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# **BENGALURU CITY UNIVERSITY**

**CHOICE BASED CREDIT SYSTEM**

**(Semester Scheme with Multiple Entry and Exit Options for  
Under Graduate Course)**

**Syllabus for Women Studies  
(I & II Semester)**

**2021-22 onwards**

PROCEEDINGS OF THE MEETING OF THE BOARD OF STUDIES IN WOMEN STUDIES (UG), BENGALURU CITY UNIVERSITY HELD ON 07.09.2021 at 11.00 AM IN THE CANARA BANK SCHOOL OF MANAGEMENT STUDIES, CENTRAL COLLEGE CAMPUS, BENGALURU - 560 001.

**Members**

1. Dr.Sudeshna Mukerjee  
Associate Professor  
PG Department of Women Studies  
Bangalore University  
[sudeshna\\_socio@rediffmail.com](mailto:sudeshna_socio@rediffmail.com)  
94488-36100, 08022961795/96
2. Dr.S.Nagarathnamma  
Professor, PG Department of History,  
Bangalore University
3. Dr. Shailaja Hiremath  
Professor, PG Department of Women Studies,  
Kannada University, Hampi
4. Dr. M Siddappa  
Associate Professor  
PG Department of Women Studies  
Bangalore University
5. Dr. C. D. Venkatesh  
Associate Professor  
PG Department of Women Studies  
Bangalore University
6. Dr. Asha Devi  
Associate Professor  
PG Department of Women Studies,  
Maharani Cluster University

Chairperson *Sudeshna Mukerjee*

Member *S.N*

Member *Shailaja*

Member *M Siddappa*

Member *C.D Venkatesh*  
7/9

Member *Asha Devi*

The meeting started at 11.00 am with the Chairman welcoming the members.

1. The Board prepared and finalized the 4 years Course Structure of Women Studies for I to VIII Semester as per the NEP 2020 model Course Structure.
2. The Board finalized the detailed Syllabus of Women Studies subject pertaining to I & II Semester Under Graduate Course as per the NEP 2020.
3. The Syllabus of subsequent Semester will be taken up and finalized in the coming days.

4. The Board authorized the Chairman to prepare the panel of Examiners and BOE and submit the same to the Registrar Evaluation.

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

  
Member

  
Member

  
Member

  
Member

  
Member

  
Chairperson  
Dr. Sudeshna Mukherjee  
Associate Professor  
Centre for Women's Studies  
Bangalore University  
Bangalore - 560 056.

**SYLLABUS FOR THE FIRST TWO SEMESTERS OF THE  
B.A. HONORS COURSE TO BE OFFERED  
UNDER THE FRAMEWORK OF THE NATIONAL POLICY ON EDUCATION 2020  
IN  
WOMEN'S STUDIES  
COURSE STRUCTURE AND SYLLABUS OF PAPERS TO BE OFFERED IN THE  
FIRST TWO SEMESTERS  
MAJOR WOMEN'S STUDIES  
SEMESTERWISE BREAKUP OF COURSES**

<b>Semester</b>	<b>Course</b>	<b>Title of the Course</b>	<b>Credits</b>	<b>No. of Teaching Hours</b>
<b>1</b>	<b>DSC-1</b>	<b>Understanding Gender</b>	<b>3</b>	<b>42</b>
<b>1</b>	<b>DSC-2</b>	<b>Emerging Gender issues</b>	<b>3</b>	<b>42</b>
<b>1</b>	<b>OE-1</b>	<b>Understanding Gender Or Capacity Building for Gender Practitioners</b>	<b>3</b>	<b>42</b>
<b>2</b>	<b>DSC-3</b>	<b>Mapping Women's Movements</b>	<b>3</b>	<b>42</b>
<b>2</b>	<b>DSC-4</b>	<b>Gender, Economy and Work</b>	<b>3</b>	<b>42</b>
<b>2</b>	<b>OE-2</b>	<b>Women's Human Rights Or Doing Field Research with Gender Perspectives</b>	<b>3</b>	<b>42</b>

**DSC: Discipline Specific Core BA Women's Studies**  
**OE: Open Elective**

**BA WOMEN'S STUDIES SEMESTER- 1  
DISCIPLINE CORE- 1**

<b>DSC-1: Understanding Gender</b>		<b>3 Credits</b>	<b>Number of Lecture Hours: 42</b>	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To familiarize students with the concepts of sex and gender as used in feminist works and creating awareness on the ways by which gender is constructed.</li> <li>2. To make students understand the concepts of masculinity and femininity and the need to treat gender as an analytical category.</li> <li>3. To elaborate on the concepts of patriarchy and male dominance in society and their impact on women's lives.</li> <li>4. To introduce students to basic concepts in Women and Gender Studies.</li> </ol>			
<b>Content</b>	<b>Unit-1</b>	<b>Basic Concepts</b>		
		<b>Chapter-1</b> Difference between Sex and Gender, From Gender Binary to Plurality of Genders: Male, Female and Third Gender (LGBTQAI+)	<b>14hrs.</b>	
		<b>Chapter-2</b> Social and Cultural Construction of Gender, Differential Gender Norms, Notions of Masculinity and Femininity, Sexualities, Androgyny		
		<b>Chapter-3</b> Gendered Roles and Responsibilities, Gender Division of Labour, Need for Gender Sensitization, Feminism		
	<b>Unit-2</b>	<b>Conceptual Understanding of Patriarchy</b>		
		<b>Chapter-1</b> Patriarchy: Meaning, Origin, Characteristics, Social Institutions perpetuating Patriarchy	<b>12hrs.</b>	
		<b>Chapter-2</b> Patrilineal and Patrilocal Systems, Matrilineal and Matrilocal Systems with special reference to India: Changing Patterns-Khasi of Meghalaya, Nair's of Kerala, Bunts of Karnataka		
	<b>Unit-3</b>	<b>Women's Studies: Growth of Women and Gender Studies in India and Karnataka</b>		<b>16hrs.</b>
		<b>Chapter-1</b> Meaning, Need, and Scope for Women and Gender Studies, Women's Studies as an Academic Arm of Women's Movement		
<b>Chapter-2</b> Women's Studies as an Academic Discipline, Interdisciplinary Nature of Women's Studies, Challenges for Women's Studies				

	<p><b>Chapter-3</b> Committee on the Status of Women in India (CSWI),1971, <i>Towards Equality</i> Report, Origin and Growth of Women's Studies in India, First National Conference on Women's Studies (1981).</p> <p><b>Chapter-4</b> Establishment of UGC Centres for Women's Studies in Universities in India.</p> <p><b>Chapter-5</b> Establishment of UGC Centres for Women's Studies in Universities in Karnataka.</p>	
<b>Pedagogy</b>	<b>Lectures/Assignments/Self-study/Role Play/Poster and Album Making/Presentations/ Film Review/Group Readings and Discussions</b>	
<b>References/ Readings</b>	<ul style="list-style-type: none"> <li>• Bhasin, K. (2000). <i>Understanding Gender</i>. Kali for Women, New Delhi.</li> <li>• Bhasin, K. (2004). <i>Exploring Masculinity</i>. Kali for Women. New Delhi.</li> <li>• Bhasin, K. (2006). <i>What is Patriarchy?</i> Kali for Women. New Delhi.</li> <li>• Chakravarty, Uma. (2006). <i>Gendering Caste: Through Feminist Lens</i>. Bhatkal &amp; Sen. New Delhi.</li> <li>• Chopra, R. (ed.). (2006). <i>Reframing Masculinities: Narrating the Supportive Practices of Men</i>. Orient Blackswan. Delhi.</li> <li>• Geetha, V. (2006). <i>Gender</i>. Bhatkal &amp; Sen. Calcutta.</li> <li>• Glover, D. &amp; C. Kaplan. (2009). <i>Genders</i>. Routledge. New York.</li> <li>• Gunew, Sneja.(1991).<i>A Reader in Feminist Knowledge</i>, Routledge, New York.</li> <li>• John. M. E. (ed). (2008).<i>Women's Studies in India: A Reader</i>. Penguin India. New Delhi.</li> <li>• Lerner, Gerda (1985).<i>Creation of Patriarchy</i>, Oxford University Press, New York.</li> <li>• Mohanty, M. (ed.). (2004). <i>Class, Caste, Gender</i>. Sage Publications. New Delhi.</li> <li>• Walby, Sylvia. (1986).<i>Patriarchy at Work</i>, University of Minnesota Press, Minneapolis.</li> <li>• ಇಂದಿರಾ, ಆರ್. <u>ಮಹಿಳೆ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ</u>, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೨.</li> <li>• ಇಂದಿರಾ, ಆರ್.<u>ಸ್ತ್ರೀವಾದದಿಕ್ಕುಚಿ</u> _____, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೨.</li> <li>• ಕೇಶವ ಶರ್ಮ. ಕೆ. <u>ಸ್ತ್ರೀವಾದಿ ಪರಿಕಲ್ಪನೆಗಳು</u>, ದೇಸಿ ಪುಸ್ತಕ ಮಾಲೆ-೪೬,</li> <li>• ಗಾಯತ್ರಿ, ಎನ್. ಮತ್ತು ಆರ್. ಪೂರ್ಣಿಮಾ (ಅನು). ಉಮಾಚಕ್ರವರ್ತಿ (ಮೂಲ), <u>ಜಾತಿ-ಲಿಂಗತ್ವದ ಒಳನೇಯೆ: ಒಂದು ಸ್ತ್ರೀವಾದಿ ನೋಟ</u>, ಹಿತ್ತೈಷಣಿ, ಬೆಂಗಳೂರು: ೨೦೨೧.</li> <li>• ಚಂದ್ರಶೇಖರ್, ಟಿ. ಆರ್. <u>ಮಹಿಳಾ ಅಧ್ಯಯನ ಪರಿಭಾಷೆ</u>, ಕುವೆಂಪು ಭಾಷಾ ಭಾರತಿ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು: ೨೦೧೮.</li> </ul>	

