

ಡಾ. ಮನಮೋಹನ ಸಿಂಗ್
ಬೆಂಗಳೂರು ನಗರ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



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No.MSBCU/BoS/Syllabus/Arts/ 107/2026-27

Date: 29.06.2026

NOTIFICATION

Sub: Syllabus for the V & VI Semester Under Graduate Courses in the Faculty of Arts -reg

- Ref: 1. Government Order No. ED 166 UNE 2023 Bengaluru dated. 08.05.2024
2. Recommendations of the Boards of Studies in the Faculty of Arts
3. Approval of the Academic Council in its meeting held on 08.06.2026
4. Orders of Vice-Chancellor dated.29.06.2026

The Syllabus prepared by the Boards of Studies for the different Subjects of V & VI semester Under Graduate Courses, in the faculty of Arts based on the Guidelines and Curriculum Structure issued by the Government under ref(1) have been approved by Academic Council meeting held on 08.06.2026.

Accordingly, the CBCS Syllabus for the V & VI Semester UG Courses of Arts Faculty in respect of following subjects are hereby notified for implementation from the academic year 2026-27.

Sl. No.	Subjects
1.	Kannada- V & VI
2.	English – V & VI
3.	BoS in Foreign Languages BA- French - III to VI
4.	Sociology- V & VI
5.	History – V & VI
6.	Political Science – V & VI
7.	Bachelor Social Work – V & VI
8.	Bachelor Visual Arts- V & VI
9.	Physical Education – V & VI
10.	Journalism and Mass Communication – V & VI
11.	Economics – V & VI
12.	Women Studies- V & VI
13.	Physical Education – V & VI

p.t.o

The detailed Syllabi for above subjects are notified in the University Website:
www.bcu.ac.in for information of the concerned.



REGISTRAR

Copy to;

1. The Registrar(Evaluation), Dr. Manmohan Singh Bengaluru City University
2. The Dean, Faculty of Science, MSBCU.
3. The Principals of the concerned affiliated Colleges of MSBCU- through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), MSBCU.
5. Office copy / Guard file / University Website: www.bcu.ac.in



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CHOICE BASED CREDIT SYSTEM
[As per SEP]

Syllabus for BA
Women Studies

2026-27 onwards

PREAMBLE

A person's ability to reach their full potential, build a more equitable and just community, and advance national growth depend on their education. Ensuring that all people have access to high-quality education is essential to India's continued ascent to prominence in the world economy, social justice and equality, scientific advancement, national integration, and cultural preservation. Given this, the best way to develop and utilize the wealth of skills and resources in our nation for the good of people, communities, the nation, and the world is to ensure that everyone has access to high-quality, universal education. India will have the greatest youth population in the world in ten years, and the country's destiny will depend on our ability to provide them with access to excellent education and career possibilities.

The Government of Karnataka had set up the State Education Policy (SEP) Task Force in 2023, and the committee gave its recommendations in May 2024. As a result, Bangalore University, Bengaluru also took necessary steps to implement the SEP (2024-2025 academic year) and also to go far beyond the traditional information creation and dissemination by incorporating them for a breakthrough with wider social and economic consequences.

The Board of Studies (BOS) in Women's Studies (UG), Dr. Manmohan Singh Bengaluru City University intends to make substantial changes to its undergraduate and graduate programmes in order to satisfy the needs of students with a diverse set of talents, aspirations, and professional objectives. In this context, the syllabus is prepared to equip the students to understand Women's Studies discipline in term of the basics concepts, thoughts and theories; critically relate the theoretical aspects of Women's Studies towards fulfillment of its Vision- To achieve gender inclusive society through sensitization and social action, besides imparting effective and empowering education and further to achieve its mission - To give voice to the voiceless, To reach unreachable, To empower the powerless, To stand up for justice against all injustice. Thus, to fully equip the students as agents of change towards an equitable society.

WOMEN'S STUDIES

Program Objectives:

- To familiarize students with key concepts, issues, and debates in Women's Studies, and to make them aware of the exclusion from knowledge and the need for Women's Studies.
- To make students analyze and locate the status of women historically from a feminist perspective, and also to understand the social construction of womanhood in India under various traditions.
- To introduce students to different schools of feminist thought and to enable them to understand the feminist perspectives of women's experiences.
- To help students explore feminist intervention in conducting research for social change and policy revision.
- To give exposure to the Indian feminist writings and perspectives.
- To provide an intersectional understanding of various social factors that shape the identity of women and are responsible for their oppression.
- To raise awareness on women's participation and perspectives on other social issues.
- To help the students analyze health issues which concern women throughout the life cycle and to create awareness about the importance of Nutrition and Health to improve the quality of life for women
- To provide a deeper understanding about the psychological, Physiological, cultural, and political impact on women's wellbeing.
- To provide an idea of women's empowerment to make them equal beneficiaries in development.
- To provide in-depth understanding of the need and efficacies of the various programmes and policies initiated by the Centre and State Govt. to improve the conditions of women in India.
- To help students understand the UN initiatives towards women.
- To provide an understanding of the gendered character of mainstream development discourse and various Developmental initiatives adopted nationally and internationally.
- To provide an understanding of the legal rights conferred on women by laws and legislations and their operational effectiveness in terms of fulfilling the objectives of rights.

Programme Outcomes:

At the end of the successful completion of the course, the students will be able to-

- Acquire domain knowledge.
- Study and analyze women's issues from a Feminist and constructive perspective.
- Have a better understanding of the various organized efforts by women themselves and others to improve the conditions of women and ameliorate various gender based social inequalities in society.
- Contribute to the greater cause of nation-building as a responsible citizen.

- Assess how global, national, and regional development affect women and society.
- ● To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues affecting women in India.
- ● Contemplate national and international women's issues involving intersectionality contexts.
- ● Pursue higher education, such as Post Graduate Studies and Research in Women and Gender Studies and in other interdisciplinary areas to provide qualitative insights to create a better world

FOR B.A. WOMEN'S STUDIES (SEP 2024)

COURSE MATRIX

Ye ar	Semester	Paper	Title of the paper	Credits	Evaluation Pattern		
					IA	Exam	Total
1	I	Theory-1	Gender and Society	5	20	80	100
	II	Theory-2	Mapping Women's Movement	5	20	80	100
2	III	Theory-3	Representation of Women in Culture and Media	5	20	80	100
		DSE Elective - 3	(any one) i)Revisiting History: Feminist Perspectives OR ii)Gender Health and Sexualities	2	10	40	50
	IV	Theory - 4	Doing Research From Feminist Perspective	5	20	80	100
		DSE Elective - 4	DSE Elective - I (any one) i) Gender Entrepreneurship and Skill Development OR ii)Education: Gender Perspective	2	10	40	50
3	V	Theory - 5	Gendering Science and Technology	4	20	80	100
		Theory - 6	Fundamentals of Feminist Theory	4	20	80	100
		Compulsory Practical/Skill I	Emerging Gender Issues	2			
	VI	Theory - 7	Understanding Empowerment from Feminist Perspectives	4	20	80	100
		Theory - 8	Women's Health and Well-being	4	20	80	100
		Compulsory Practical/Skill I	Internship	2	10	40	50

BA WOMEN'S STUDIES SEMESTER- 5

THEORY 5- COURSE DETAILS

Program Name	Women's Studies	Semester	V
Course Title	Gendering Science and Technology		
Course Code	Theory 5	Number of Credits	4
Contact Hours	60 hours per sem / 3 lecture hours per week+ 1 tutorial per week (L+T+P)	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

Title of the Paper: Gendering Science and Technology		4 Credits/ 60 Lecture Hours
Course Objectives: 1. The course aims to provide basic knowledge about the intersection of gender, science, and technology. 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. 3. To evaluate whether science and technology would lessen or increase women's work burden in their day-to-day lives.		
Units	Chapters	No of Hours
Unit I	Gender Question in Science	
	Chapter 1: Concepts of Gender and Science - Myths about women in Science - Feminist Critique of Science- Gender Gap in Science Science Question in Feminism: Sandra Harding	4
	Chapter 2: Women's Role in Science: 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	4
	Chapter 3: Gender-Just Science: Integrating Gender Perspective in Science Education and Research - Emerging ethical questions - Science - Sustainability and Indian Values	6

Unit II	Women and Technology	
	Chapter 1: Women and Technology: Historical Perspective, Technology as a masculine culture - Politics of Technology - Women in Technology and Technology for Women - Labour-saving Device Technology-Household Technology	4
	Chapter 2: Women's Local and Indigenous Knowledge Systems, Agriculture, Biodiversity and Food Security, Modern Technology and Rural Women. Medical Technology: New Reproductive Technologies and technological control over the female body	4
	Chapter 3: Women and Information Technology: 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	6
Unit III:	Impact of Science and Technology on Women and Vice Versa	
	Chapter 1: Status of Women in Higher Education in Science and Technology in India, the Gender Gap in Science and Technology, Analyzing gender gaps and Biases in Science and Technology	7
	Chapter 2: Transfer of Technology for the 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	7
Unit IV:	State Initiatives for Promoting Women in Science	
	Chapter 1: Role of Science and Technology in National Development: 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.	4
	Chapter 2: 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,	6

	Women technology parks, Training and capacity building, Indo-US fellowship for women in STEMM, 'Standing Committee for Promoting Women in Science	
Practicals: Preparing case studies on problems and Prospects of women scientists and technologists from the field		
Pedagogy: Lectures / Assignments/ Self-study/Roleplay/ Poster and Album making/ Presentation/Film Review/Group readings and discussion.		
Learning Outcomes: 1. The course will enable students to identify and analyze feminist critiques of gender-blind science and technology 2. It will help in identifying models for more participatory scientific practices and will explain multiple theories of the relationship		
References/Recommended Readings: 1. Maithrayee Krishnaraj, Women and Science, Himalaya Publishing House 2. Anil Kumar, (2007). Women Entrepreneurship in India, Regal Publications, New Delhi. 3. ChetanaKal (ed), (1991). Women and Development Discovery Publishing Home, New Delhi. 4. Deepak. M. Walolar, (2001). Women Entrepreneurs, Himalaya Publishing House, New Delhi. 5. Eric A. Morse, Ronald K. Mitchell, (2007). Cases in Entrepreneurship: The Venture Creation Process, Sage Publications, New Delhi. 6. Gehlawant, S.K. and Kant, K., (1987). Strategies for Rural Development, Arnold Publishers, New Delhi. 7. Jain S.C., (1985). Women and Technology, Rawat Publication, Jaipur Begh 8. Saif Sidiqi, (2008). Women Entrepreneurs in Export Trade, Regal Publications, New Delhi. 9. Sami Uddin, (1989). Entrepreneurship Development in India, Mittal publications, New Delhi. 10. Gehlawant, S.K. and Kant, K., (1987). Strategies for Rural Development, Arnold Publishers, New Delhi. 11. Jain S.C., (1985). Women and Technology, Rawat Publication, Jaipur Begh 12. Saif Sidiqi, (2008). Women Entrepreneurs in Export Trade, Regal Publications, New Delhi. 13. Sami Uddin, (1989). Entrepreneurship Development in India, Mittal Publications, New Delhi. 14. Namita Gupta, (2019). Analysing gender gap in science: Government of India initiatives		

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	20%	Written term paper, Seminar presentation, 2 periodic tests
Summative Assessment	80%	End Semester Examination

BA WOMEN'S STUDIES SEMESTER- 5

THEORY 6- COURSE DETAILS

Program Name	Women's Studies	Semester	V
Course Title	Fundamentals of Feminist Theory		
Course Code	Theory 6	Number of Credits	4
Contact Hours	60 hours per sem / 3 lecture hours per week+ 1 tutorial per week (L+T+P)	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

Title of the Paper: Fundamentals of Feminist Theory		4 Credits/ 60 Lecture Hours
Course Objectives: 1. This course examines the various theories that feminists have offered to explain the matrix of domination from the nineteenth century to the present. It further seeks to introduce the student to the key debates within feminist theorizing as well as the shift in the terrain of the debates. 2. This course also aims to acquaint the student with the Indian feminist traditions that have arisen out of the heterogeneity of Indian experience.		
Units	Chapters	No of Hours
Unit I	Defining Feminism Objectives - goals, phases of feminist movement - Seneca Falls Convention, First wave, Second wave, Third wave of feminist movement	10
Unit II	Liberal feminism Equality, Rationality, Freedom, Civil liberty, critique	12
Unit III:	Marxist Feminism Class, Alienation, production, reproduction, Engels Idea of the origin of the family, private property and state, Contemporary Marxist Feminist Ideas. Critique	12
Unit IV:	Radical feminism Patriarchy, sexuality, motherhood and reproduction, Androgyny. Critique. Socialist Feminism - Dual system theory, unified system theory. Critique.	12
Unit V:	Indian Feminism Dalit Feminism and Ecofeminism	10

References/Recommended Readings:

1. Bhasin, Kamla, What is Patriarchy?, Kali For Women, New Delhi. 1993
2. Butler, Judith and Joan W Scott, eds. Feminist Theorize the Political. Routledge. New York, 1992.
3. Mary Eagleton, (ed) A concise companion to Feminist Theory, Blackwell Publishing, 2003
4. Rosemarie Tong: Feminist Thought: A comprehensive Introduction, western press, Boulder and San Francisco
5. Bhagawat Vidyut, 2004. Introduction to Feminist Social Thought

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	20%	Written term paper, Seminar presentation, 2 periodic tests
Summative Assessment	80%	End Semester Examination

BA WOMEN'S STUDIES SEMESTER- 5
(Compulsory Practical/Skill) Skill Enhancement Course-1- 5.1 COURSE DETAILS

Program Name	Women's Studies	Semester	V
Course Title	Emerging Gender Issues		
Course Code	CPS 5.3	Number of Credits	2
Contact Hours	45 hours per sem / 3 hours per week	Duration of SEA/ Exam	1.5 (Viva)
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Title of the Paper: Emerging Gender Issues		2 Credits/ Lecture Hours: 45
Course Objectives 1. This paper aims to give an introduction to as emerging gender issues a category of analysis in Gender Studies 2. This paper encourages critical and comparative thinking about the intersection of various factors that are emerging gender issues. Such as disabilities, caste, class, religious oppressions and other intersectional ties and their challenges. 3. This paper tries to throw light on the social experience of normalized exclusion and segregation beyond only a "medical" and "personal" issue and introduces various national and international initiatives, policies, programs, and technological supports that aim at gender equity which will cut across intersectional ties of oppressing factors.		
Units	Chapter contents	Total hours
Unit I	Gender Dimensions of Disability in the Indian Context: Definition of Disability- Social and Cultural Construction of disability - Ability and Disability - Theorising Disabilities: The medical model, the human rights model, the social model, Constitutional Rights of Persons with Disabilities -Persons with Disability Act-1995, National Policy for Persons with Disabilities-2006, Rights of Persons with Disability Act-2016, UN Convention on the Rights of Persons with Disabilities (CRPD). Feminist Perspectives on Disability, Issues Related to Victimization and Vulnerability of Disabled Women. Gender and Disability Stereotypes, Issues, and Challenges Faced by Women with Disabilities: Violence, Marriage, Parenting, especially Motherhood, Reproductive Health, and Sexuality.	10
	Gender and Institutions: Concept of Caste: Caste hierarchy - Discriminations practiced under the Caste system-Differential status of women under the Caste system,	10

Unit II	Gender and Education: Gender bias in Curriculum- Gender bias in enrolment, drop-outs, and achievement - Role of education in Promoting Gender equality and gender equity. Intersectional understanding of women: Caste - Class- Religion - Rural-Urban - Tribal - Dalit - Women Elders - Sex workers Challenges faced by Transgender Community.	
Unit III	Gender-related issues in India: Gender Issues: Concept-Gender Inequality- injustice- Bias- Discrimination- Invisibility Feminization of Poverty- Devaluation of Women's Labour, Child Sex ratio - Female feticide and female infanticide - Child marriage - Sexual Harassment at the workplace - Sexual assault /Rape - Dowry - Trafficking of Women and Children - Domestic violence - Inequality in Distribution of resources, Challenges faced by Women in Marriage, Divorce and widowhood, Challenges faced by Women in relation to Kinship and property rights	10
Unit IV	Gender, Media, and Representation: Media and Gender Construction: Understanding how print, television, cinema, and digital media construct and reinforce gender roles and stereotypes. Portrayal of Women in Media: Objectification, commodification, and sensationalism; Representation of women in advertisements, cinema, and news. Women in Media Professions: Challenges faced by women journalists, anchors, filmmakers, and content creators. Media as a Tool for Empowerment: Feminist digital activism, independent media, and women- led online movements (#MeToo, #PinjraTod, etc.). Representation of Marginalized Genders: Depiction of Dalit women, tribal women, transgender persons, and women with disabilities in mainstream and alternative media. Regulations and Ethical Issues: Gender sensitivity in media laws, guidelines for media reporting on gender-based violence and sexual crimes.	15
Pedagogy: Lectures/Assignments/Self-study/preparing case studies/success stories/ Case studies video graphing / Group Readings and Discussions.		
Learning Outcomes: 1. The course expects students to understand psycho-social, political, and cultural perspectives on disability studies through exploring discourse on theories of disability and activism for establishing disability as a human rights issue. 2. Drawing from the work of scholars from both the West and India and personal and professional experiences, Case studies, the course will engage students in a transformative process of reflection, debate, and discovery. This course will encourage a field orientation along with theoretical		

understanding.

3. Understanding the socio-cultural basis of gender-based inequalities and the establishment of gender as an analytical category
4. Examine and critique gender assumptions underlying social aspects and comprehend the impact of gender on individuals' historical and contemporary agency
5. Critique ideological assumptions and different feminist thoughts to develop gender- sensitive and gender just personalities among students.

References / Recommended Readings:

1. Anita Ghai, (2015) Rethinking Disability in India, Routledge India
2. Albrecht G.L, Katherine D Seelman & Michael Bury, (2001) Hand Book of disability Studies, Sage, London, Social Welfare India - Sachdev.
3. Alur Sathi (1999), Women with disability, Action Aid Disability News. Vol. no.1 and 2, 11-14.
4. Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing, and Society: Indian Journal of Gerontology, Vol. 17 (3 & 4), July - Dec. 2007, pp 75 - 81
5. Begum, Nasa. (1992). "Disabled Women and Feminist Agenda, Feminist Review, 40(1):71-84"
6. Berghs M, Atkin K, Graham H, et al., (2016) Implications for public health research of models and theories of disability: a scoping study and evidence synthesis. Public Health Research, No. 4.8. Southampton (UK): NIHR Journals Library;
7. Bhumali Anil: Rights of Disabled Women and Children in India. New Delhi. Serials Publications, 2009
8. Colendpe P (1993) Disability Liberation and Development Oxfam U K and Ireland
9. Ghat Anita (2003) Dhsembodied Form Issues of Disabled Women New Delht Shakti Books, Hat Anand Pubheatrons
10. Ghosh J (2002) Women with Disablihes in India Integral Liberation Vol 6(4) Der 2002 pp 262-263
11. GN Karna (2001) Disability studies m India Retrospect and ProspectsGvanpublshing house New Delhi
12. Hans, Asha & Patri A (2000) Women Disability, and Identity. Delhi Sage Publication
13. Hillyer. Barbara (1993) "Feminism and Disability". Norman and London Unrversity of Oklahoma Press
14. Klasing Ensa (2007), Disability and Social Exclusion in Rural India Jaipur Rawat Publications
15. K R Murugan & K Manimekalai (2015), Social Exclusion and Inclusion of Women in India, MJP Publisher, Chennai
16. Renu Addlakha (2013), "Disability Studies in India", Routledge, New Delhi
17. RN. Pati (2011), Differently Abled Women: Issues and Challenges, Sarup Book Publishers PVT. LTD
18. Thomas, Carol (1999), Female Forms: Experiencing and Understanding Disability. Buckingham, Open University Press.
19. Gender Equity - Dr. Kishori Nayak K., Centre for Women's Studies Mangalore University.

Assessment	Marks	Nature of Assignments
Internal assessment	10	Attendance/Activity Log Sheet & Internship Report
Summative Assessment	40	End Semester Examination: Viva

BA WOMEN'S STUDIES SEMESTER- 6

Theory- 7 COURSE DETAILS

Program Name	Women's Studies	Semester	VI
Course Title	Understanding Empowerment from Feminist Perspectives		
Course Code	Theory 7	Number of Credits	4
Contact Hours	60 hours per sem / 3 lecture hours per week+ 1 tutorial per week (L+T+P)	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

Understanding Empowerment from Feminist Perspectives		4 Credits/ No. of Lecture Hours: 60
Course Objectives 1. This course will help students understand the Women's Empowerment Approaches in India through the Five-Year Plans 2. The course will help students gain insights into Political Empowerment, Economic Empowerment, and Health Empowerment of Women through region-specific strategic interventions in India. 3. The course will help students to understand the significance of the Empowerment of specific groups of women and its impact on their lives. 4. The course will give exposure to the feminist perspective on Women's empowerment programs and policies in India		
Units	Chapters	No of Hours
Unit I:	Introduction to Empowerment	
	Chapter 1: Definitions, