M. Sumitra  Hennu Daivagalu – Shailaja Hiremath  Gullvva: Aacharane – Veeresh Badiger  Tradition – Siri Tradition</p>	
	<b>Unit-3</b>	<p style="text-align: center;"><b>Contemporary Life and Folk Culture</b></p> <p><b>Chapter – I meaning and Nature of Gender Construction in Contemporary Life</b>  Nature of gender construction in folk culture, Gender conflict in contemporary life of folk culture.</p>	<b>14hrs</b>
		<p><b>Chapter – 2 Family Structure, Ownership, Society Depicted in Folk Culture,</b>  Family structure, Kinship, and societal relationship, Ownership of the family, Male domination of society in folk culture, Symbols of Female importance in folk ritual  Halakki Okkaligaru – N.R Nayak</p>	
		<p><b>Chapter – 3 Production Relations and Gender Construction in Folk Culture</b>  Nature of the productions in folk life, Agriculture, Hunting, Food Gathering, Animal husbandry culture, and small-scale trade;  Domination of males in production relations; Folk culture encounter with modernity and Globalization; Violence on women in rural areas and metropolitan culture;  Women struggle for socio-economic liberty from the male-dominant imperialist economy.  Folk Culture’s Encounter with Modernity and Globalization</p>	
<b>Practical</b>	<p><b>Documenting Folk Literature</b>  <b>Documenting Field work experience</b>  <b>Video/ Documentation of Folk Art Performances, Folk Fairs, Customs, Rituals, beliefs and Community Life style</b></p>		
<b>Pedagogy:</b>	<p><b>Lectures, Case studies of Community and their Culture, preparing synopsis of Folk culture, Watching movies and folk performances, Use of ethnographic and participant observation techniques</b></p>		
<b>Course Outcomes (CO’s)</b>	<b>CO1</b>	<p>After completion of the course, students will be able to appreciate the influence of folk culture on gender identity construction</p>	
	<b>CO2</b>	<p>This paper facilitates using feminist ideas and arguments in academic work, making students aware of alternative analysis tools.</p>	

	<p><b>CO3</b>    <b>The course will facilitate diverse understanding among students; while students from rural backgrounds will get inklings of their own traditional cultures with a sense of pride and a critical outlook, students from an urban background will come out of their cocoons and understand the complexities of our plural society</b></p>
<p><b>References/ Readings</b></p>	<ol style="list-style-type: none"> <li>1. Appadurai, Arjun, Frank J. Korom, Margret A. Mills, 1991 (Ed.) Gender, Genre and Power in South Asian Expressive Traditions, Philadelphia, university of Pennsylvania Press.</li> <li>2. Claus, Peter J. and Frank J. Korom, 1991, Folkloristic and Indian Folklore, Udipi, Regional Resources Centre for Folk-performing Arts.</li> <li>3. Dundes, Alan (Ed.), 1964, Text, Texture and Context, in Southern Folklore (quarterly), Vol.28.</li> <li>4. Kanaka Durga P.S., 2001, Gender Studies on folklore: trends and Prospects in (Ed.) B. Ramakrishna Reddy, Dravidian Folk and Tribal Lore, Dravidian University, Kuppam.</li> <li>5. Kanaka Durga P.S., 2006, Transformability of Gender roles: Converging Identities in Personal and Poetic Narratives (Eds.) Leela Prasad, Ruth, B. Bottingheimer and Lalitha Handoo, Gender and Story in India, Albany, State University of New York Press.</li> <li>6. Dorson, Richard M., 1972, Folklore and Folklife, Chicago: Chicago University, Press.</li> <li>2. Shailaja Hiremath, 2022, '<i>Basavi</i>' Re-provincializing Knowledge, Editor :Tharakeshwar V.B, Prasaranga, Kannada University, Hampi</li> <li>೮. ನಾಯಕ ಹಾ.ಮಾ., ೧೯೭೧, ಜಾನಪದ ಸ್ವರೂಪ, ತ.ವೆಂ. ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು.</li> <li>೯. ಪರಮಶಿವಯ್ಯ ಜೀ.ಶಂ., ೧೯೭೯, ದಕ್ಷಿಣ ಕರ್ನಾಟಕ ಜನಪದ ಕಾವ್ಯ ಪ್ರಕಾರಗಳು, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು.</li> <li>೧೦. ಜವರೇಗೌಡ ದೇ., ೧೯೭೬, ಜಾನಪದ ಅಧ್ಯಯನ, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.</li> <li>೧೧. ರಾಮೇಗೌಡ, ೧೯೭೮, ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಗಳು, ಪಬ್ಲಿಷರ್ಸ್ ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್, ಬೆಂಗಳೂರು.</li> <li>೧೨. ಕೃಷ್ಣಕುಮಾರ ಸಿ.ಪಿ., ೧೯೮೧, ಜನಪದ ಸಾಹಿತ್ಯ ಪ್ರವೇಶಿಕೆ, ಚಿತ್ರ ಭಾನು ಪ್ರಕಾಶನ, ಮೈಸೂರು.</li> <li>೧೩. ರಾಜೇಂದ್ರ ಡಿ.ಕೆ., ದಕ್ಷಿಣ ಕರ್ನಾಟಕ ಜನಪದ ರಂಗಭೂಮಿ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.</li> <li>೧೪. ಶೈಲಜ ಇಂ. ಹಿರೇಮಠ, ನಿರೂಪಣೆಯಾಗಿ(ಜನಪದ ಸಾಹಿತ್ಯ ಮತ್ತು ಮಹಿಳೆ), ೨೦೨೨, ಸಂಗಾತ ಪುಸ್ತಕ, ರಾಜೂರ.</li> <li>೧೫. ಕಾಳೇಗೌಡ ನಾಗವಾರ, ೧೯೮೦, ಬೇಕಾದ ಸಂಗಾತಿ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು.</li> <li>೧೬. ಕೃಷ್ಣಮೂರ್ತಿ ಹನೂರು (ಸಂ.), ೧೯೮೧, ಕತ್ತಲ ದಾರಿ ದೂರ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು.</li> <li>೧೭. ಗದ್ದಗಿಮಠ ಬಿ.ಎಸ್., ೧೯೬೩, ಕನ್ನಡ ಜಾನಪದ ಗೀತೆಗಳು, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ.</li> <li>೧೮. ಗಾಯತ್ರಿ ನಾವಡ, ೧೯೯೯, ಕರಾವಳಿ ಜನಪದ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸ್ತ್ರೀವಾದಿ ನೆಲೆಗಳು, ಸಿರಿ ಪ್ರಕಾಶನ, ಹೊಸಪೇಟೆ.</li> <li>೧೯. ಗಾಯತ್ರಿ ನಾವಡ, ೧೯೯೪, ಸ್ತ್ರೀವಾದದ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಗಳು, ಜಾನಪದ : ಹೊಸ ದೃಷ್ಟಿ, ಮಹೇಶ್ವರಯ್ಯ ಎಚ್.ಎಂ. ಮತ್ತು ಇತರರು (ಸಂ.), ಸಾಹಿತ್ಯ ಪ್ರಕಾಶನ, ಧಾರವಾಡ.</li> <li>೨೦. ನಾಯಕ ಎನ್.ಆರ್., ೧೯೮೩, ಕರ್ನಾಟಕದ ಶಕ್ತಿದೇವತೆಗಳು ಐ.ಬಿ.ಎಚ್. ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.</li> <li>೨೧. ರಾಮಾನುಜನ್ ಎ.ಕೆ. (ಸಂ.), ೨೦೦೦, ಭಾರತೀಯ ಜನಪದ ಕಥೆಗಳು, ಮಹಾಬಲೇಶ್ವರ ರಾವ್</li> </ol>

	<p>(ಅನು.), ನ್ಯಾಶನಲ್ ಬುಕ್‌ಟ್ರಸ್ಟ್ ಸ್ಟುಡೆಂಟ್ಸ್ ಡೆವೆಲಪ್‌ಮೆಂಟ್ ಪ್ರೋಜೆಕ್ಟ್.</p> <p>೨೨.ಶಾಂತಾ ಇಮ್ರಾ ಪುರ, ೨೦೦೧, ಮಹಿಳೆ ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿ, ಚೇತನಾ ಪ್ರ ಕಾಶನ, ಧಾರವಾಡ.</p> <p>೨೩.ಸಂಧ್ಯಾರೆಡ್ಡಿ ಕೆ.ಆರ್., ೧೯೯೩, ಜಾನಪದ ಸಾಹಿತ್ಯದಲ್ಲಿ ಹೆಣ್ಣು, ಜಾನಪದ ೧೯೯೧, ಜಿ.ಎಸ್. ಭಟ್ಟ (ಸಂ.), ಕರ್ನಾಟಕ ಜನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.</p> <p>೨೪.ಸುನಂದಮ್ಮ ಆರ್., ೧೯೯೭, ಸ್ತ್ರೀ-ಕೇಂದ್ರಿತ ಕಾವ್ಯಗಳಾಗಿ ಜನಪದ ರಾಮಾಯಣ ಭಾರತಗಳು, ಜನಪದ ಸಾಹಿತ್ಯದ ಮಹಿಳಾ ಜಗತ್ತು, ಸಮತಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಬೆಂಗಳೂರು.</p> <p>೨೫.ಕೆ. ಕೇಶವನ್ ಪ್ರ ಸಾಧ್ (ಸಂ.), ೧೯೯೭, 'ಸಂಕವ್ಯನ ಸಾಲು', ಮಲೆಮಾದೇಶ್ವರ, ಪ್ರ ಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, ವಿದ್ಯಾರಣ್ಯ - ೫೮೩ ೨೭೬</p> <p>೨೬. ಎ.ವಿ. ನಾವಡ (ಸಂ.), ೧೯೯೯, ಸಿರಿ ಪಾಡನ, ಪ್ರ ಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, ವಿದ್ಯಾರಣ್ಯ - ೫೮೩ ೨೭೬</p> <p>೨೭.ಕೆ. ಕೇಶವನ್ ಪ್ರ ಸಾಧ್ (ಸಂ.), ೧೯೯೭, 'ಬೆಂವಿನ ಹಟ್ಟಿ ಕಾಳವ್ಯನ ಸಾಲು', ಮಲೆಮಾದೇಶ್ವರ, ಪ್ರ ಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, ವಿದ್ಯಾರಣ್ಯ - ೫೮೩ ೨೭೬</p> <p>೨೮. ಶೈಲಜ ಇಂ. ಹಿರೇಮಠ, ೨೦೧೧, 'ಹಾಡಿಕೆ ಯು ಹ ರ ದೇಶಿ-ನಾಗೇಶಿ ಯ ಜಾದಾಗ ಹರದೇಶಿ-ನಾಗೇಶಿ ಕಲೆ ಮತ್ತು ಕಲಾವಿದರು ಲಿಂಗಸಂಬಂಧಿ ಅಧ್ಯಯನ, ಪ್ರ ಸಾರಾಂಗ, ಕನ್ನಡ ವಿ.ವಿ., ಹಂಪಿ</p> <p>೨೯. ಶೈಲಜ ಇಂ. ಹಿರೇಮಠ, ೨೦೧೭, ಪಾಠರದವರು, ಪ್ರ ಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ</p> <p>೩೦. ವೀರೇಶ ಬಡಿಗೇರ, ೧೯೯೯, ಗುಳ್ಳವ್ವ : ಆಚರಣೆ-ವಿಶ್ಲೇಷಣೆ, ಮಯಾ ಪ್ರ ಕಾಶನ, ಕಮಲಾಪುರ.</p> <p>೩೧. ವೀರೇಶ ಬಡಿಗೇರ, ೧೯೯೭, ಅಡಿಗಲ್ಲು, ಮಯಾ ಪ್ರ ಕಾಶನ, ಕಮಲಾಪುರ</p> <p>೩೨.ಎಂ. ಸುಮಿತ್ರ, ೨೦೦೨, ಕರಗ ಸಂಪ್ರದಾಯ, ಅಂಕಿತ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು.</p>
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Assessment	Weightage	Nature of Assignments
Formative Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

## B.A WOMEN'S STUDIES SEMESTER -5

Program Name	BA in Women's Studies		Semester	Fifth Semester
Course Title	<b>Gender, Entrepreneurship &amp; Skill Development (Theory)</b>			
Course Code:	VC-1A	No. of Credits	3	
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	2 hours	
Formative Assessment Marks	40	Summative Assessment Marks	60	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. The course will provide theoretical and conceptual knowledge on Entrepreneurship from gender perspectives</li> <li>2. Recognizing the challenges faced by women entrepreneurs, the course will provide knowledge about the procedures involved in the organization of new enterprises;</li> <li>3. The course aims to generate interest and intends to skill students in the establishment of new organizations</li> </ol>			
<b>Content:</b>	<b>Unit-1</b>	<b>Gender &amp; Entrepreneurship</b>		<b>15hrs.</b>
		<b>Chapter-1</b> Entrepreneurs and Entrepreneurship–Qualities of Entrepreneur, Concept, and Definition of Entrepreneurship– Entrepreneurial Functions–origin and Growth of Entrepreneurship in India		
		<b>Chapter-2</b> Establishing New Enterprises–Choice of Enterprise— Choice of Technology, Financing, Preparation of the Business Plan.		
	<b>Chapter-3</b> Business Plan for Entrepreneurs– Generating a business idea, developing a Business plan, Market Analysis, Financial Analysis, Realistic planning, Marketing, Costing and Pricing, Operational Management, Record, Keeping, Saving			
	<b>Unit-2</b>	<b>Women and Entrepreneurship</b>		<b>14hrs</b>
		<b>Chapter-1</b> Objectives of Women Entrepreneurship- Gender Culture and entrepreneurship, - Characteristics of women Entrepreneurship, Rural entrepreneurship- EDP programmes- AWAKE		
<b>Chapter-2</b> Growth of Women Entrepreneurship in India (Recent Trends) – Successful Women Entrepreneurs.				
<b>Chapter-3</b> Challenges before women entrepreneurs in India: Tough resistance from male counterparts, Limited funding, Lack of access to institutional credit, Work-life balance, Minimal support, Lack of education, Lack of access to Technology				



		<b>Entrepreneurship Development Skills</b>		
	<b>Unit-3</b>	<b>Chapter-1</b> Meaning of Entrepreneurship Skill Types of Entrepreneurship Skills: Business management skills, Teamwork, and leadership skills, Communication and listening, Customer service skills, financial management skills, Analytical and problem-solving skills, Critical thinking skills		<b>16hrs</b>
		<b>Chapter-2</b> Entrepreneurship Development Skills: Teamwork and leadership skill, Strategic thinking and planning skills, technical skills, Time management, and organizational skills, Branding, Marketing and Networking skills, IT skill, Entrepreneurial Imagination and Creativity		
<b>Practical</b>	<ul style="list-style-type: none"> <li>• Collecting Case- Studies of Women Entrepreneurs.</li> <li>• Visit to Enterprise, owned by women entrepreneurs and a regional support system.</li> <li>• Preparation of Project Proposal for a Selected Enterprise.</li> </ul>			
<b>Pedagogy:</b>	<b>Lectures, Case studies of women entrepreneurs, preparing Business proposals, and visiting local enterprises</b>			
<b>Course Outcomes (COs)</b>	<b>CO1</b>	After completion of the course, students will be able to define the concept of Entrepreneurship and highlight the qualities and functions of an entrepreneur;		
	<b>CO2</b>	The course will empower students with the prerequisites to establish new enterprises and prepare a blueprint for the same;		
	<b>CO3</b>	Students will be analyzing the recent trends in the growth of Women Entrepreneurship and challenges being faced by women entrepreneurs in India;		
	<b>CO4</b>	Students will be able to assess the management performance and successfully implement the strategies for the stabilization and growth of women enterprises in India		
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Siva Kama Sundari, S. Entrepreneurship development for Rural Women” (Vol.1), Asian and Pacific for Transfer of Technology, New Delhi, 1995.</li> <li>2. Lalitha Rani, D–Women Entrepreneurs” APH Publishing Corporation, New Delhi, 1999.</li> <li>3. Sundara Pandian M. “Women Entrepreneurship: Issues and strategies”, Kanishka Publishers, Distributors, New Delhi, 1999.</li> <li>4. Dorothy P.Moore, E.Holly Buttner , “Women Entrepreneurs-Moving Beyond the Glass Ceiling” Sage publications, New Delhi, 1997.</li> <li>5. Rais Ahamd, Taab Sherwani, Mohammad Irfan Rais, “Women Entrepreneurship Development in India” R.P.Publications, New Delhi, 2018</li> <li>6. E.D.Setty, “Clinical Approach to Promotion of Entrepreneurship among Women”Anmol Publications Pvt Ltd, New Delhi,2004</li> <li>7. ಟಿ.ಆರ್.ಚಂದ್ರ ಶೇಖರ, “ಮಹಿಳೆ ಆರ್ಥಿಕತೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ” ಪ್ರ ಸಾರಾಂಗ:ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2001</li> <li>8. ಒಡೆಯರ್ ಡಿ.ಹೆಗ್ಡೆ, ಎನ್.ಅನ್ನಪೂರ್ಣೇಶ್ವರಿ “ಮಹಿಳಾ ಅಧ್ಯಯನಗಳು ಆರ್ಥಿಕ ನೆಲೆಗಳು ಮತ್ತು</li> </ol>			

ಆಯಾಮಗಳು” ಪ್ರ ಕಾಶಕರು ಮಾನವಾಭಿವೃದ್ಧಿ ಅಧ್ಯಯನಗಳ ಕೇಂದ್ರ , ಮೈಸೂರು,2003

<b>Assessment</b>	<b>Weightage</b>	<b>Nature of Assignments</b>
<b>Formative Assessment</b>	<b>40%</b>	<b>Written term paper/Field Report, Seminar Presentation, 2 Periodic Tests</b>
<b>Summative Assessment</b>	<b>60%</b>	<b>End Semester Examination</b>

**B.A WOMEN'S STUDIES SEMESTER -6**

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>Understanding Empowerment from Feminist Perspective (Theory)</b>		
Course Code:	<b>DSC-13</b>	No. of Credits	<b>3</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li><b>This course will help students understand the Women Empowerment Approaches in India through the Five-Year Plans</b></li> <li><b>The course will help students gain insights into Political Empowerment, Economic Empowerment, and Health Empowerment of Women through region-specific strategic interventions in India.</b></li> <li><b>The course will help students to understand the significance of the Empowerment of specific groups of women and its impact on their lives.</b></li> <li><b>The course will give exposure to the feminist perspective on Women's empowerment programs and policies in India</b></li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Introduction to Empowerment</b>	
		<b>Chapter 1- Definitions, Dimensions of Empowerment, Types of empowerments, Roles of Empowerment</b>	
		<b>Chapter 2 – Empowerment Strategies</b> Empowerment Process, Indicators of Empowerment (Access to education, labor force participation, participation of women in decision making, women's access to money and credit, women's freedom of movement, ownership of assets by women)	
	<b>Chapter 3- Approaches of Empowerment</b> <ul style="list-style-type: none"> <li>- Integrated Development Approach</li> <li>- Economic Empowerment Approach</li> <li>- Consciousness Raising Approach</li> <li>- Research/ Training/Resources Support Approach</li> <li>- Gender Mainstreaming Approach</li> </ul>		<b>14hrs.</b>
<b>Unit-2</b>	<b>Women Empowerment Approaches in India</b>		
	<b>Chapter-1: Interventions for Women's Empowerment and Gender Equality:</b> Programs for Work and empower women, Gender Analysis, Reducing Drudgery, Awareness of Rights, Equal Leadership, Access to Financial Services, Functional Adult Literacy, Health Services, Halting Child marriage,		

	Prosecuting Gender-Based Violence	
	<b>Chapter-2 Understanding the Changing Dimensions of Women empowerment approaches in India</b> -An Overview of VIIth to XIth Five Year Plan and the Role of NITI Ayog in Launching the Women Entrepreneurship Platform (WEP)	<b>16hrs</b>
	<b>Chapter-3: Government Schemes for Women's Empowerment in India</b> Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Mahila Samakhya, Gender Budgeting (XI Plan), SIDBI's Mahila Udyam Nidhi, Crèches/ Day care center, National Mission for Empowerment of Women, Rastriya Mahila Kosh (RMK), Swadhar Greh, Beti Padao Beti Bachao yojana, Working Women Hostel Scheme, One-Stop Crisis Centre Scheme, STEP (Support to Training and Employment Program for Women), Mahila Shakti Kendras (MSK)	
<b>Unit-3</b>	<b>Women's Empowerment in Policy and Practice</b>	
	<b>Chapter 1- Policies and initiatives of the State and Civil Society organizations/NGOs</b> towards empowering women in the Socio-Economic, Education, Health, and Political arena.	
	<b>Chapter-2: Reflections on Implementation of Programs for Empowering Women from various sections of Society (Case Studies)</b> <ul style="list-style-type: none"> <li>- Political Empowerment of Women in Local Government (Any local case studies)</li> <li>- The outcome of women's development programs towards economic Empowerment. - Reflections from Self Help Groups intervention from Karnataka, Stree Shakti groups, and Kerala's Kudumbashree yojana</li> <li>- Health empowerment programs – Case studies Activating village-level monitoring to improve maternal health in Bihar.</li> <li>- Case studies of empowerment initiatives towards educational upliftment of women across India.</li> </ul>	<b>16hrs</b>
<b>Unit-4</b>	<b>Empowerment as a Feminist Vision of Development</b>	
	<b>Chapter -1- Feminists' Perspectives on Empowerment.</b> <ul style="list-style-type: none"> <li>- Feminist consciousness-raising and collective action- (Srilata Batliwala, Naila Kabeer)</li> </ul>	<b>14hrs</b>
	<b>Chapter-2 Women Empowerment Approaches and the disadvantaged women: Equality vs Equity</b> Empowerment Approaches for Dalit and Tribal Women in	

		Karnataka	
<b>Practical</b>	<b>Preparation of Locally relevant Empowerment Case-studies</b>		
<b>Pedagogy:</b>	<b>Lectures/ Assignments/Self-study/Expert talks/ Poster/And Album Making/Presentations/Film review/Field visits /Group Readings and Discussions/ Preparing case studies on local women empowerment issues</b>		
<b>Course Outcomes (COs)</b>	<b>CO1</b>	<b>After completing the course, the students should be able to appreciate the meaning and importance of women's Empowerment</b>	
	<b>CO2</b>	<b>The students should also be able to understand the various dimensions of women's Empowerment and will be able to reflect on their knowledge of the empowerment process at the local level towards women's upliftment.</b>	
	<b>CO3</b>	<b>The students should be sensitized to the needs of downtrodden and socially excluded women.</b>	
	<b>CO4</b>	<b>Students should be able to apply feminist approaches to understand the empowerment process in women's economic, social, and political upliftment at various levels.</b>	
	<b>CO5</b>	<b>The students should be able to develop a sense of preparedness toward field realities and equip themselves to take up work that calls for social change concerning women.</b>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Kabeer, N. (1999). The Conditions and Consequences of Choice Reflection on the Measurement of Women's Empowerment. <i>Gender, Poverty, and Wellbeing</i> (p. 2). Switzerland: UNRISD.</li> <li>2. Batliwala, S. (1995). <i>Empowerment of Women in South Asia</i>. Bengaluru: National Institute of Advanced Studies.</li> <li>3. Caren, G., Geeta, R., &amp; Aslihan, K. (2006, March). Taking Action to Empower Women: UN Millennium Project Report. <i>Global Urban Development Magazine: Building Gender Equality in Urban Life</i>, 2(1).</li> <li>4. Snehendu, B., Catherine, A. P., &amp; Kristine, S. C. (1997, March 19). Empowerment of Women for Health Promotion - A Meta-Analysis. 47th Annual Meeting of the Comparative International Education Society (CIES). Mexico City: Elsevier Science Ltd.</li> <li>5. Stephen, C. (2009, November 16). Feminism and Dalit Women in India. Retrieved from Countercurrents.org: <a href="https://www.countercurrents.org/stephen161109.htm">https://www.countercurrents.org/stephen161109.htm</a></li> <li>6. Sowjanya, T. (2011, September 5). <i>Caste Violence in Dalit Women s Writing A Dalit Feminist Critique</i>, Shodhganga@INFLIBNET. Retrieved January 10, 2019, from <a href="https://shodhganga.inflibnet.ac.in/handle/10603/108989">https://shodhganga.inflibnet.ac.in/handle/10603/108989</a>: <a href="https://shodhganga.inflibnet.ac.in">https://shodhganga.inflibnet.ac.in</a></li> <li>7. Moser, C. (1993). <i>Gender Planning and Development - Theory, Practice and Training</i>. London: Routledge</li> </ol>		

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11. [https://www.researchgate.net/publication/14354763\\_Empowerment\\_theory\\_research\\_and\\_application/link/53e151340cf2235f3529cad5/download](https://www.researchgate.net/publication/14354763_Empowerment_theory_research_and_application/link/53e151340cf2235f3529cad5/download)
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19. <http://egyankosh.ac.in//handle/123456789/25669>
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	<p>ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿಪ್ರಸಾರಾಂಗ, 2010.</p> <p>26. ಗಾಯತ್ರಿ ಎನ್, 'ಮಹಿಳೆಬಿಡುಗಡೆಯಹಾದಿಯಲ್ಲಿ', ನವಕರ್ನಾಟಕಪ್ರಕಾಶನಗಳೂರು, 1996.</p> <p>27. ಒಡೆಯರ್ ಡಿ ಹೆಗ್ಗಡೆ, 'ಭಾರತದಲ್ಲಿಮಹಿಳಾ ರಾಜಕೀಯಪ್ರಾತಿನಿಧ್ಯ', ಅರ್ಜುನ್‌ಪಬ್ಲಿಷಿಂಗ್‌ಹೌಸ್ ಮೈಸೂರು, 2007.</p> <p>28. ಡಾ.ಎನ್.ಗಾಯತ್ರಿ, ಮಹಿಳಾ ಮೀಸಲಾತಿ ಮತ್ತು ಲಿಂಗರಾಜಕಾರಣ, ಲಡಾಯಿ ಪ್ರಕಾಶನ - ಗದಗ, 2012.</p> <p>29. ಬಾ.ಹ.ರಮಾಕುಮಾರಿ, ಮಹಿಳೆಯರ ಸ್ಥಾನಮಾನ ಮತ್ತು ಸಂಘಟನೆ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು - ಬೆಂಗಳೂರು, 2006.</p> <p>30. ಡಾ. ಎಚ್.ಎಸ್.ಶ್ರೀಮತಿ, ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಮಹಿಳೆ (ಇಂಗ್ಲೀಷ್ ಮೂಲ ಜೆರಾಲ್ಡಿನ್ ಪೋರ್ಬರ್ನ್), ಪ್ರಸಾರಾಂಗ - ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ - ಹಂಪಿ, 2001.</p>
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Assessment	Weightage	Nature of Assignments
Formative Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

## B.A WOMEN'S STUDIES SEMESTER -6

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>Indian Feminisms (Theory)</b>		
Course Code:	<b>DSC-14</b>	No. of Credits	<b>3</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. The course will provide an introduction to the historiography of feminist voices in India</li> <li>2. The course will help students understand the shift in the focus from masculinist male experiences to female ones during the Pre- and post-independence periods.</li> <li>3. The course will help students to understand the emergence of Indian feminist thought with priorities distinctly different from that of the Eurocentric one.</li> <li>4. The course will introduce students to the prominent Indian women in literature and activism who contributed to conscious raising among Indian women's feminist thoughts and towards global recognition of Indian Feminist thought.</li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Women's Voice in Ancient India</b>	<b>16hrs.</b>
		<b>Chapter 1:</b> Women's Voice in Ancient Indian Tradition: women in Vedas (Ghoshia, Apala, Gargi, Lopamudra, Indrani, and Vishwavara) Women in Epics: Ramayana and Mahabharata -Women and Smritis: Manusmriti, Yajnavalkya smriti, Katyana Smriti -Women Kautilya's Arthashastra	
		<b>Chapter 2- Women's Voices in Bhakti and Vachana Traditions:</b> Meera bai, Andal, Akka Mahadevi, Sancheevanna	
		<b>Chapter-3</b> Theoretical Background of Women's Education: Liberal Marxist/Socialist and Cultural Perspectives on gendering education.	
	<b>Unit-2</b>	<b>Women's Voice during the Colonial Period</b>	<b>12hrs</b>
		<b>Chapter 1:</b> Women's Voice during 19th-century social reforms. Pandita Rama Bai (High caste Hindu Woman) Tara Bai Shinde (Stree-Purush Tulane) Begum Rokeya Sakhawat Hussein (Sultana's Dream),	



	<b>Unit-3</b>	<b>New Intersectional Theoretical Developments</b>	<b>16hrs</b>
		<b>Chapter 1: Poststructural Feminism:</b> Gayatri Spivak (Can Subaltern Speak) <b>Third World Feminism:</b> Chandra Mohanty (Feminism without Borders, Introduction, Chapter-1)	
		<b>Chapter 2: Ecofeminism:</b> Environmental Activism, Chipko, Appiko, Narmada and Beyond (Vandana Shiva, Maria Mies)Kusuma Soraba, Salmaradu Thimakka, Thulasi Gowda	
		<b>Chapter-3: Dalit Feminism</b> - Savitri Bai Phule (Kavya Phule) -Gopal Guru (Dalit Women Talk Differently’ EPW,1994) -Sharmila Rege (Dalit Women talk differently: A critique of “difference” and towards a Dalit feminist Stand Point Position’, EPW1998) - Urmila Pauer (We also made History)	
	<b>Unit-4</b>	<b>Contribution of Women Activists, Thinkers, and Writers from India and Karnataka</b>	<b>16 hrs</b>
	<b>Chapter 1:</b> Vina Mazumdar ( Political Ideology of The Women’s Movement’s Engagement With Law), Maitrayee Krishna Raj (women and Science Part-1), Kamala Bhasin (What is Patriarchy?), Madhu Kishwar (Why I am Not a Feminist), Uma Chakravarthy (Gendering Caste), Mary E John (Women’s Studies in India: Introduction),Vijaya Dabbe (Nari Dari Diganta), H S Shrimati(Hennu- Hengasu)		
<b>Pedagogy:</b>	<b>Lectures/ Assignments/Self-study/Expert talks/Poster/And Album Making/Presentations/Film review/Field visits /Group Readings and Discussions</b>		
<b>Course Outcomes (COs)</b>	<b>CO1</b>	<b>After completion of the course, students will be able to understand some of the significant women’s voices in Indian historiography and the critique of the construction of womanhood through social reform movements.</b>	
	<b>CO2</b>	<b>It helps the student to understand the complex intersectional relationships of class, caste,land, and gender in India</b>	
	<b>CO3</b>	<b>After completing the course, students can explore the complex debates of contemporary feminism in the country.</b>	
<b>References/ Readings</b>	1. Chaudhuri, Maitrayee (2004). (Ed.). Feminism in India, Issues in Contemporary		

- Indian Feminism. New Delhi: Kali for Women and Women Unlimited.
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  5. Sita Dhungana (2021), Influence of Smriti Texts to Women Leadership Development in Cooperatives, AMC Journal Link: <https://doi.org/10.3126/amcj.v2i1.35790>
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  7. Chaudhuri, Maitrayee (2011). (First Print, 1993). *The Indian Women's Movement*. Delhi: Palm Leaf.
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  9. Mies, Maria (1980). *Indian Women and Patriarchy*. New Delhi: Vikas.
  10. Chandra Talapade Mohanty, *Feminism without Borders*, <https://hamtramckfreeschool.files.wordpress.com/2014/05/mohanty-chandra-feminism-without-borders-decolonizing-theory->
  11. Rege, Sharmila (1998). 'Dalit Women Talk Differently: A Critique of 'Difference' and Toward a Dalit Standpoint'. *Economic and Political Weekly*, 33 (44), October 31st -November 6th, WS 39-WS46.
  12. Forbes, Geraldine (1999). *Women in Modern India*. Cambridge University Press.
  13. Jasbir Jain, *Indigenous Roots of Feminism: Culture, Subjectivity and Agency*"
  14. Rekha Pande, "Divine Sounds from the Heart— Singing Unfettered in their Own Voices: The Bhakti Movement and its Women Saints (12th to 17th Century)"
  15. Kishwar, Madhu. & Ruth, Vanita (1984). (Eds.). *In Search of Answers: Indian Women's Voices from Manushi*. London: Zed Books.
  16. Jogdand, P.G. (1995).(Ed.). *Dalit Women in India: Issues and Perspectives*. New Delhi: Gyan Publishing House.
  17. Chakravarti, Uma (2003). *Gendering Caste*. Kolkatta: Stree.
  18. Guru, Gopal (1995, Oct. 14-21). 'Dalit Women Talk Differently', *Economic and Political Weekly*, pp. 2548-50.
  19. Rege, Sharmila (1998). 'A Dalit Feminist Standpoint'. *Seminar*, Nov. 1998, 471.
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  21. Shiva, Vandana (1988). *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women.
  22. ಕೇಶವಶರ್ಮ ಕೆ, 'ಸ್ತ್ರೀವಾದಿಪರಿಕಲ್ಪನೆಗಳು', ದೇಶೀಪುಸ್ತಕಪ್ರಕಾಶನಬೆಂಗಳೂರು, 2013.
  23. ಚಂದ್ರಶೇಖರ್, 'ಮಹಿಳಾ ಅಧ್ಯಯನಪರಿಭಾಷೆ' ಕುವೆಂಪುಭಾಷಾಭಾರತಿ ಪ್ರಾಧಿಕಾರಬೆಂಗಳೂರು, 2016.
  24. ನಾಗಾರ್ಜುನ ಹಾ.ಮ, ಕೇಶವ ಶರ್ಮ ಕೆ(ಸಂಪಾದಕರು), 'ಸ್ತ್ರೀವಾದಿ ಚಿಂತನೆಗಳು', ದೇಶೀಪುಸ್ತಕಾಶನ, 2010.
  25. ಮಂಗಳಾ ಪ್ರಿಯದರ್ಶಿನಿ ಡಿ, 'ಸ್ತ್ರೀವಾದಮತ್ತುಮಹಿಳಾ ಅಧ್ಯಯನ ಒಂದು ಪ್ರವೇಶಿಕೆ',

<p>ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿಪ್ರಸಾರಾಂಗ, 2007.</p> <p>26. ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್, 'ಸ್ತ್ರೀವಾದ ಚಿಂತನೆಮಾಲೆ 3', ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿಪ್ರಸಾರಾಂಗ, 2003.</p> <p>27. ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್, 'ಸ್ತ್ರೀವಾದಿಭಾಷಾಶಾಸ್ತ್ರಪ್ರವೇಶಿಕೆ', ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿಪ್ರಸಾರಾಂಗ, 2009.</p> <p>28. ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್, 'ಸ್ತ್ರೀವಾದ ಆನ್ವಯಿಕತೆ' ಎಂ ಭೈರೇಗೌಡಪ್ರಕಾಶನಬೆಂಗಳೂರು, 2012.</p> <p>29. ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್, 'ಸ್ತ್ರೀವಾದಿವಿಧಿ-ವಿಧಾನಗಳು', ಬರಹಪ್ರಕಾಶನಬೆಂಗಳೂರು, 2012.</p> <p>30. ಸತೀಶ.ಎಂ.ಈ, 'ಸ್ತ್ರೀವಾದಮತ್ತುಭಾರತೀಯತೆ', ಕಾಲಪ್ರಕಾಶನಬೆಂಗಳೂರು, 2012.</p> <p>31. ಡಾ.ವಿನಯಾ ಒಕ್ಕಂದ, ತೆಂಕಣ ನುಡಿಗಳಲ್ಲಿ ಸ್ತ್ರೀವಾದ ಸಂಕಥನ, ಕುವೆಂಪು ಭಾಷಾ ಭಾರತಿ ಪ್ರಾಧಿಕಾರ, 2016.</p> <p>32. ಡಾ.ಗಾಯತ್ರಿ ನಾವಡ, ಭಾರತೀಯ ಸ್ತ್ರೀವಾದ : ಒಂದು ಸಂಕಥನ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ - ಹಂಪಿ, 2000.</p>
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Assessment	Weightage	Nature of Assignments
Formative Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

## B.A WOMEN'S STUDIES SEMESTER -6

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>Women's Health and Well Being (Theory)</b>		
Course Code:	<b>DSC-15</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. The course will help in understanding Health and well being from a feminist perspective</li> <li>2. The course will enable students to understand the significance of government interventions in implementing the policies and programs for improving Women's Health.</li> <li>3. The course will expose women's rights and access to Health as a human rights issue.</li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Women's Health and Well being –A Gender Perspective</b>	<b>14hrs.</b>
		<b>Chapter-1</b> Concept of Health and Well being: Effects of gender construction on the Health of Women, Socio-cultural and economic determinants of Women's Health	
		<b>Chapter-2 Sustainable Development goal-3</b> Women's Specifically Health Issues Through out the lifecycle: Infancy, Adolescence, Adulthood, and old age	
		<b>Chapter-3</b> Reproductive Health: Menarche, Menstrual Hygiene and Access, Disorders, Pregnancy, Abortion, Delivery, Menopause.	
	<b>Unit-2</b>	<b>Women's Health as Human Right</b>	<b>16hrs</b>
		<b>Chapter-1</b> Women's Health as a Human Right Perspective: Women's Rights over their body, Reproductive Rights, Sex Determination, Right to Abortion, Birth-Control, and Effects of reproductive technology on Women.	
<b>Chapter-2</b> Special legal provisions: Medical Termination of Pregnancy, Act,1971, amended 2021, Maternity Benefits Act 1964, PC&PNDT Act 1994, Surrogacy-bill, women and organ donation			
<b>Unit-3</b>	<b>Government innervations for Women's Health</b>	<b>14hrs</b>	
	<b>Chapter-1</b> State and Central Government Schemes for Women's Health: Mission Poshan, Pradhan Mantri Matru Vandana Yojana, Janani Suraksha Yojana, Madilu Yojana		

		<b>Chapter-2</b> Women's Health Issues in India: Malnutrition, Fertility rate, Life Expectancy, Status of Women's Health in India, Maternal Morbidity, Maternal mortality, Infant Mortality, Life Expectancy, Fertility rate, Sex ratio, STDs-HIV/AIDS.	
		<b>Chapter-3</b> Individual and community health – the concept of Holistic Health, the Impact of the Pandemic on Women's Health	
	<b>Unit-4</b>	<b>Critical Issues in Women's Health</b>	<b>16hrs</b>
		<b>Chapter-1 Women's Mental Health and Well being</b> <b>Chapter-1</b> Mental Health – Gender Bias in Diagnosis, Psychological Disorders, Anxiety Disorders, Eating Disorders, Depression, Hysteria, Post-partum Depression Feminist Therapies, counseling, and Rehabilitation	
		<b>Chapter-2</b> Occupational Health, Environmental Health, Impact of Violence on Women's Health, Family Planning: Burden of Contraception on Women	
		<b>Chapter -3</b> Gendered Access to health care, Institutional Delivery, Women's Access to State supported and private health insurances	
<b>Practical</b>	<b>Visiting local Hospitals, PHCs, and Counseling Centers to understand various dimensions of women's Health challenges</b>		
<b>Pedagogy:</b>	<b>Lectures/Assignments/Self-study/Role-play/Poster/and Album Making/Presentations/Film Review/Group Readings and Discussions</b>		
<b>Course Outcomes (COs)</b>	<b>CO1</b>	<b>After completion, students will be able to gain a deeper understanding of gender perspectives in Health.</b>	
	<b>CO2</b>	<b>Students will be able to identify multi-layered intersectional inequalities impacting women's access to Health</b>	
	<b>CO3</b>	<b>Students will be able to recognize and appreciate the implementation challenges of women-related health laws in a social system.</b>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. The Universal Declaration of Human Rights: Retrieved from <a href="http://www.un.org/en/universaldeclaration-human-rights/index.html">www.un.org/en/universaldeclaration-human-rights/index.html</a></li> <li>2. Women's Health and human rights: Monitoring the implementation of CEDAW. Retrieved from <a href="http://apps.who.int/iris/bitstream/10665/43606/1/9789241595100_eng.pdf">http://apps.who.int/iris/bitstream/10665/43606/1/9789241595100_eng.pdf</a></li> <li>3. Rebecca Cook. (1994). Women's Health and Human Rights: The Promotion and Protection of Women's Health through International Human Rights Law. World Health Organization. Retrieved from <a href="http://apps.who.int/iris/bitstream/10665/39354/1/9241561661_eng.pdf">http://apps.who.int/iris/bitstream/10665/39354/1/9241561661_eng.pdf</a></li> <li>4. Maternal health latest report by WHO. (2015). Retrieved from <a href="http://www.who.int/gho/publications/mdgs-sdgs/MDGsSDGs2015_chapter4_snapshot_maternal_health.pdf?ua=1">http://www.who.int/gho/publications/mdgs-sdgs/MDGsSDGs2015_chapter4_snapshot_maternal_health.pdf?ua=1</a></li> </ol>		

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10. World Bank, A New Agenda for Women's Health and Nutrition (Washington D.C.: World Bank Publications,1994)
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14. ಎಚ್. ಎಸ್. ಅನುಪಮಾ, (2020) ಮಹಿಳೆ, ಸಂತಾನೋತ್ಪತ್ತಿಮತ್ತುಪ್ರಾಣಸಿದ್ಧಿಆರೋಗ್ಯ ಪೂರಾಂಗ, ಅಕಮಹಾದೇವಿಮಹಿಳಾವಿಶ್ವವಿದ್ಯಾಲಯ, ವಿಜಯಪುರ.
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**B.A WOMEN'S STUDIES SEMESTER -6**

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>Micro Finance &amp; SHG Management (Theory)</b>		
Course Code:	<b>DSC-16</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li><b>1. The course aims to provide students with the principles and practices of microfinance institutions and services.</b></li> <li><b>2. The course also emphasizes improving students' skills to understand microenterprises' business plans for self-employment opportunities.</b></li> <li><b>3. The course will help in understanding the role of microfinance and SHGs in empowering women by providing safety-net and increasing women's self-employment, thereby maintaining their standard of living</b></li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Introduction to Microfinance</b>	
		<b>Chapter-1 Concept and meaning of microfinance</b> , principles of microfinance; microfinance client; microfinance products: microcredit, micro saving, micro insurance, payment, and transfers; and the distinction between traditional financing and micro-financing, micro credit: elimination of money lenders	
		<b>Chapter-2 Micro Entrepreneur and Microfinance</b> Concept and importance of micro enterprises and entrepreneurs; business plan for micro enterprises, preparation of business plan. <b>Objectives of the microfinance institutions:</b> Importance of microfinance institutions; attributes of a good microfinance institutions;	
	<b>Chapter-3 Microfinance Credit Lending Models:</b> Individual lending model; Grameen Bank solidarity lending model; village banking model; cooperative model; self-help group model; rotating savings and credit association. Evolution- Status of microfinance in India, Role of banks in micro finance and micro credit		
	<b>Self-Help Group Management</b>		



	<b>Unit-2</b>	<p><b>Chapter-1</b> Self Help Groups &amp; Women- concept- Definition- Evolution-Group Formation- solidarity groups, Gender sensitization, and building women’s agencies</p> <p><b>Chapter-2</b> Activities of Self-Help Groups: Savings, credit, marketing, and insurance- Revolving Fund-SHG-Bank Linkage-SHG federations- Micro enterprises &amp; SHGs- SHGs in Dairy Sector-Management of SHGs</p> <p><b>Chapter-3</b> Opening Account- Book Keeping-Conducting meetings-Record Keeping- Loans- activity management-leadership-Role of SHGs in rural development &amp;Social Change</p>	<b>16hrs</b>
	<b>Unit-3</b>	<p><b>Role of Micro-Finance and SHG in Women’s Empowerment</b></p> <p><b>Chapter- 1 Women’s Empowerment:</b> Concept of social capital- - Promotion of Self-help Groups</p> <p><b>Chapter-2 Role of Micro Finance and SHGs in women’s empowerment:</b> Women economic independence-Decision making skills, using Banking facilities, Social upliftment, political mobility. Micro Finance &amp; Poverty Alleviation</p> <p><b>Chapter-3Need for regulation:</b> Regulations of the microfinance industry and small enterprises, Sources and process of microfinance; Challenges and difficulties in the process; Cost of finance: interest rate, subsidy schemes, plans, transaction costs for micro-entrepreneurs. Challenges in costs and interest rate, and way outs. Microfinance: Empowering women or Increasing Loan burdens SHG: women’s Access and Control analysis of funds received through SHGs</p>	<b>14hrs</b>
	<b>Unit-4</b>	<p><b>Policies and Programs related to Microfinance and SHG</b></p> <p><b>Chapter-1:</b> Kudumbashree mission in Kerala, SHGs Bankd linkage Program (SBLP), NABARD, Rashtriya Mahila Kosh, SEWA, Myrada.</p> <p><b>Chapter-2 SHG initiatives in Karnataka:</b> Stree Shakti- Women &amp; Child Development Department- DAY-NRLM-DAY-NULM-Interest Subvention schemes</p>	<b>14</b>
<b>Practical</b>	<ul style="list-style-type: none"> <li>• Collecting Case- Studies of Women SHGs</li> <li>• Interacting with Micro-finance groups to prepare a SWOT analysis of the system</li> <li>• Visiting WCD, Social Welfare Dept, and leading NGO’s supporting SHG practices</li> </ul>		
<b>Pedagogy:</b>	<b>Lectures, Case studies of women entrepreneurs, preparing Business proposal and visiting local enterprises</b>		

<b>Course Outcomes (COs)</b>	<b>CO1</b>	After completion of the course, students will be able to explain the nature of microfinance and microfinance models.
	<b>CO2</b>	The course will empower students to identify the role of microfinance institutions and SHGs in social and economic development of women
	<b>CO3</b>	Students will be able to analyse the recent trends in growth of micro-finance and SHGs and challenges being faced by women in India and Karnataka
	<b>CO4</b>	Students will be able to Develop the ability to conduct the case studies of microfinance institutions and Self-help groups.
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Yunus.M., Rural Agricultural Credit Operations in Bangladesh</li> <li>2. Femandes AP The MYRADA Experience-Alternative management systems for saving and credit of Rural Poor.</li> <li>3. Ila Bhat, A Bank of One's Own (A note from SEWA) Finance against poverty</li> <li>4. Rajashekhar. D. Savings and Credit Systems of the poor: Some NGO experiences, NOVIB and HIVOS</li> <li>5. D.Rajasekhar and Mahadeswaran (2005). Ecoomic and Social Benefits of Micro-Finance programmes in BB Bhattacharya and Arup Mitra (eds.) Studies in Macroeconomic and Welfare, New Delhi: Academic Foundation.</li> <li>6. Hisrich, R. D. Peters, M. P &amp; Shepherd, D. A. Entrepreneurship. New Delhi: Tata McGraw Hill Education.</li> <li>7. Hisrich, R. D. Peters, M. P &amp; Shepherd, D. A. Entrepreneurship. New Delhi: Tata McGraw Hill Education.</li> </ol>	
<b>Assessment</b>	<b>Weightage</b>	<b>Nature of Assignments</b>
<b>Formative Assessment</b>	<b>40%</b>	<b>Written term paper/Field visit Report, Seminar Presentation/Case studies, 2 Periodic Tests</b>
<b>Summative Assessment</b>	<b>60%</b>	<b>End Semester Examination</b>

## B.A WOMEN'S STUDIES SEMESTER -5

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Feminization of Poverty (Theory)</b>		
Course Code:	<b>DSE-2A</b>	No. of Credits	<b>3</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li><b>1. To enable students to understand the concepts of Poverty from multiple intersectional dimensions.</b></li> <li><b>2. To understand the causes and impact of Poverty on the lives of women.</b></li> <li><b>3. To enable students to think, analyze and find the solution for the Feminization of Poverty.</b></li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Understanding and Analyzing the Concept of Poverty</b>	<b>16hrs.</b>
		<b>Chapter-1</b> Poverty- Meaning and Definition, causes, types, and Levels	
		<b>Chapter-2</b> Different Dimensions of Poverty – Social, Economical, Political, Cultural, and Geographical	
		<b>Chapter-3 Theories of Poverty:</b> Theory of Behavior, Structural and Political Theory. Theory of Individual Deficiencies. Theory of cultural belief. Theory of Economic and Social Distortion. Theory of Geographical disparities. Theory of Cumulative and Cyclical Dependencies	
	<b>Unit-2</b>	<b>Feminization of Poverty(FOP)</b>	<b>16hrs</b>
		<b>Chapter-1</b> Feminist Approach to Poverty: Gender Implications and social costs of Poverty, Understanding of pervasive intersectional gender inequalities and biases render women more vulnerable than men to Poverty,	
		<b>Chapter-2</b> Contributing factors of FOP: Growth of female-headed households, intra-household inequalities and bias against women and girls, Neoliberal economic policies, including structural adjustments and the post-socialist market transitions	
		<b>Chapter-3</b> Vulnerable Women: Female-Headed Families, Women Elders, Single Women, Women with Disabilities, Dalit and Tribal Women, Migrant Women	
	<b>Unit-3</b>	<b>Global and National Scenario of Feminization of Poverty</b>	<b>16hrs</b>
		<b>Chapter-1</b> Gendered understanding of Poverty at Global level, Poverty in India and Karnataka	
<b>Chapter-2</b> Government schemes and programmes for alleviation of Poverty in general and women in particular in India and			

		Karnataka	
<b>Pedagogy:</b>	<b>Poster making by students, Prepare balanced Diet chart. Report writing on local availability.</b> <b>Visiting local Anganwadi and PHC, Nutrition mapping of women and children in family, Community</b>		
<b>Course Outcomes (Cos)</b>	<b>CO1</b>	<b>Students will realize how Poverty affects women locally, provincially, nationally and internationally and why women experience Poverty at higher rates and suffer the effects of Poverty.</b>	
	<b>CO2</b>	<b>After completion, Students will understand that pervasive gender inequalities and biases within households, labor markets, legal codes, and political systems throughout the world, render women more vulnerable than men to Poverty.</b>	
	<b>CO3</b>	<b>The course will bring awareness on various poverty alleviation schemes in Karnataka and in India</b>	
<b>References/ Readings</b>	1.Abhijit Vinayak Banarjee, et al, Poverty and income distribution in India, With a new essay by Amartya Sen, 2019 2.Kakali Chakrabarty, Women, Poverty and Rural Development, Study on Women in Rural India, Anthropological, Survey of India, Kolkata, 2011 3.Mukesh Eswaran, Why Poverty persists in India a framework for understanding the Indian economy, Oxford University Press, 1997		
<b>Formative Assessment</b>		<b>Weightage</b>	<b>Nature of Assignments</b>
<b>Internal Assessment</b>		<b>40%</b>	<b>Written term paper, Seminar Presentation, 2 Periodic Tests</b>
<b>Summative Assessment</b>		<b>60%</b>	<b>End Semester Examination</b>

## B.A WOMEN'S STUDIES SEMESTER -6

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>Gendering Food and Nutrition(Theory)</b>		
Course Code:	<b>DSE-2B</b>	No. of Credits	<b>3</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li><b>1. To enable students to understand the importance of nutritional food.</b></li> <li><b>2. To provide knowledge about the nutritional values of local/regional food.</b></li> <li><b>3. To understand the significance of women's health from the individual and society's point of view.</b></li> <li><b>4. To enlighten the students about the need to improve the quality of life of women</b></li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Food, Nutrition, and Health</b>	<b>16hrs.</b>
		<b>Chapter-1</b> Concept Nutrition and Health – Interrelationship between Health and Nutrition. Nutrition and health status of women and children in India.	
		<b>Chapter-2</b> Classification of food and their sources: Proteins, Fats, Carbohydrates (sugars, dietary fiber), Vitamins, and Minerals	
		<b>Chapter-3</b> Nutrition and Diet during Infancy, childhood, Adulthood, Young Women, Middle Age, and Elderly	
		<b>Chapter-4</b> Balanced diet- Concerning the local availability of food with particular reference to the importance of organic food, millets, and locally available fruits and vegetables	
	<b>Unit-2</b>	<b>Common Nutritional disorders among women and children in India</b>	<b>14 hrs</b>
		<b>Chapter-1</b> Socio-cultural and economic factors affecting food preparation and intake. Gender bias in providing food to children and health care in the family	
		<b>Chapter-2</b> Food- availability of grains and other ingredients - Preparation, distribution and intake – gender analysis	
		<b>Chapter-3</b> Symptoms and nutritional sources for the following nutritional deficiencies: Iodine, Vitamin-A, Vitamin B-12, Vitamin D, Iron, Calcium, Vitamin B-9(Folic Acid), Selenium, Magnesium	
	<b>Unit-3</b>	<b>Government Interventions for Women's Health and Nutrition</b>	
<b>Chapter-1</b> Concepts of food security, Govt Policies and programs related to women's health and nutrition – PHC, ICDS, National Health Policy. National Nutritional Policy, Mid-day Meals,			

		Maternal Diet and Nutritional support schemes by Central Govt and Karnataka State Government	<b>15hrs</b>
		<b>Chapter-2</b> Malnutrition - Girls Pregnant Women in border areas and backward districts, Case Studies of Scheduled Caste /Scheduled Tribe and Nomadic Community	
		<b>Chapter-3</b> Health Education Health Care Services– Sub Center Level, PHC, CHC ANC, ASHA, and Anganwadi Workers and Their Role in Health and Nutritional Support for Women and Children	
<b>Pedagogy:</b>	<b>Poster making by students, Prepare a balanced Diet chart—report writing on local availability. Visiting local Anganwadi and PHC, Nutrition mapping of women and children in family, Community</b>		
<b>Course Outcomes (CO's)</b>	<b>CO1</b>	<b>The course will facilitate the students to understand the Inter-relationship between food and nutrition.</b>	
	<b>CO2</b>	<b>Students may gain awareness about Gender bias in nutrition intake, home food, organic food, and the medical importance of local food.</b>	
	<b>CO3</b>	<b>The students will know the accessibility of health care services and critical issues in women's health.</b>	
	<b>CO4</b>	<b>Students will be able to plan a balanced diet needed at different stages of the life cycle of women</b>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>Gopalan.C. and S Kaur: Women and Nutrition in India Special Publication Series New, Delhi, NFI 1989</li> <li>Hirmani A.B: Health Education Media in India Central Health Education Bureau. 1991</li> <li>Swaminathan M.: Principles of Nutrition and Dietetics, The BPP Co.Ltd. 1986</li> <li>Shukla P.K.: "Nutritional Problems in India." Prentice Hall of India, New Delhi. 1982</li> <li>Govt. of India– National Population Policy", Document (New Delhi: Ministry of Health and Family Welfare, India –2000).</li> <li>United Nation – "IPCD Report –Cairo" (New York: UN1994).</li> <li>I.C.S.S.R.– "Health for all–an Alternative Strategy" (Pune, Indian Institute a. of Education,1981).</li> <li>ಸರೋಜಾ ಕೆ, ಮಹಿಳೆ ಮತ್ತು ಆರೋಗ್ಯ, ಪ್ರಸಾರಾಂಗಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, ವಿದ್ಯಾರಣ್ಯ-2004.</li> <li>ಸುನಂದಮ್ಮ ಆರ್. (ಪ್ರ.ಸಂ), ಆಹಾರ ಸಂಪುಟ- 3, ಮಹಿಳಾ ಸಾಂಸ್ಕೃತಿಕ ಕೋಶ, ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕರಾಜ್ಯ ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ವಿಜಯಪುರ.</li> <li>ವಸುಂಧರಾ ಭೂಪತಿ, ಹಣ್ಣು, ತರಕಾರಿ, ಸೊಪ್ಪುಗಳು,</li> <li>ವಸುಂಧರಾ ಭೂಪತಿ, ಆರೋಗ್ಯ ಸಂಗಾತಿ 1,2,3,</li> <li>ವಸುಂಧರಾ ಭೂಪತಿ, ಸ್ತ್ರೀ ಆರೋಗ್ಯರಕ್ಷಣೆಯ ಸೂತ್ರಗಳು, ರಚನಾಆರೋಗ್ಯ ವಿಭಾಗ, 2003.</li> <li>ವಸುಂಧರಾ ಭೂಪತಿ, ಸ್ತ್ರೀ ಆರೋಗ್ಯಅರೈಕೆ, ವಿಕ್ರಮ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು - 2007</li> <li>ವಸುಂಧರಾ ಭೂಪತಿ, ಹರೆಯದ ಸಮಸ್ಯೆಗಳು ಮತ್ತು ಅಪ್ಪ ಸಲಹೆ, ಕೊತ್ತಳ ಬಸವೇಶ್ವರ ಶಿಕ್ಷಣ ಸಮಿತಿ, ಸೇಡಂ, 2010</li> <li>ವಸುಂಧರಾ ಭೂಪತಿ, ಮಹಿಳೆ ಜೀವನ ವಿಜ್ಞಾನ-ಕರ್ನಾಟಕರಾಜ್ಯ ವಿಜ್ಞಾನ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು 2011</li> <li>ವಸುಂಧರಾ ಭೂಪತಿ, ಮಹಿಳೆ ಮತ್ತು ವೈಜ್ಞಾನಿಕಅರಿವುಕರ್ನಾಟಕರಾಜ್ಯ ವಿಜ್ಞಾನ</li> </ol>		

	<p>ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು - 2012</p> <p>17. ವಸುಂಧರಾ ಭೂಪತಿ, ಜೀವಸಿರಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು</p> <p>18. ವಸುಂಧರಾ ಭೂಪತಿ, ಮಹಿಳೆ ಮತ್ತು ಮೌಢ್ಯ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2014</p> <p>19. ಡಾ. ಶ್ರೀದೇವಿ ವಿ. ಆಲೂರ, ಸಂತಾನಾರೋಗ್ಯ ಮತ್ತು ತಂತ್ರಜ್ಞಾನ-ಮಂಟಪಮಾಲೆ:195, ಪ್ರಸಾರಾಂಗ - ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ - ಹಂಪಿ, 2010.</p> <p>20. ಚಂದ್ರಶೇಖರ್ ಆರ್.ವಿ, ಸಮಕಾಲೀನ ಮಹಿಳೆ ಮತ್ತು ಆರೋಗ್ಯ, ನಿರ್ವಚನ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು, 2010,</p> <p>21. ಮಣಿಕರ್ಣಿಕಾ ಎಚ್.ಆರ್. 'ಮಹಿಳೆಯರಹದಿಹರೆಯದಸಮಸ್ಯೆಗಳು, ಸವಾಲುಗಳುಮತ್ತುಪರಿಹಾರ', ಕುವೆಂಪುಭಾಷಾಭಾರತಿ ಪ್ರಾಧಿಕಾರಬೆಂಗಳೂರು, 2013.</p> <p>22. ಯಮನೂರಪ್ಪ ಅಣ್ಣಿಗೇರಿ, 'ಮಹಿಳೆ ಮತ್ತು ಸಮೃದ್ಧಿ ನೆಲೆಗಳು', ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿಪ್ರಸಾರಾಂಗ, 2010.</p> <p>23. ಸರೋಜ, 'ಮಹಿಳೆಮತ್ತು ಆರೋಗ್ಯ' ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯಹಂಪಿಪ್ರಸಾರಾಂಗ, 2001.</p> <p>24. ಸುನಂದಾ ರಾ. ಕುಲಕರ್ಣಿ, 'ಉದ್ಯೋಗಸ್ಥಮಹಿಳೆಯರುಮತ್ತು ಆರೋಗ್ಯ' ಕನ್ನಡಪುಸ್ತಕಪ್ರಾಧಿಕಾರಬೆಂಗಳೂರು, 2012.</p>
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Assessment	Weightage	Nature of Assignments
Formative Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Feminization of Poverty (Theory)</b>		
Course Code:	<b>DSE-2A</b>	No. of Credits	<b>3</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

### **B.A WOMEN'S STUDIES SEMESTER -5**

<b>Course Objectives</b>	<ol style="list-style-type: none"> <li><b>To enable students to understand the concepts of Poverty from multiple intersectional dimensions.</b></li> <li><b>To understand the causes and impact of Poverty on the lives of women.</b></li> <li><b>To enable students to think, analyze and find the solution for the Feminization of Poverty.</b></li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Understanding and Analyzing the Concept of Poverty</b>	
		<b>Chapter-1</b> Poverty- Meaning and Definition, causes, types, and Levels	
		<b>Chapter-2</b> Different Dimensions of Poverty – Social, Economical, Political, Cultural, and Geographical	
		<b>Chapter-3 Theories of Poverty:</b> Theory of Behavior, Structural and Political Theory. Theory of Individual Deficiencies. Theory of cultural belief. Theory of Economic and Social Distortion. Theory of Geographical disparities. Theory of Cumulative and Cyclical Dependencies	
	<b>Unit-2</b>	<b>Feminization of Poverty(FOP)</b>	
		<b>Chapter-1</b> Feminist Approach to Poverty: Gender Implications and social costs of Poverty, Understanding of pervasive intersectional gender inequalities and biases render women more vulnerable than men to Poverty,	
		<b>Chapter-2</b> Contributing factors of FOP: Growth of female-headed households, intra-household inequalities and bias against women and girls, Neoliberal economic policies, including structural adjustments and the post-socialist market transitions	
		<b>Chapter-3</b> Vulnerable Women: Female-Headed Families, Women Elders, Single Women, Women with Disabilities, Dalit and Tribal Women, Migrant Women	
	<b>Unit-3</b>	<b>Global and National Scenario of Feminization of Poverty</b>	
		<b>Chapter-1</b> Gendered understanding of Poverty at Global level, Poverty in India and Karnataka	
<b>Chapter-2</b> Government schemes and programmes for alleviation of Poverty in general and women in particular in India and			



		Karnataka	
<b>Pedagogy:</b>	<b>Poster making by students, Prepare balanced Diet chart. Report writing on local availability.</b> <b>Visiting local Anganwadi and PHC, Nutrition mapping of women and children in family, Community</b>		
<b>Course Outcomes (Cos)</b>	<b>CO1</b>	<b>Students will realize how Poverty affects women locally, provincially, nationally and internationally and why women experience Poverty at higher rates and suffer the effects of Poverty.</b>	
	<b>CO2</b>	<b>After completion, Students will understand that pervasive gender inequalities and biases within households, labor markets, legal codes, and political systems throughout the world, render women more vulnerable than men to Poverty.</b>	
	<b>CO3</b>	<b>The course will bring awareness on various poverty alleviation schemes in Karnataka and in India</b>	
<b>References/ Readings</b>	<p>1.Abhijit Vinayak Banarjee, et al, Poverty and income distribution in India, With a new essay by Amartya Sen, 2019</p> <p>2.Kakali Chakrabarty, Women, Poverty and Rural Development, Study on Women in Rural India, Anthropological, Survey of India, Kolkata, 2011</p> <p>3.Mukesh Eswaran, Why Poverty persists in India a framework for understanding the Indian economy, Oxford University Press, 1997</p>		
<b>Formative Assessment</b>	<b>Weightage</b>		<b>Nature of Assignments</b>
<b>Internal Assessment</b>	<b>40%</b>		<b>Written term paper, Seminar Presentation, 2 Periodic Tests</b>
<b>Summative Assessment</b>	<b>60%</b>		<b>End Semester Examination</b>

**B.A WOMEN'S STUDIES SEMESTER -5**

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Women in Livestock Management (Theory +Practical)</b>		
Course Code:	<b>DSE-1A</b>	No. of Credits	<b>3</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>50</b>	Summative Assessment Marks	<b>50</b>

<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li><b>To make students understand the nature and scope of livestock development and Management for the agrarian Indian Economy</b></li> <li><b>To provide knowledge on livestock as an alternative source of Livelihood and women's empowerment</b></li> <li><b>To identify the invisible contribution of women in livestock development</b></li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Role of Live Stock Development in the Indian Economy</b>	<b>16hrs.</b>
		<b>Chapter-1</b> Concept of Development, social and economic development; Historical Overview of Rural Development in India, Livestock: Definition, Importance, Issues, and Scope. Role of Livestock in Indian Economy, alternative for Livelihood in rural areas	
		<b>Chapter-2</b> Important exotic and Indian breeds of cattle, buffalo, sheep, goat, and pig, Selection, and breeding of livestock and poultry for improved production - General information about reproductive behavior (like oestrus, gestation, parturition) and artificial insemination and measures to improve reproductive efficiency - Feeds and feeding and care management of animals - Introduction to livestock and poultry diseases, prevention (including vaccination schedule) and control of important diseases of livestock and poultry	
	<b>Chapter-3</b> Economics of Livestock and poultry production, Management of Labor		
	<b>Unit-2</b>	<b>Women in Livestock management</b>	<b>14hrs</b>
		<b>Chapter-1</b> Women Self Help groups and livestock development, Women empowerment and capacity building, activity profile and time spent by women in livestock rearing-cow, sheep, buffalo, and poultry	
		<b>Chapter-2 Women in Dairy Farming:</b> Women in Cooperatives movements, Gender Bias in livestock rearing and Management. KMF-contribution of women.	

		<b>Chapter-3 Problems Associated with Women and livestock rearing:</b> Lack of Data on Women in the livestock economy, Lack of Training, Difficulty to avail loans, Lack of technical knowledge, No active role in cooperatives	
	<b>Unit-3</b>	<b>State Interventions for Livestock Development</b>	<b>15 hrs</b>
		<b>Chapter-1</b> The National Livestock Policy (NLP),Ongoing Animal Husbandry Development programming – NPCBB, PM assistance livestock development program, rural development programs with particular reference to livestockSGSY, EGS	
		<b>Chapter-2</b> Transfer of technology (TOT) programs of ICAR-National Demonstration, Krishi Vigyan Kendra, Trainers' Training Centres, Lab to Land program, Operational Research project, National Agricultural research project, Agricultural Technology Management Agency, National Agricultural Innovative project. • Understanding the functioning of livestock development institutions –DRDA,NABARD, Insurance Companies, NGOs.	
		<b>Chapter-3</b> Different laws governing the livestock sectors to produce quality products on par with international standards – Technique of harvesting clean and hygienic livestock products	
<b>Practical</b>	<b>Visiting KMF and other farms, preparing Case studies. Visit govt departments and collect information on schemes related to women and livestock development. Visit Dairy and Other Livestock Farms and Preparation of Report.</b>		
<b>Pedagogy:</b>	<b>Lectures/ Assignments/Self-study/Visiting livestock farms, Interacting with women livestock entrepreneurs</b>		
<b>Course Outcomes (CO's)</b>	<b>CO1</b>	<b>The course will generate attention to the need for creating greater awareness and cultural sensitivity of livestock.</b>	
	<b>CO2</b>	<b>Students will learn the various skills and strategies in livestock management and how that can facilitate women's empowerment</b>	
	<b>CO3</b>	<b>The students will generate awareness in their respective native villages</b>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Mishra, S.N.Livestock planning in India, Vikas publishing house pvt. Ltd. New Delhi, 1978.</li> <li>2. Ramkumar, S and Rao S.V.N. Women self-help groups and cattle rearing, Rajiv Gandhi College of Veterinary and Animal Sciences, Pondicherry, 2007.</li> <li>3. Washington ochole Pascal Sanginge Isaace Belkalo(Ed), Managing Natural Resources for Development in Africa A Resource book, Co-published by University of Nairobi</li> <li>4. Czech Conroy participatory Livestock Research <a href="https://doi.org/103362/97817-8044031">https://doi.org/103362/97817-8044031</a></li> </ol>		

	<p>5. IFAD <a href="http://www.ifadiorg/lrkn/index.htm">www.ifadiorg/lrkn/ index.htm</a></p> <p>6. Livestock &amp; Women's Lived hoods: A Revive of the Relent Evidence <a href="http://cgspace,cigar, org/paperzo">http://cgspace,cigar, org/paperzo</a></p> <p>7. Pakistan Muhammad Shadiq, Analysis of the role of women in livestock Production Baluchistan, <a href="https://www.researchgate.net/publication">https:// www.researchgate. net/publication</a></p> <p>8. Dahd.nic. Department of Animal Husbandry and Dairying</p> <p>9. Extention Techniques for Livestock Development</p> <p>10. ಸೊಂದಾ ಚಂದ್ರ ಮತಿ (ಸಂ) ಪಶುಸಂಗೋಪನೆ : ಮಹಿಳಾ ಸಾಂಸ್ಕೃತಿಕ ಕೋಶ ಸಂಪುಟ 1 ಪ್ರ ಸಾರಾಂಗ, ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, 2013</p> <p>11. ಬೆಣಗಿ ಫಿ.ಆರ್.ಯ್.(ಅನು), ರೈತ ಸ್ನೇಹಿ ಕೈಪಿಡಿ, ಭಾರತ ಸರ್ಕಾರದ 2017-18ನೇ ಸಾಲಿನ ಯೋಜನೆಗಳು ಮತ್ತು ಕಾರ್ಯಕ್ರಮಗಳು, ಪ್ರ ಕಟಣೆ ಕಲ್ಯಾಣ ಮಂತ್ರಾಲಯ, ಕೃಷಿ ಸಹಕಾರ ಮತ್ತು ರೈತರ ಕಲ್ಯಾಣ ಇಲಾಖೆ, ನವದೆಹಲಿ.</p> <p>12. ಪಶು ಸಂಗೋಪನೆ: ಮಹಿಳಾ ಸಾಂಸ್ಕೃತಿಕ ಕೋಶ, ಸಂಪುಟ:1, ಸಂ-ಚಂದ್ರ ಮತಿ ಸೊಂದಾ, ಪ್ರ ಸಾರಾಂಗ, ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, 2013.</p>
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Assessment	Weightage	Nature of Assignments
<b>Formative Assessment</b>	<p><b>50%</b></p> <p><b>30 marks for practicals (20 marks for report+, 10 marks viva with external examiner)</b></p> <p><b>20 marks for Seminars, Periodic tests, and attendance</b></p>	<b>Written term paper/Field Report, Preparing case studies, Seminar Presentation, 2 Periodic Tests</b>
<b>Summative Assessment</b>	<b>50%</b>	<b>End Semester Examination</b>

## **B.A WOMEN'S STUDIES SEMESTER -6**

Program Name	<b>BA in Women's Studies</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>Internship for Under-Graduate Programme (Practical)</b>		
Course Code:	<b>Internship</b>	No. of Credits	<b>02</b>
Contact hours	<b>90 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>50</b>	Summative Assessment Marks	<b>NA</b>

Internship [Organizational work] is an integral part of the any Education policy for up skilling. Internship is learning through doing. Its objective is to equip students with job skills and communication abilities, enabling them to bridge the gap between theoretical knowledge and practical application. The internship program incorporates various interventions that offer students exposure to real-life job experiences and expectations, empowering them with insights into the workings of different industries, organizations, NGOs, etc.

The internship is strategically positioned during the 6<sup>th</sup> semester of the Bachelors of Arts in Economics program. This provides students with a strong foundation in respective subjects, enabling them to apply their learned knowledge into real-world settings. Additionally, the program caters to the critical need for 21<sup>st</sup> century global skill sets to build their life. Overall, the internship program aims to prepare students for the job market, thereby bridging the gap between academia and the professional world.

### **OBJECTIVES:**

- 1. To boost students' employability by imparting soft skills that are essential in everyday life.**
- 2. To enable students, discover their professional strengths and weaknesses and align them with the changing economic environment.**
- 3. To provide an opportunity for students to apply theoretical concepts of gender studies and knowledge in real life situations and at the work place.**
- 4. To prepare students to understand organization culture and familiarize them with the organization needs.**
- 5. To enable students to manage resources, meet deadlines, identify and undertake specific goal-oriented tasks.**
- 6. To sharpen domain knowledge and provide core competency skills.**
- 7. Developing the passion for their professional life.**

### **Internship Requirements & General Guidelines:**

#### **A. Nature of internship project work:**

- 1. Every Student is required to work in an organization (a Business firm, NGO, Self-Help**

Groups/Cooperatives/Farms or any Rural – Urban economic entity components) for at least two months as part of Internship.

2. The student shall identify an internship organization and work place. Principal/Head of Department will facilitate students for internship.
3. Maximum five students of the same department from a College/University shall work for Internship in the particular said organization.
4. Internship work may be to carry out Professional work and enrich the life opportunities.
5. The internship shall be paid or unpaid.

#### **B. Duration of Internship:**

1. The Internship works shall be for a period of One month [Thirty Days including Holidays] between two semesters of fifth and sixth, (it should commence from the last day of exam of fifth semester and must end before the commencement of Sixth semester).
2. Student is expected to carry out his/her Internship works during the first FIVE (05) days of the week, and shall report to the department subject mentor as agreed on a weekly basis.
3. The nature, type and duration of the work shall be specified by the organization at the beginning of the internship and the number of hours spent shall be in line with the prevailing rules.
4. Students are expected complete minimum **90hrs** or more with internship organization

#### **C. Guide and Mentor:**

1. An internal mentor shall be assigned by the Principal/Head of Department for the smooth conduct and supervision of the internship program.
2. The internal mentor shall provide guidance students in securing internship and to monitor the progress.

#### **D. Protocol of the Internship:**

1. The head of the institution shall issue a request letter for each student of the concerned department for an internship work and authorization letter (MOU with Agency for Internship) during the 5<sup>th</sup> semester. (Format of MOU with Agency for Internship enclosed).
2. Every College/Institution should have its exhaustive list of a Business firm, NGO/CSOs, Self-Help Groups/Cooperatives/Farms or any Rural – Urban economic entity components for Internship. Institutions are encouraged to explore internship avenues in relevant government departments.(In present case Women and Child development, Social Welfare, Health, Education , Rural Development and Panchyathi Raj, Police)
3. Every student shall approach various organizations and get confirm for internship.

Student shall obtain Internship authorization letter, same shall submit to the college with acknowledgement.

4. Student must submit the joining report with the date of joining for internship to the Principal/Head of Department.
5. The student is expected to be regular in performing his/her duties/tasks assigned to him/her by the Organization.
6. College shall provide orientation to students about internship, schedule preparation, nature of preliminary work in the organization, code of conduct and finishing the internship.
7. Visits by faculty mentor/advisor, checking students' progress, follow-up, assessing weekly reports and guiding for upgrading skills,
8. Organization/Agency feedback, students report compilation, submission and arranging their presentations and viva-voce examination.

#### **E. Code of conduct**

1. As a student: Punctuality, accountability, proper manners, appropriate dress code, no compensation, timely submission, following rules & regulations of industry/corporate/bank/NGO, be in the Organization/agency.
2. As a staff: Following work-ethics, no involvement in agency politics, maintain confidentiality, no favoritism and unbiasedness.

#### **F. Evaluation:**

1. All the students should obtain a certificate of internship from the workplace. This certificate shall mention the name of the candidate, the organizations name and duration of work. A letter describing the work of the candidate is desirable. The certificate shall be submitted to the department head.
2. The performance of a candidate shall be assessed for maximum of 50 marks.
3. The assessment methods shall be as per appropriate boards of the university/regulation.
4. The assessment method shall consist of an internship report submitted by the students based on the work experience and a viva-voce/presentation.
5. **Viva-voce/Presentation:** There shall be a viva-voce examination will be conducted for by the department where each student is expected to give a presentation and submit necessary documents.

### **Rubrics for Understanding:**

#### **Attendance**

- Never absent
- Dependable
- Usually dependable
- Is not regular enough
- Too many absences

### **Punctuality**

- Always on time
- Seldom comes late
- Needs improvement
- Very often tardy
- Tardiness affects performance

### **Appearance(clothing/hygiene/hair)**

- Always dressed appropriately
- Is good in appearance/frequently but not always dressed appropriately
- Should make more efforts to improve
- Frequently dressed inappropriately
- Often neglects appearance/dressed inappropriately most of the time
- Is extremely careless

### **Initiative/Motivation**

- Is resourceful, looks for things to do
- Is fairly resourceful
- Does acceptable routine work
- Takes very little initiative, requires urging
- Shows no initiative at all

### **Professionalism**

- Consistently demonstrates professionalism
- Usually demonstrates professionalism
- Occasionally demonstrates professionalism
- Rarely demonstrates
- Is totally unprofessional

### **Courtesy**

- Is very courteous and is very consistent
- Is courteous



- Usually courteous and consistent
- Is not courteous
- Very discourteous and inconsiderate

### **Attitude**

- Always positive
- Usually positive
- Rarely positive
- Negative
- Open lyhostile and negative

### **Cooperation**

- Works willingly with others
- Usually gets along with others
- Prefers to work alone
- Does not work well with others
- Is antagonistic

### **Work Habits**

- Is industrious, stays on the task till complete
- Seldom wastes time, is reliable
- Is usually reliable
- Frequently wastes time
- Work is often incomplete

### **Accuracy of Work**

- Does work of a very good quality
- Makes few errors
- Often makes errors
- Is frequently inaccurate and careless
- Is extremely careless

### **Communication**

- Excellent communication skills
- Above average communication skills
- Average communication skills
- Need to improve communication skills

- Ineffective communication skills

**Adaptability**

- Is adept to meeting changing conditions
- Adjusts readily
- Needs direction to make adjustments
- Has difficulty adapting to new situations
- Cannot adjust to changing situations

**Internship Assessment by Supervisor/ Mentor**

**Name of Intern Student:**

**Name of Supervisor/Mentor:**

Please rate your intern’s performance in the format given below:

A-Excellent-5

B-VeryGood-4

C-Average-3

D-Clearlybelowaverage-2

E-Unacceptable1

Sr.No	Item	Rubrics for Understanding						Score for main items	Comment /Remark
<b>1.</b>	<b>Job attitude</b>								
	Is enthusiastic								
	Is cooperative								
	Is well mannered								
	Is culturally respectful								
<b>2.</b>	<b>Initiative</b>								
	Is able to work with Minimal appropriate supervision								
	Completed tasks without Being told								
	Is eager to improve								
	Seeks assistance when Needed								

	Follows through on Suggestions								
<b>3.</b>	<b>Dependability</b>								
	Follows direction								
	Is prompt								
	Is consistent in attendance								
	Meets obligations								
<b>4.</b>	<b>Adaptability</b>								
	Learns routine quickly								
	Can move to new tasks And adapts easily								
<b>5.</b>	<b>Teamwork</b>								
	Works as a team member								
	Gets along with others								
	Ability to use assistive techniques/device/equipment to meet goal								
	Ability to collaborate in providing interdisciplinary interventions and programmes								
<b>6.</b>	<b>Communication Skills</b>								
	Demonstrates accuracy and clarity in written and Verbal communication								
	Writes appropriately for The situation								
	Speaks appropriately for The situation								
	Uses proper punctuations								
	Spells words correctly								
	Does not use abbreviations/slangwords								
	Works with appropriate media								
<b>7.</b>	<b>Organization</b>								
	Organizes her time Efficiently								
	Organizes her workplace efficiently								

	Administers resources/funds efficiently								
	Punctual								
<b>8.</b>	<b>Group Participation</b>								
	Prepares materials for Work arising/ topic in a group								
	Demonstrates personal preparation								
	Presents material to meeting/group in a clear And interesting manner								
	Participates in small group discussion								
	Takes conscious and Accurate notes during meeting								
	Follows up on agenda								
<b>9.</b>	<b>Stress Management</b>								
	Takes appropriate break								
	Delegates responsibility Wherever appropriate								
	Handles conflicts/difficult Situations appropriately								
	Sets priority, time line and benchmarks								
<b>10.</b>	<b>Personal Development</b>								
	Displays a positive personal philosophy of health, health education and promotion								
	Exhibits confidence in self								
	Displays resourcefulness								
	Assumes responsibility With enthusiasm								
	Demonstrates appropriate Level of confidence								
	Dresses appropriately and efficiently								
	Maintains confidentiality								

Accepts constructive criticism and positive feedback concerning performance								
Shows sensitivity to clients, colleagues and Support staff								
Demonstrates knowledge of accepted of ethical conduct								

<b>Final Statement of Marks Secured for Internship</b>		
<b>Item Particulars</b>	<b>Maximum Marks 50</b>	<b>Marks Obtained</b>
Job attitude	<b>05</b>	
Initiative	<b>05</b>	
Dependability	<b>05</b>	
Adaptability	<b>05</b>	
Team work	<b>05</b>	
Communication Skills	<b>05</b>	
Organization	<b>05</b>	
Group Participation	<b>05</b>	
Stress Management	<b>05</b>	
Personal Development	<b>05</b>	
<b>Total</b>	<b>50</b>	

Signature of Supervisor/Mentor

Date and Seal

### **Appendix A**

#### **Internship registration form for student**

1. Name of the student:
2. Address:
3. Contact No.:
4. Email:
5. Name of the Agency Supervisor:
6. Contact No.:

7. Date of joining the agency for internship:

8. Date of Completion of Internship:

**Signature of Student**

**Agency Head**

**Faculty**

**MOU with Agency for Internship**

This MOU is between Principal of the college: \_\_\_\_\_ &

Name of the Agency: \_\_\_\_\_

1. The intern student will work in the agency as per the norms developed for internship by the respective University.
2. The intern student will work in the agency as per the duties/work assigned by the agency as per the discussion between the faculty advisor & agency supervisor.
3. University/College will not pay any money towards internship.
4. The intern will follow the agency timings & pattern of work.

**Signature of HOD:**

**Signature of Field work Supervisor**