	<ul style="list-style-type: none"> <li>• ನಾಯಕ್,ಕಿಶೋರಿ. ಕೆ (ಸಂ). <u>ಮಹಿಳಾ ಅಧ್ಯಯನದ ಸಾಧ್ಯತೆಗಳು ಮತ್ತು ಸವಾಲುಗಳು</u>, ಮಹಿಳಾ ಅಧ್ಯಯನಕೇಂದ್ರ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮಂಗಳೂರು: ೨೦೦೭.</li> <li>• ನಾಯಕ್,ಕಿಶೋರಿ. ಕೆ. (ಸಂ). <u>ಲಿಂಗತ್ವ ಸಮನ್ವಯ</u>, ಮಹಿಳಾ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮಂಗಳೂರು: ೨೦೦೭.</li> <li>• ಮಂಗಳಾ ಪ್ರಿಯದರ್ಶಿನಿ, <u>ಮಹಿಳಾ ಅಧ್ಯಯನದ ಪ್ರವೇಶಿಕೆ</u>, ಮಹಿಳಾ ಅಧ್ಯಯನಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೭.</li> <li>• ವಿರಕ್ತಮಠ, ಶಿವಾನಂದ. <u>ಮಹಿಳೆ ಮತ್ತು ಧರ್ಮ</u>, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ:೨೦೧೧.</li> <li>• ಶಶಿಕುಮಾರ,ಜ್ಯೋತಿ .<u>ಮಹಿಳಾ ಸಾಮಾಜಿಕತೆ</u>, ಮಹಿಳಾ ಅಧ್ಯಯನಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೭.</li> <li>• ಶ್ರೀಮತಿ , ಎಚ್.ಎಸ್. <u>ಸ್ತ್ರೀವಾದ ಪದ ವಿವರಣಾ ಕೋಶ</u>, ಅಭಿನವ, ಬೆಂಗಳೂರು: ೨೦೧೮</li> <li>• ಶುಭಚಂದ್ರ, ಪ್ರೀತಿ. <u>ಮಹಿಳಾ ಅಧ್ಯಯನದ ತಾತ್ವಿಕತೆ ಮತ್ತು ಮಹಿಳಾ ಚಳುವಳಿಗಳು</u>, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೩.</li> <li>• ಸುನಂದಮ್ಮ, ಆರ್. <u>ಮಹಿಳಾ ಸಂಸ್ಕೃತಿ</u>, ಸಮತಾ ಅಧ್ಯಯನಕೇಂದ್ರ, ಮೈಸೂರು:</li> <li>• ಹೇಮಲತಾ,ಎಚ್. ಎಮ್. <u>ಮಹಿಳಾ ಅಧ್ಯಯನ-೧,೨,೩</u>, ಡಿ. ವಿ. ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು: ೨೦೦೪.</li> </ul> <p><b>You Tube Links</b></p> <p>1. ಇಂದಿರಾ , ಆರ್ . <u>ಮಹಿಳಾ ಅಧ್ಯಯನ: ಪರಿಚಯಾತ್ಮಕನೋಟ</u> - <a href="https://youtu.be/geFly8_jElo">https://youtu.be/geFly8_jElo</a></p> <p>2. ಇಂದಿರಾ , ಆರ್ . <u>ಪುರುಷಪ್ರಾಧಾನ್ಯತೆ</u> - <a href="https://youtu.be/W5SjN_wam9s">https://youtu.be/W5SjN_wam9s</a></p> <p>3. ಇಂದಿರಾ , ಆರ್ . <u>ಸ್ತ್ರೀವಾದ ಎಂದರೇನು</u> ? - <a href="https://youtu.be/aZ967vF8mJU">https://youtu.be/aZ967vF8mJU</a></p> <p>4. ಇಂದಿರಾ , ಆರ್ . <u>ಲಿಂಗಸ್ಥಿರಮಾದರಿ ಎಂದರೇನು</u> ? - <a href="https://youtu.be/aLXMjQBKU_A">https://youtu.be/aLXMjQBKU_A</a></p>
<p><b>Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>1. Understanding the sociocultural basis of gender-based inequalities and establishment of gender as an analytical category.</li> <li>2. Examine and critique gender assumptions underlying social aspects and comprehend the impact of gender on individuals' historical and contemporary agency.</li> <li>3. Critique ideological assumptions and different feminist thoughts to develop gender-sensitive and gender just personalities among students.</li> </ol>

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	30%	Written term paper, Seminar presentation, 2 periodic tests
Summative Assessment	70%	End Semester Examination

**BA WOMEN'S STUDIES SEMESTER- 1**

**DISCIPLINE CORE- 2**

<b>DSC2:Emerging Gender Issues</b>		<b>3 Credits</b>	<b>Total Hours: 42</b>	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Developing gender sensitivity among students.</li> <li>2. Enabling them to look into social issues from gender perspectives.</li> <li>3. Students will develop a feminist perspective in understanding gender issues.</li> <li>4. It allows students in identifying emerging gender issues in India and Karnataka.</li> </ol>			
<b>Content</b>	<b>Unit-1</b>	<b>Identifying Gender Issues</b>		
		<b>Chapter-1</b> Identifying the Prevalence of Gender in Day-to-Day Life	<b>12hrs.</b>	
		<b>Chapter-2</b> Understanding and Identification of the Use of Gender Insensitive Language-Sexist Content in School Textbooks and Media		
	<b>Chapter-3</b> Concept of Engendering, Strategic Gender Needs, Practical Gender Needs			
	<b>Unit-2</b>	<b>Engendering Violence and Work</b>		<b>16hrs</b>
		<b>Chapter-1</b> Violence within the Family: Female Foeticide, Female Infanticide, Child Marriage, Sexual Abuse of Children, Domestic Violence Dowry Related Violence, Killings in the name of 'Family Honour'		
		<b>Chapter-2</b> Violence against the Female Body: Rape, Acid attack, Female Genital Mutilation.		
		<b>Chapter-3</b> Gender Division of Labour, Women in Formal and Informal Sectors of Employment.		
		<b>Chapter-4</b> Invisibility of Women's Work, Wage Discrimination, Sexual Harassment at Workplace.		
	<b>Unit-3</b>	<b>Intersectional Inequalities and Gender Issues:</b>		<b>14 hrs</b>
<b>Chapter-1</b> Rights of LGBTQAI+, Article 377 and beyond				
<b>Chapter-2</b> Dalit and Indigenous Women, Women				
<b>Chapter-3</b> Women with Disabilities, Women Elders,				



	Women from Minority Groups	
<b>Pedagogy</b>	<b>Lectures/assignments/self-study/Role-Play/poster and album making/presentations/ group readings and discussions/ Guided Watching of films and documentaries based on the topics covered in the syllabus.</b>	
<b>References/ Readings</b>	<ul style="list-style-type: none"> <li>• Butler, Judith. (1990). <i>Gender Trouble</i>. Routledge. New York.</li> <li>• Butler, Judith. &amp; Joan Scott. (eds.). 1992. <i>Feminists Theorize the Political</i>. Routledge. New York.</li> <li>• Cherry Smith. (1997). 'Queer Notions', in Sandra Kemp and Judith Squires (eds.). <i>Feminisms</i>. Oxford University Press. New York.</li> <li>• Connell, R W. (1987). <i>Gender and Power</i>. Polity Press. Cambridge.</li> <li>• Di Leonardo, Micaela. (ed.). (1991). <i>Gender at Crossroads of Knowledge: Feminist Anthropology</i>. In <i>The Postmodern Era</i>. University of California Press. California.</li> <li>• Geetha. V. (2007). <i>Patriarchy</i>. Stree Publications. Calcutta.</li> <li>• Gerda Lerner. (1985). <i>Creation of Patriarchy</i>. Oxford University Press. England.</li> <li>• Gunew, Sneja. (1991). <i>A Reader in Feminist Knowledge</i>. Routledge. New York.</li> <li>• Rubin, Gayle. (1984). "Thinking Sex: Towards a Political Economy of 'Sex'". In Carol Vance. (ed.). <i>Pleasure and Danger</i>. Routledge. New York.</li> <li>• Scott, Joan. (1988). <i>Gender and the politics of history</i>. Columbia University Press. New York.</li> <li>• Walby, Sylvia. (1986). <i>Patriarchy at Work</i>. University of Minnesota Press. Minneapolis.</li> <li>• ಇಂದಿರಾ, ಆರ್. <u>ಮಹಿಳೆ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ</u>, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೨.</li> <li>• ಇಂದಿರಾ, ಆರ್. <u>ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ</u> (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೯ - ೨೦೧೩ರವರೆಗೆ ಹೊಸದಾರಿ ಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟಿತವಾದ ಲಿಂಗವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತ ಬರಹಗಳು), ಪ್ರಗತಿಪ್ರಕಾಶನ, ಮೈಸೂರು: ೨೦೧೬</li> <li>• ಉಷಾ, ಎಂ. <u>ಮಹಿಳಾ ಚಳುವಳಿ ಮತ್ತು ಮಹಿಳಾ ವಿಷಯಗಳು</u>, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೪.</li> <li>• ನಾಯಕ್, ಕಿಶೋರಿ, ಕೆ. (ಸಂ), <u>ಲಿಂಗತ್ವ ಸಮನ್ವಯ</u>, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮಂಗಳೂರು:</li> <li>• ಪ್ರಶಾಂತ್ .ಎಚ್ .ಡಿ . ಮತ್ತು ಪಿ ವೀರಭದ್ರ ನಾಯ್ಕ. ( ಸಂ) .<u>ಸಾಮಾಜಿಕ ತಲ್ಲಣಗಳು, ಕಾಳಜಿಗಳು - ಕನಸುಗಳು</u> ಪ್ರೊ ಆರ್ ಇಂದಿರಾ ಅವರ ವಿಚಾರ ಸ್ಪಂದನ ಸಂಪುಟ. ರೂಪ ಪ್ರಕಾಶನ, ಮೈಸೂರು: ೨೦೧೫ .</li> <li>• ಭೂಮಿಗೌಡ ಸಬೀಹಾ ಮತ್ತು ಬಿಎಮೋಹಿಣಿ <u>ದಕ್ಷಿಣ ಕನ್ನಡದ ಅವಿವಾಹಿತ ಮಹಿಳೆ</u>, ಸಮಾಜೋಪಾನ್ವಯಕ ಅಧ್ಯಯನ.</li> <li>• ಭೂಮಿಗೌಡ, ಸಬೀಹಾ, <u>ಮಹಿಳೆ: ಇಂದಿನ ಸವಾಲುಗಳು</u>, ಲಡಾಯಿ ಪ್ರಕಾಶನ, ಗದಗ: ೨೦೧೫.</li> <li>• ಭೂಮಿಗೌಡ, ಸಬೀಹಾ, <u>ಲಿಂಗತ್ವ ಸಮನ್ವಯದಡೆಗೆ</u>, ಕರ್ನಾಟಕ ಸಂಘ, ಮಂಡ್ಯ:</li> <li>• ಮಂಜುಳಾ, ಸಿ.ಜಿ. <u>ದೇಹರಾಜಕಾರಣ</u>, ಸಂವಹನ, ಮೈಸೂರು: ೨೦೧೭.</li> <li>• ನೇಮಿಚಂದ್ರ. <u>ಮಹಿಳಾ ಅಧ್ಯಯನ</u>, ಅಂಕಿತ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು: ೨೦೦೧.</li> <li>• ರಾಗೌ. (ಸಂ), <u>ಮಹಿಳಾ ಅಧ್ಯಯನದ ಆಯಾಮಗಳು</u>, ಶ್ರೀಮತಿ. ಯಶೋಧಾರಾಗೌಟ್ ಸ್ಟುಡಿಯೋ, ಮೈಸೂರು: ೨೦೦೮.</li> <li>• ವಿರಕ್ತಮಠ, ಶಿವಾನಂದ. (ಸಂ), <u>ಮಹಿಳಾ ಅಧ್ಯಯನ ಸಂಪುಟ-೨</u>, ಸಂಚಿಕೆ-೧,</li> </ul>	

	<ul style="list-style-type: none"> <li>• ಸುನಂದಮ್ಮ. ಆರ್. ಸಂಗಾತಿರೂಪ್ಪ ಬರಸೇನಾ, ಹೆಣ್ಣು ಕಣ್ಣೋಟದ ವಿಮರ್ಶಾ ಲೇಖನಗಳು, ಕವಿ ಪ್ರಕಾಶನ. ಕವಲಕ್ಕಿ: ೨೦೧೭.</li> <li>• ಹಾಸನ,ರೂಪ. (ಸಂ), ಹೆಣ್ಣು ಸಿರ ತಲ್ಲಣಗಳು,ಅಭಿರುಚಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು: ೨೦೧೫.</li> </ul> <p><b>You Tube Links</b>  ಆರ್ . ಇಂದಿರಾ :  ಲಿಂಗಅಸಮಾನತೆಯಮೂಲವಾಗಿಕುಟುಂಬ <a href="https://youtu.be/vy8vYAdqcoM">https://youtu.be/vy8vYAdqcoM</a>  ಆರ್ . ಇಂದಿರಾ : ಮಹಿಳೆಮತ್ತುದುಡಿಮೆ -  <a href="https://youtu.be/tJg7yXy4FI">https://youtu.be/tJg7yXy4FI</a>  ಆರ್ . ಇಂದಿರಾ : ಮಹಿಳೆಯರವಿರುದ್ಧದೌರ್ಜನ್ಯ -  <a href="https://youtu.be/3y3WaPnJfeQ">https://youtu.be/3y3WaPnJfeQ</a></p>
<p><b>Learning Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Students should be able to develop feminist reflexivity in identifying and addressing gender issues.</li> <li>2. They should be aware that gender is not synonymous with women only and that women are not a homogeneous category.</li> <li>3. They should be actively engaging themselves in making individuals and institutions gender-sensitive.</li> </ol>

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	30%	Written term paper, Seminar presentation (Identification of local Gender issues and preparation of a field-based report) 2 Periodic tests
Summative Assessment	70%	End Semester Examination

**BA WOMEN'S STUDIES SEMESTER- 1**  
**OPEN ELECTIVE - 1**

<b>OE-1: Understanding Gender</b>		<b>3 Credits</b>	<b>Number of Lecture Hours: 42</b>
<b>Objectives</b>	5. To familiarize students with the concepts of sex and gender as propagated by feminist works and creating awareness on the construction of gender. 6. To make students understand the concepts of masculinity and femininity and gender as an analytical category. 7. To elaborate on the concept of patriarchy and male dominance in society and its impact on women. 8. Introduction of basic concepts in Women and Gender Studies.		
<b>Content</b>	<b>Unit-1</b>	<b>Basic Concepts</b>	<b>14hrs.</b>
		<b>Chapter-1</b> Difference between Sex and Gender, From Gender Binary to Plurality of Genders: Male, Female and Third Gender (LGBTQAI+)	
		<b>Chapter-2</b> Social and Cultural Construction of Gender, Differential Gender Norms, Notions of Masculinity and Femininity, Sexualities, Androgyny.	
		<b>Chapter-3</b> Gendered Roles and Responsibilities, Gender Division of Labour, Need for Gender Sensitization, Feminism	
	<b>Unit-2</b>	<b>Conceptual Understanding of Patriarchy</b>	<b>12hrs.</b>
		<b>Chapter-1</b> Patriarchy: Meaning, origin, Characteristics, Social Institutions perpetuating patriarchy	
		<b>Chapter-2</b> Patrilineal and Patrilocal Systems, Matrilineal and Matrilocal Systems: with Special Reference to India: Changing Patterns-Khasi of Meghalaya, Nair's of Kerala, Bunts of Karnataka	
	<b>Unit-3</b>	<b>Women's Studies: Growth of Women and Gender Studies in India and Karnataka:</b>	<b>16hrs.</b>
		<b>Chapter-1</b> Meaning, Need, and Scope for Women and Gender Studies, Women's Studies as an Academic Arm of Women's Movement	
<b>Chapter-2</b> Women's Studies as an Academic Discipline, Interdisciplinary Nature of Women's			

	<p>Studies, Challenges for Women's studies,</p> <p><b>Chapter-3</b> Committee on the Status of Women in India (CSWI),1971, Towards Equality Report, Origin and Growth of Women's Studies in India, First National Conference on Women's Studies (1981).</p> <p><b>Chapter-4</b> Establishment of UGC Centres for Women's Studies in Universities in India.</p> <p><b>Chapter-5</b> Establishment of UGC Centres for Women's Studies in Universities in Karnataka.</p>
<b>Pedagogy</b>	<b>Lectures/Assignments/Self-study/Role Play/Poster and Album Making/Presentations/ Film Review/Group Readings and Discussions</b>
<b>References/ Readings</b>	<ul style="list-style-type: none"> <li>• Bhasin, K. (2000). <i>Understanding Gender</i>. Kali for Women. New Delhi.</li> <li>• Bhasin, K. (2004). <i>Exploring Masculinity</i>. Kali for Women. New Delhi.</li> <li>• Bhasin, K. (2006). <i>What is Patriarchy?</i> Kali for Women. New Delhi.</li> <li>• Chakravarty, U. (2006). <i>Gendering Caste: Through Feminist Lens</i>. Bhatkal &amp; Sen. New Delhi.</li> <li>• Chopra, R. (ed.). (2006). <i>Reframing Masculinities: Narrating the Supportive Practices of Men</i>. Orient Blackswan. Delhi.</li> <li>• Geetha, V. (2006). <i>Gender</i>. Bhatkal &amp; Sen. Calcutta.</li> <li>• Gerda Lerner, (1985). <i>Creation of Patriarchy</i>, Oxford University Press. London.</li> <li>• Glover, D. &amp; C. Kaplan. (2009). <i>Genders</i>. Routledge. New York.</li> <li>• Gnew, Sneja.(1991). <i>A Reader in Feminist Knowledge</i>. Routledge. New York.</li> <li>• John. M. E. (ed). (2008). <i>Women's Studies in India: A Reader</i>. Penguin India. New Delhi.</li> <li>• Mohanty, M. (ed.). (2004). <i>Class, Caste, Gender</i>. Sage Publications. New Delhi.</li> <li>• Walby, Sylvia, (1986). <i>Patriarchy at Work</i>. University of Minnesota Press, Minneapolis</li> <li>• ಇಂದಿರಾ, ಆರ್. <u>ಮಹಿಳೆ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ</u>, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ:೨೦೦೨.</li> <li>• ಕೇಶವಶರ್ಮ, ಕೆ. <u>ಸ್ತ್ರೀವಾದಿ ಪರಿಕಲ್ಪನೆಗಳು</u>, ದೇಸಿ ಪುಸ್ತಕ ಮಾಲೆ-೪೬,</li> <li>• ಸುನಂದಮ್ಮ, ಆರ್. <u>ಮಹಿಳಾ ಸಂಸ್ಕೃತಿ</u>, ಸಮತಾ ಅಧ್ಯಯನಕೇಂದ್ರ, ಮೈಸೂರು:</li> <li>• ಗಾಯತ್ರಿ, ಎನ್. ಮತ್ತು ಆರ್. ಪೂರ್ಣಿಮಾ, (ಅನು) ಉಮಾಚಕ್ರವರ್ತಿ(ಮೂಲ), <u>ಜಾತಿ-ಲಿಂಗತ್ವದ ಒಳನೇಯೆ: ಒಂದು ಸ್ತ್ರೀವಾದಿನೋಟ</u>, ಹಿತ್ಯೆಷಿಣಿ, ಮಹಿಳಾ ಅಧ್ಯಯನಕೇಂದ್ರ,ಬೆಂಗಳೂರು: ೨೦೨೦.</li> <li>• ಶ್ರೀಮತಿ, ಎಚ್.ಎಸ್. <u>ಸ್ತ್ರೀವಾದ ಪದ ವಿವರಣಾ ಕೋಶ</u>, ಅಭಿನವ,ಬೆಂಗಳೂರು: ೨೦೧೮.</li> <li>• ನಾಯಕ್,ಕಿಶೋರಿ. ಕೆ. (ಸಂ), <u>ಮಹಿಳಾ ಅಧ್ಯಯನದ ಸಾಧ್ಯತೆಗಳು ಮತ್ತು ಸವಾಲುಗಳು</u>, ಮಹಿಳಾ ಅಧ್ಯಯನಕೇಂದ್ರ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ,ಮಂಗಳೂರು: ೨೦೦೭.</li> <li>• ನಾಯಕ್, ಕಿಶೋರಿ. ಕೆ. (ಸಂ), <u>ಲಿಂಗತ್ವ ಸಮನ್ವಯ</u>, ಮಹಿಳಾ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ,ಮಂಗಳೂರು: ೨೦೦೭.</li> </ul>

	<ul style="list-style-type: none"> <li>● ಚಂದ್ರಶೇಖರ್, ಟಿ. ಆರ್. ಮಹಿಳಾ ಅಧ್ಯಯನ ಪರಿಭಾಷೆ, ಕುವೆಂಪು ಭಾಷಾ ಭಾರತಿ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು: ೨೦೧೮.</li> <li>● ಶುಭಚಂದ್ರ, ಪ್ರೀತಿ.ಮಹಿಳಾ ಅಧ್ಯಯನದ ತಾತ್ವಿಕತೆ ಮತ್ತು ಮಹಿಳಾ ಚಳುವಳಿಗಳು, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೩.</li> <li>● ಪ್ರಿಯದರ್ಶಿನಿ, ಮಂಗಳೂರು. ಮಹಿಳಾ ಅಧ್ಯಯನದ ಪ್ರವೇಶಿಕೆ, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೭.</li> <li>● ವಿರಕ್ತಮಠ, ಶಿವಾನಂದ, ಮಹಿಳೆ ಮತ್ತು ಧರ್ಮ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೧೧.</li> <li>● ಶಶಿಕುಮಾರ, ಜ್ಯೋತಿ.ಮಹಿಳಾ ಸಾಮಾಜಿಕತೆ, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೭.</li> <li>● ಹೇಮಲತಾವತ್. ಎಮ್, ಮಹಿಳಾ ಅಧ್ಯಯನ-೧,೨,೩,ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು: ೨೦೦೪.</li> </ul> <p><b>You Tube Links</b></p> <p>1. ಇಂದಿರಾ , ಆರ್ . - ಮಹಿಳಾ ಅಧ್ಯಯನ : ಪರಿಚಯಾತ್ಮಕ ನೋಟ <a href="https://youtu.be/geFly8_jElo">https://youtu.be/geFly8_jElo</a></p> <p>2. ಇಂದಿರಾ , ಆರ್ . - ಪುರುಷ ಪ್ರಾಧಾನ್ಯತೆ - <a href="https://youtu.be/W5SjN_wam9s">https://youtu.be/W5SjN_wam9s</a></p> <p>3. ಇಂದಿರಾ , ಆರ್ . - ಸ್ತ್ರೀವಾದ ಎಂದರೇನು ? - <a href="https://youtu.be/aZ967vF8mJU">https://youtu.be/aZ967vF8mJU</a></p> <p>4. ಇಂದಿರಾ , ಆರ್ . - ಲಿಂಗಸ್ಥಿರ ಮಾದರಿ ಎಂದರೇನು ? - <a href="https://youtu.be/aLXMjQBKU_A">https://youtu.be/aLXMjQBKU_A</a></p>
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understanding the socio-cultural basis of gender-based inequalities and establishment of gender as an analytical category.</li> <li>2. Examine and critique gender assumptions underlying social aspects and comprehend the impact of gender on individuals' historical and contemporary agency.</li> <li>3. Critique ideological assumptions and different feminist thoughts to develop gender-sensitive and gender just personalities among students.</li> </ol>

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	30%	Written term paper, Seminar presentation, 2 periodic tests
Summative Assessment	70%	End Semester Examination

**BA WOMEN'S STUDIES SEMESTER- 1**  
**OPEN ELECTIVE - 2**

<b>OE-2 Capacity and Skill Building for a Gender Practitioner</b>		<b>Credit: 3</b>	<b>Total Hour :42</b>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. This skill-based course aims at building essential qualities required for a successful gender practitioner capable of managing field responsibilities at NGOs or CSO's and women and Children oriented field programs of Govt Bodies.</li> <li>2. Visiting NGOs for the said purpose is a mandatory requirement for the course (at least 5hrs for 3days).</li> <li>3. This course aims to develop gender sensitization Skills amongst the students.</li> </ol>		
<b>Content</b>	<b>Unit :1</b>	<b>Academic Communication:</b>	<b>12hrs.</b>
		<b>Chapter-1</b> Using Non-sexist, Gender-Neutral Terms for Communications, Research Report writing skills with a Gender Perspective	
		<b>Chapter-2</b> Knowledge of citation and referencing, use of plagiarism detecting software tools, Grammar correction software	
		<b>Chapter-3</b> Appropriate Social Media Skills, Creativity, Good communication, flexibility, relationship building, analytical skills, Cyber Security	
	<b>Unit: 2</b>	<b>Mapping and Planning for Resource Mobilization:</b>	<b>14hrs</b>
		<b>Chapter-1</b> Establishing Rapport-Strategic Networking & Marketing-Strategic communications	
<b>Chapter-2</b> Evolution and Definition, the Concept of Resource Mobilization, Principles-exploring various sources of Resource Mobilization for social Project			
<b>Chapter-3</b> Understanding the Donor Environment - Criteria for Donor Assessment-Donor Mapping, Research on Funding Priorities, Identifying Interested Donors-Complexities of Funding, CrowdFunding			

	<b>Unit: 3</b>	<b>Skills on Gender Sensitization, Documentation, and Advocacy</b>	<b>16hrs</b>
		<b>Chapter-1</b> Training Module Preparation and Organizing Gender Sensitization Programs, Promoting Gender Sensitivity and Deconstruction of Gender through Performing Arts.	
		<b>Chapter-2</b> Preparing Gender-sensitive IEC materials- Role Play, Skit, Street Plays, and Street Theatre- Visual Production-Gender Cookies- Documentaries- Short films- Slogans& posters Making- Photography and Photo analysis- Media Analysis.	
		<b>Chapter-3</b> Documentation Skills: Meaning, Purpose, Rules,Practices, and Process of Documentation. Skills – Technical Writing, Documentation Flag, Storage and Organization, Audit Support, Classification of Documents and Files.	
<b>Pedagogy</b>	<b>Field visit or experience survey to select NGO's /CSO's/lectures/assignments/self-study/ presentations, Guest lectures and engaging in the following activities Role Play, Skit, Street Plays, and Street Theatre- Visual Production-Gender Cookies- Documentaries- Short films- Slogans&amp; posters</b>		
<b>References /Readings</b>	<ul style="list-style-type: none"> <li>• <i>Adolescent Girls Empowerment Program (AGEP) &amp; Health and Life Skills Curriculum.</i> (2013). UK Aid and Population Council.</li> <li>• AgochiyaDevendra (2009), <i>Every Trainer's Hand Book</i>, (2nd Edn.), Sage Publications,California.</li> <li>• Boydell Tom et al., (1996), <i>Identifying Training Needs</i>, University Press IndiaLtd.</li> <li>• <i>Gender Training Manual for Out of School Youth.</i> (2006), Centre for Women's Studies, Bharathidasan University, Tiruchirappalli and UNICEF.Chennai.</li> <li>• <i>Gender Training Toolkit</i> (2008), World Vision International,U.S.A.</li> <li>• Naik G. Pandu (2007), <i>Training and Development: Text, Research, and Cases.</i> Excel Book,Delhi.</li> <li>• <i>Resource Mobilization Orientation Manual</i> (2016), World Health Organisation</li> <li>• Shanker, G, "Consultancy Management in India - Emerging Challenges," <i>Indian Management</i>, V01.36~No.2Feb.1997</li> <li>• Snow, John. (2010), <i>Resource Mobilization Module by New Partners InitiativeTechnical Assistance</i> (NuPITA) Project 2010 published by USAID.</li> <li>• <i>Training Manual on Youth Employability</i> (2012), Rajiv Gandhi National Institute of Youth Development,Sriperumbudur.</li> <li>• Walsh, John E (Jr.), <i>Guidelines for Management Consultants in Asia</i>, APO, Tokyo,1973</li> </ul>		

	<ul style="list-style-type: none"> <li>Williams Suzanne (1994), <i>The Oxfam Gender Training Manual</i>, An Oxfam Publication. the UK</li> <li>ಪುಟ್ಟಯ್ಯ , ಬಿ . ಎಂ. ಸಂಶೋಧನೆ - <u>ತಾತ್ವಿಕ ಆಯಾಮಗಳು</u> , ಪ್ರಸಾರಾಂಗ , ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾಲಯ , ಹಂಪಿ : ೨೦೧೦.</li> <li>ರಾಮಚಂದ್ರನ್ , ಸಿ . ಎನ್ . <u>ಮಹಿಳೆ ಮತ್ತು ಭಾರತೀಯ ಕಾನೂನು ವ್ಯವಸ್ಥೆ</u> , ಅಂಕಿತಪ್ರಸಕ್ , ಬೆಂಗಳೂರು : ೨೦೨೦.</li> </ul>
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. After completion of the paper, students are expected to improve their academic communication skills.</li> <li>2. They are expected to learn different ways of gender sensitization, the basics of resource mobilization for a social cause, and social media etiquette.</li> <li>3. They are expected to appreciate the need for documentation and learns basic documentation techniques.</li> </ol>

<b>Formative Assessment</b>	<b>Weightage</b>	<b>Nature of Assignments</b>
<b>Internal assessment</b>	<b>30%</b>	Students are expected to conduct a Gender sensitization workshop using any of the tools used in the Unit-3 Chapter2 in local schools or communities. 2 Periodic tests
<b>15 hrs Internship with NGO's</b>	<b>20%</b>	They are expected to produce an outcome-oriented report on report writing, Fundraising or documentation,
<b>Summative Assessment</b>	<b>50%</b>	End Semester Examination



**BA WOMEN'S STUDIES SEMESTER- 2**  
**DISCIPLINE CORE- 3**

<b>DSC-3 Mapping Women's Movements</b>		<b>3 credits</b>	<b>Total Hours: 42</b>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Movements are primary agencies of identity formation and social and political change for nations, states, groups, and individuals. The central concern of this paper is to offer a broad outline concerning the nature and growth of women's movements in the modern age, covering a range of issues pertinent to women's emancipation, dignity, and status.</li> <li>2. The course is structured to briefly review early women's movements and their central concerns to understand those issues that have been resolved (or remain) and to discuss how early movements formed.</li> <li>3. This course aims to provide a space to update women's concerns through a fresh lens.</li> </ol>		
<b>Content</b>	<b>Unit-1</b>	<b>Contextualizing Women's Movements</b>	
		<b>Chapter-1</b>	Understanding Women as a 'Category', Women's Movement as a Social Movement
		<b>Chapter-2</b>	History of Women's Question: The Seneca Falls Convention, Suffrage Movement, Working Women's Issues, Birth Control Movement
		<b>Chapter-3</b>	Brief Overview of Women's Movement: in Africa, Europe, and North America
	<b>Unit-2</b>	<b>Women's Issues in 19h Century:</b>	
		<b>Chapter-1</b>	The Emergence of Social Reform Movements Addressing Women's Issues: Raja Rammohan Roy, Ishwar Chandra Vidyasagar, Dayanand Saraswati, Jyotiba Phule
<b>Chapter-2</b>		Women's Participation in Social Reform Movements: Pandita Rama Bai, Tarabai Shinde, Savitribai Phule, Fathima Sheikh	
	<b>Chapter-3</b>	Women's Participation in National Movements: Women's Role in Ahimsa and Satyagraha, Women's Rights in Karachi Congress Resolution 1931, Women's Participation in Revolutionary Nationalist movements and Indian	
		<b>10 hrs.</b>	<b>16 hrs.</b>

	National Army (INA)	
	<p><b>Women's Movements in Independent India:</b></p> <p><b>Chapter-1</b> Women Under Environmental Activism: Chipko, Narmada Bachao, Reclaiming Forest Rights by Indigenous Women</p> <p><b>Chapter-2</b> Women's Participation in Issue-based Movements: Women in the Anti-Caste Movement, Anti-Dowry Movement, Anti-Rape Movements (Mathura, Bhanwari Devi, Nirbhaya cases), Anti-Alcohol Movements Autonomous Women's Movements- Roop Kanwar incident and Anti-Sati Agitation - Movements for Uniform Civil Code and Shah Bano Case</p> <p><b>Chapter-3</b> Women's Movement in Karnataka: Autonomous Women's Movement in Karnataka, Appiko Movement, MahilaSamakhya, Women Workers' Movements- ASHA Workers, Garment Factory Workers</p>	<b>16 hrs.</b>
<b>Pedagogy</b>	<b>Lectures/assignments/self-study/role play/poster and album making/presentations/ group readings and discussions, guided watching of films and documentaries based on the topics covered in the syllabus.</b>	
<b>References/ Readings</b>	<ul style="list-style-type: none"> <li>• Agnihotri,Indu., and Vina Mazumdar. (1995).<i>Changing terms of Political Discourse: Women's Movement in India 1970s – 1990s</i>. EPW, Vol. XXX, No.29, July 22.</li> <li>• Chaudhari, Maitrayee (1993). <i>Indian Women's Movement: Reform and Revival</i>, Radiant Publishers. Jaipur.</li> <li>• Desai, Neera (ed.). (1988). <i>A Decade of Women's Movement in India</i>, Himalaya Publishing House. Bombay.</li> <li>• Forbes, Geraldine. (1999). <i>Women in Modern India</i>. Cambridge University Press.</li> <li>• Forbes, Geraldine. (2005). <i>Women in Colonial India: Essays on Politics, Medicines, and Historiography</i>. Chronicle Books. New Delhi.</li> <li>• Gandhi, Nandita and Nandita Shah. (1992). <i>The Issues at Stake: Theory and Practice in the Contemporary Women s Movement in India</i>. Kali for Women. New Delhi.</li> <li>• Indian Association of Women's Studies. (1995). <i>The State and the Women's Movement in India: A Report</i>. IAWS. New Delhi.</li> <li>• Kannabiran, K. (1995). <i>The Judiciary, Social Reform and Debate on Religious Prostitution in Colonial India</i>. Economic and Political Weekly, Vol.30 (43) 59-61.</li> <li>• Khullar, Mala. (2005). <i>Writing the Women's Movement, a Reader</i>.</li> </ul>	

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- Menon, Nivedita. (2003). *Gender and Politics in India*, OUP, New Delhi.
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- ಉತ್ತಮಾಚಾರ್. ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಲಕ್ಷ್ಮೀ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
- ಜಿ.ಎಂ. «ದೇವತೆ. ಒಂದು ಹೊಸ ದೇವತೆ ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೧೯೯೭.
- ಲಕ್ಷ್ಮೀಬಾಯಿ. ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಲಕ್ಷ್ಮೀ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೩.
- ಹೊಸದಿನ, «ಮಹಿಳೆ. (ಸಂಪುಟ), ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೭.
- «ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ», ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೭.
- ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೭.
- ಗೌರಿ. (ಅನು), ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೩.
- ಹೊಸದಿನ, ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೩.
- «ಮಹಿಳೆ, ಪೆ ಜಿ. ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೩.
- ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೩.
- ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೩.
- ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೩.
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- ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೧೯೯೭.
- ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಮಹಿಳೆಯರ ಚಳವಳಿ ಮತ್ತು ಮಹಿಳಾ ಚಳವಳಿ, ಹೊಸದಿನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, ೨೦೦೩.

	<p>ಏರ್ಪಡಿಸಿದ ಸಂಖ್ಯೆ: ೨೦೦೭</p> <ul style="list-style-type: none"> <li>• ಡಾ. ಜಿ. ಎ. (ಸಿ.ಎ), "ಇಂಡಿಯಾದಲ್ಲಿ ಸ್ವಾತಂತ್ರ್ಯದ ನಂತರದ ಮಹಿಳಾ ಚಳವಳಿ" (ಮೂಲ, ಅನುಸಂಧಾನ, ಸಂಪಾದನಾ ಮತ್ತು ಅಧ್ಯಯನ: ೧೯೯೭)</li> </ul> <p><b>You Tube Links</b>  ಇಂದಿರಾ , ಆರ್ . ಭಾರತದಲ್ಲಿ ಮಹಿಳಾ ಚಳವಳಿ 1  <a href="https://youtu.be/bidLrBFLhbo">https://youtu.be/bidLrBFLhbo</a>  ಇಂದಿರಾ , ಆರ್ . -ಭಾರತದಲ್ಲಿ ಮಹಿಳಾ ಚಳವಳಿ -2  <a href="https://youtu.be/6pLCb8WiTr4">https://youtu.be/6pLCb8WiTr4</a>  ಇಂದಿರಾ , ಆರ್ . -ಭಾರತದಲ್ಲಿ ಮಹಿಳಾ ಚಳವಳಿ -3  <a href="https://youtu.be/ZbzVtsGIWRs">https://youtu.be/ZbzVtsGIWRs</a></p>
<p><b>Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>1. The course provides an opportunity for students to know the details of women's movements in India and the world.</li> <li>2. The students will be able to comprehend the emergence of women's questions in colonial India and Women's Activism/Movements in Post-Independence India.</li> <li>3. The paper enables students to appreciate the role of the women's movement in building women's agencies</li> </ol>

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	30%	Written term paper, Seminar presentation, 2 periodic tests
Summative Assessment	70%	End Semester Examination

**BA WOMEN'S STUDIES SEMESTER- 2**  
**DISCIPLINE CORE- 4**

<b>DSC4: Gender, Economy and Work</b>		<b>3 credits</b>	<b>Total Hours: 45</b>	
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. The course aims to introduce students to the role played by women in the economy. It also aims at developing an understanding of how women's lives are impacted due to their economic position in the society</li> <li>2. The course further aims to acquaint students with the gendered character of inequality and forms of discrimination against women in the market economy and how their contributions are devalued.</li> <li>3. The course proposes suggested alternatives to ensure women attain equal rights in the field of economic development.</li> </ol>			
<b>Content:</b>	<b>Unit-1</b>	<b>Basic Concepts</b>	<b>14hrs.</b>	
		<b>Chapter-1</b> Major Types of Economic System, National Income, Understanding Gross Domestic Product (GDP), and Well Being.		
		<b>Chapter-2</b> Human Development Index (HDI), Gender Development Index (GDI), Gender Empowerment Measure (GEM), Global Gender Gap Index (GGI) Sustainable Development Goals (SDG)		
		<b>Chapter-3</b> Welfare, Development, Empowerment, Poverty, Unemployment, Underemployment, Structural Adjustment Policy (SAP) from Gender Perspectives		
	<b>Unit-2</b>	<b>Integration of Gender Approach in Understanding the Economic Institution</b>		<b>14hrs.</b>
		<b>Chapter-1</b> Under-estimation and Under-Enumeration of Women's Contribution to the Economy		
		<b>Chapter-2</b> Productive and Reproductive Labour, Significance of Land Rights for Women		
		<b>Chapter-3</b> Concepts of Labour and Market: Labour Force Participation Rates and Gender Differences, Decreasing Female Labour Force Participation in India, Need for Gender Disaggregated Data, Gender Discrimination in Labour Market		
		<b>Chapter-4</b> Women in Labour market and the Impact of Globalization, Women Workers in the Informal Sector, Glass Ceiling, Women in STEM Jobs, Leaky Pipeline		
		<b>Chapter-5</b> Concept of Sex-Work as Work and Rights of Sex Workers		

	<b>Unit-3</b>	<p><b>Introduction to Capability Approach and Women's Empowerment:</b>  <b>Chapter-1</b> Role of Self-Help Groups in Women's Empowerment  State Initiatives for Women's Economic Development in Karnataka- DWCD, Stree Shakti, KSWDC.</p> <p><b>Chapter-2</b> The Capability Approach: Amartya Sen and Martha Nussbaum  Concepts of Agency, Rights, and Interest.</p> <p><b>Chapter-3</b> Organizations Working for Women's Economic Empowerment: Self Employed Women's Association (SEWA), Working Women's Forum (WWF), and Grameen Bank</p>	<b>14hrs.</b>
<b>Pedagogy</b>	<b>Lectures/assignments/self-study/ films, documentaries and discussion/ group readings and discussions/ presentations/</b>		
<b>References/ Readings</b>	<ul style="list-style-type: none"> <li>• Agarwal, Bina. (1994). <i>A Field of One's Own: Gender and Land Rights in South Asia</i>. Cambridge University Press. New Delhi.</li> <li>• Agarwal, Bina. Jane Humphries, and Ingrid Robeyns. (eds.). (2004). <i>Capabilities, Freedom and Equality: Amartya Sen's Work from a Gender Perspective</i>. Oxford University Press. Oxford.</li> <li>• Boserup, Ester, (1970). <i>Women's Role in Economic Development</i>. George Allen and Unwin. London.</li> <li>• Bhatt. Ela R. etal., (1988). <i>Shramshakti: Report of the National Commission on Self Employed Women and Women in the Informal Sector</i>. Government of India Press. New Delhi.</li> <li>• Datta.Rekha, (2003). <i>From Development to Empowerment: The Self-Employed Women's Association in India</i>. <u>International Journal of Politics, Culture, and Society</u>, Vol. 16, No. 3.</li> <li>• Dasgupta, K. (2013). <i>Globalisation and Indian Women: Problems, Possibilities, and Information needs—An Overview</i>. World Library and Information Congress: 69th IFLA General Conference and Council.</li> <li>• John, Mary E. (ed.), (2008). <i>Women's Studies: A Reader</i>. Penguin Books. London.</li> <li>• Kalpagam.U, (2011). <i>Gender and Development in India: Current issues</i>. Rawat Publications. Jaipur.</li> <li>• Lavanya, T. (2010). <i>Women empowerment through entrepreneurship</i>. New Century Publications. New Delhi.</li> <li>• Siddique, S. (2008). <i>Women entrepreneurs in export trade</i>. Regal Publications. New Delhi.</li> <li>• Subhbhalaksmi, G. <i>Impact of Globalisation on Indian Women Worker</i>.</li> <li>• ZAAzAfARgi n. Dji . aAA» %Á DyöPÁÉ aAAvAAIC©PÁÉCU ¥ÁzÁgÁAUA—PÁÉÁRqÁ « ±Ák zÁi®AííÁ, °AA   : 2003.</li> </ul>		

	<ul style="list-style-type: none"> <li>• 2007, JZI. J.i. ಮತ್ತು 2007 «gAPAPAAO. AA» %A DyöPAVE, AA» %A CzAAIAEAEAAZAPAEARQA «AAk ZAARAA, AA   :2007.</li> <li>• 2007, JZI. J.i. ಮತ್ತು 2007 «gAPAPAAO (AA). AA» %E, ZAAr aEA, ©gAAAM, DyöPAVE, AA» %A CzAAIAEAEAAZAPAEARQA «AAk ZAARAA, AA   :2007.</li> </ul> <p><b>You Tube Links</b>  ಇಂದಿರಾ , ಆರ್ . -ಮಹಿಳೆಮತ್ತುದುಡಿಮೆ - <a href="https://youtu.be/tJg7yXy4F_I">https://youtu.be/tJg7yXy4F_I</a>  ಇಂದಿರಾ , ಆರ್ . -ಮಹಿಳಾಸಶಕ್ತೀಕರಣ - <a href="https://youtu.be/MjVO01h-Gbc">https://youtu.be/MjVO01h-Gbc</a></p>
<p><b>Learning Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Students to develop an understanding of the economic system from gender perspectives</li> <li>2. They are informed about the impact of globalization on women.</li> <li>3. Students are informed about the working conditions of women in organized and unorganized sectors, and various organizations of women workers.</li> <li>4. Students develop critical thinking about the contribution of women to the economic development of the country.</li> </ol>

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	30%	Term paper, Seminar presentation (Identification of local Gender issues and preparation of field-based report SHG/ Visiting local industry); 2 tests
Summative Assessment	70%	End Semester Examination

**BA WOMEN'S STUDIES SEMESTER- 2**  
**Open Elective 2A**

<b>OE-2: A: Women's Human Rights</b>		<b>3 Credits</b>	<b>Total hours: 45</b>
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. This course aims to help students understand the interconnections between gender and human rights and the arduous journey of the establishment of women's rights as human rights.</li> <li>2. In this course, students will be introduced to the international discourses on human rights</li> <li>3. Within the Indian context, students will be introduced to those Articles of the Indian Constitution that laid the foundation for gender justice and the Indian Penal Code specifically dealing with women's rights</li> </ol>		
<b>Content:</b>	<b>Unit-1</b>	<b>Meaning and Concept of Human Rights</b>	<b>10hrs</b>
		<b>Chapter-1</b> Notion and Classification of Rights: Natural, Moral and Legal Rights	
		<b>Chapter-2</b> Three Generations of Human Rights: Civil and Political Rights; Economic, Social and Cultural Rights; Collective/ Solidarity Rights	
		<b>Chapter-3</b> Evolution of the Concept of Human Rights: Journey from Magna Carta to the Universal Declaration of Human Rights	
	<b>Unit-2</b>	<b>UN and the Recognition of Women's Human Rights</b>	<b>12hrs</b>
		<b>Chapter-1</b> UN Human Rights Mechanisms: UDHR, ICCPR, ICESCR; CEDAW and the Protection of Women's Human Rights,	
<b>Chapter-2</b> UN Bodies on women; UN Commission on the Status of Women, UN Women			
	<b>Chapter-3</b> The UN Decade on Women and World Conferences: Mexico City Conference, 1975, Copenhagen Conference, 1980, Nairobi Conference, 1985 Women's Human Rights and the World Conference on Human Rights, Vienna, 1993, Women's Human Rights and the Fourth UN Conference on Women, Beijing, 1995		
<b>Unit-3</b>	<b>Access to Gender Justice</b>		
	<b>Chapter-1</b> Women's Rights enshrined in Constitution of India		



		<p><b>Chapter-2</b> Legal Systems and Women-specific Legislation: The Immoral Traffic (Prevention) Act 1956, Dowry Prohibition Act 1961, Indecent Representation of Women (Prohibition) Act 1986. The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act 1989. Protection of Women from Domestic Violence Act, 2005, Sexual Harassment of Women at the Workplace (Prevention, Prohibition and Redressal) Act, 2013, The Medical Termination of Pregnancy Act, 1971 (Amendment 2021)</p> <p><b>Chapter-3 National</b> and Karnataka State Human Rights Institutions</p>	<b>11hrs</b>
<b>Pedagogy</b>	<b>Lectures/assignments/self-study/ films, documentaries and discussion/ group readings and discussions/ presentations/ human rights café/role play</b>		
<b>References/ Readings</b>	<ul style="list-style-type: none"> <li>• Agnes, Flavia. (2001). <i>Law and Gender Inequality: The Politics of Women's Right in India</i>. Oxford University Press. Oxford India Paper back. New Delhi.</li> <li>• Agosin, Marjorie. (ed.). (2000). <i>Women, Gender and Human Rights: A Global Perspective</i>, Rawat Publications. Jaipur.</li> <li>• Barik, Bishnu C., Pushpesh Kumar and Usha S. Sarode, (eds.). (2010). <i>Gender and Human Rights: Narratives on Macro-Micro Realities</i>, Rawat Publications. Jaipur.</li> <li>• Hasan, Zoya. (2009). <i>Politics of Inclusion: Caste, Minorities and Affirmative Action</i>. OUP. New Delhi.</li> <li>• John, Mary E. (2008). <i>Women's Study in India, a Reader</i>. Penguin. New Delhi</li> <li>• Lemoncheck, Linda and James P. Sterba (ed.). (2001). <i>Sexual Harassment: Issues and Answers</i>, OUP. New Delhi.</li> <li>• Mehrotra, Nilika. (2013). <i>Disability, gender, and state policy: exploring margins</i>. Rawat Publications. New Delhi.</li> <li>• Ram, Nandu, (ed.). (2008). <i>Dalits in Contemporary India; Discrimination and Discontent</i>. (Vol I). Siddhant Publications. New Delhi.</li> <li>• Rehman, Anisur. (2011). <i>Human Rights, And Social Security; Perspectives, Issues and Challenges</i>. Manak Publications, New Delhi.</li> <li>• Renzetti, Claire M., Jeffrey L. Edleson and Raquel Kennedy Bergen. (2001). <i>Sourcebook on Violence Against Women</i>. Sage Publications. California.</li> <li>• Still, Clarinda. (2014). <i>Dalit Women: Honour and Patriarchy in South India</i>, Social Science Press.</li> <li>• Subramanian, C. and M. Sugirtha. (2015). <i>Transgender Rights: A Panoramic View</i>, Serial Publications. New Delhi.</li> <li>• Vijapur, P. (ed.) (2008). <i>Implementing human rights in the third world: Essays on human rights, Dalits and minorities</i>. Manak Publications. New Delhi.</li> <li>• Women Living Under Muslim Laws. (2006). <i>Knowing our Rights; Women, Family, Laws, and Customs in the Muslim World</i>.</li> </ul>		

	<ul style="list-style-type: none"> <li>• ಅನುಪಮಾ, ಎಚ್.ಎಸ್. ಮುಳ್ಳ ಮೇಲಿನ ಸೆರಗು,ಅತ್ಯಾಚಾರ ಮತ್ತು ಕಾನೂನು ಇಣುಕು ನೋಟ, ಲಡಾಯಿ ಪ್ರಕಾಶನ, ಗದಗ: ೨೦೧೪</li> <li>• ಕರ್ನಾಟಕ ರಾಜ್ಯ ಕಾನೂನು ಸೇವೆಗಳ ಪ್ರಾಧಿಕಾರ. ಕಾನೂನು ಸಂಕ್ಷಿಪ್ತ ಮಾಹಿತಿ-೨, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಕಾನೂನು ಸೇವೆಗಳ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.</li> <li>• ಕೃಷ್ಣಮೂರ್ತಿ, ಗೀತಾ. ಮಹಿಳಾ ಹಕ್ಕುಗಳು ಮಾನವ ಹಕ್ಕುಗಳ ನೆಲೆಯಲ್ಲಿ, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: ೨೦೦೯.</li> <li>• ಕೃಷ್ಣಮೂರ್ತಿ, ಗೀತಾ. ಕೌಟುಂಬಿಕ ಕಾನೂನು ಸಂಗ್ರಹ.</li> <li>• ಕೃಷ್ಣಮೂರ್ತಿ, ಗೀತಾ. ಕೌಟುಂಬಿಕ ಕಾನೂನು ಕೈಪಿಡಿ.</li> <li>• ಚರಣ್ ಕುಮಾರ, ಅಂಬೇಡ್ಕರ್ ಮತ್ತು ಮಹಿಳಾ ಕಾನೂನು, ಅಮ್ಮ ಪ್ರಕಾಶನ, ಮೈಸೂರು: ೨೦೧೫.</li> <li>• ರಾಗೂ (ಸಂ), ಮಹಿಳಾ ಅಧ್ಯಯನದ ಆಯಾಮಗಳು, ಶ್ರೀಮತಿ. ಯಶೋಧಾರಾ ಗೌಟ್ರಿಸ್ವೈ, ಮೈಸೂರು: ೨೦೦೮.</li> <li>• ರಾಂಚಂದ್ರನ್, ಸಿ. ಎನ್. ಮಹಿಳೆ ಮತ್ತು ಭಾರತೀಯ ಕಾನೂನು ವ್ಯವಸ್ಥೆ, ಅಂಕಿತ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು:</li> <li>• ಶುಭಚಂದ್ರಪ್ರೀತಿ. ಮತ್ತು ಎಂ. ಎನ್ ಸುಮನಾ, (ಸಂ), ಸಾಕಾರದತ್ತ ಸಮಾನತೆಯ ಕನಸು (ಮಹಿಳಾ ಪ್ರತಿರೋಧದ ನೆಲೆಗಳು), ಲಡಾಯಿ ಪ್ರಕಾಶನ, ಗದಗ: ೨೦೧೫.</li> <li>• ಸುನಂದಮ್ಮ. ಆರ್. (ಸಂ), ಮಹಿಳೆ, ಕಾನೂನು ಮತ್ತು ಪರಿಹಾರ.</li> <li>• ಸೋಮಶೇಖರ್, ಹಾಲತಿ. ಮಹಿಳಾ ಹಕ್ಕುಗಳು, ವಿಸ್ಮಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು: ೨೦೧೬.</li> </ul>	
<p><b>Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>1. Students will get a grasp of the inherent importance of human rights.</li> <li>2. The course will help students understand the working of various human rights agencies</li> <li>3. It will enable the students to realize that gender issues are also human rights issues.</li> <li>4. They should be able to stand up for upholding human rights in their life</li> </ol>	
<p><b>Formative Assessment</b></p>	<p><b>Weightage</b></p>	<p><b>Nature of Assignments</b></p>
<p><b>Internal assessment</b></p>	<p><b>30%</b></p>	<p>Term paper, Seminar presentation (Identification of local Gender issues and preparation of field-based report SHG/ Visiting local industry); 2 periodic tests</p>
<p><b>Summative Assessment</b></p>	<p><b>70%</b></p>	<p>End Semester w Examination</p>

**BA WOMEN'S STUDIES SEMESTER- 2**  
**Open Elective 2A**

<b>OE 2-: Doing Field Research with Gender Perspectives</b>		<b>3 Credits</b>	<b>Total hour: 45</b>	
<b>Objectives</b>	<p>1. This course aims at enhancing the basic field research capacity with a gender perspective.</p> <p>2. This course will include a component of a minimum of 6 days of field attachment (5 hours per day) as the development of skills and practice in the field is an important aspect of this course.</p> <p>3. The field experience of each student will be required to be presented to the class through a seminar or other forms of presentation so that the students get the opportunity to bring their learning in the field into the classroom.</p> <p>4. Students are expected to learn the basics of SPSS and Google form and they should be using such techniques for their micro-research project, which is an essential component of the course.</p>			
<b>Content</b>	<b>Unit :1</b>	<b>Fundamentals of Doing Research</b>		
		<b>Chapter-1</b> Understanding Intersectionality in Social Research,		<b>12 hrs</b>
		<b>Chapter-2</b> Conducting Non-Sexist Research, Adherence to Feminist Methodology		
		<b>Chapter-3</b> Research Designs: Exploratory, Descriptive, Diagnostic, Experimental		
		<b>Chapter-4</b> Research Methods: Quantitative, Qualitative, Case Studies, Survey, Participatory Action Research		
		<b>Chapter-5</b> Research Proposal /Research Report Writing with Referencing		
	<b>Unit: 2</b>	<b>Doing Field Research:</b>		
		<b>Chapter-1</b> Sampling Techniques: Probability and Non-Probability		
		<b>Chapter-2</b> Scaling Techniques and Preparation of Questionnaire		
		<b>Chapter-3</b> Techniques of Data Collection – Questionnaire, Interview Schedules, Interviews, Observation, Content Analysis		
		<b>Chapter-4</b> Using Unconventional Data Sources: Meta-Analysis – Case Study – Oral History, FGD, PRA		
		<b>Chapter-5</b> Using Secondary Data: Population Census – NSSO (National Sample Survey Organization) – NFHS (National Family Health Survey) and RCH (Reproductive and Child health		

	<b>Unit: 3</b>	<b>Use of Technology in Data collection, Data Entry and Data Analysis:</b>	<b>16 hrs.</b>
		Data Entry, Tabulation, and Basic Analysis by using PSPP or SPSS, Preparation of Google Form, and Conducting Research using it	
<b>Pedagogy</b>	Lectures/ Field Visits/ Recording field experiences through written and visual modes / group discussions/ presentations		
<b>References/ Readings</b>	<ul style="list-style-type: none"> <li>• Babbie, Earl. (1979). <i>The Practice for Social Research</i>. Himalaya Publishing House. Bombay.</li> <li>• Eichler, M. (1991). <i>Non-Sexist Research Methods: A Practical Guideline</i>. Routledge Chapman &amp; Hall. New Delhi.</li> <li>• Goode and Hatt. (1952). <i>Methods in Social Research</i>. Macgrahill. Bombay.</li> <li>• Harding, Sandra. (ed.). (1987). <i>Feminism and Methodology: Social Science Issues</i>. Bloomington. Indiana.</li> <li>• Kothari, C.R. (1995). <i>Research Methodology: Methods and Techniques</i>. Willey Fastern LTD. New Delhi.</li> <li>• Krishanaraj, Maithreyi. (ed). (1985). <i>Evolving New Methodologies in Research on Women's Studies</i>. SNDT Women's University. Bombay.</li> <li>• Ramazanocglu,Caroline., and J.Holland. (2003) <i>Feminist Methodology, Challenges, and Choices</i>. Sage Publications. New Delhi.</li> <li>• Roberts, Helen. (ed). (1984). <i>Doing Feminist Research</i>. Rutledge and Kegan Paul, London.</li> <li>• ಇಂದಿರಾ .ಆರ್ . ಸಾಮಾಜಿಕಸಂಶೋಧನಾವಿಧಾನಗಳು (ಮೂರನೆಯಆವೃತ್ತಿ ) . ವಿದ್ಯಾ ಸಾಗರ್ಪ್ರಿಂಟಿಂಗ್ಅಂಡ್ಪಬ್ಲಿಷಿಂಗ್ಹೌಸ್ , ಮೈಸೂರು : ೨೦೦೧.</li> <li>• ನಾರಾಯಣ ಎಂ. ಸಾಮಾಜಿಕಸಂಶೋಧನೆ ಚೇತನಬುಕ್ಸ್ , ಮೈಸೂರು</li> <li>• ರಾಜಶೇಖರ್ , ಎಸ್ .ಸಾಮಾಜಿಕಸಂಶೋಧನೆ . ಭವರಪ್ರಕಾಶನ</li> </ul> <p><b>YOU TUBE LINKS</b></p> <ul style="list-style-type: none"> <li>• ಇಂದಿರಾ . ಆರ್ . ಸಂಶೋಧನಾವಿಧಾನಗಳು - ಸಾಮಾಜಿಕಸಂಶೋಧನೆಯಅರ್ಥಮತ್ತುಪ್ರಸ್ತುತತೆ <a href="https://youtu.be/3E0a2tpoT2Y">https://youtu.be/3E0a2tpoT2Y</a></li> <li>• Indira, R. -Research Methods- Meaning and Relevance of Social Research <a href="https://youtu.be/BqjEoVU9X_k">https://youtu.be/BqjEoVU9X_k</a></li> <li>• Indira, R. My Tryst with Academic Writing &amp; Publishing <a href="https://youtu.be/ohFjojMby3E">https://youtu.be/ohFjojMby3E</a></li> </ul>		
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to manage field research at basic level</li> <li>2. Students will develop the skill required for handling Sponsored research Projects, Conducting Evaluation Studies, and Use of Large Data and the application of appropriate Statistical Packages for Social Science Research.</li> <li>3. Students will also develop skill to conduct research in non-sexist, gender sensitive way</li> </ol>		

<b>Formative Assessment</b>	<b>Weightage</b>	<b>Nature of Assignments</b>
<b>Internal assessment</b>	<b>30%</b>	2 periodic tests+ small field survey on any (minimum 30 sample) relevant gender issues using tools and techniques taught in the course
<b>Summative Assessment</b>	<b>70%</b>	End Semester Examination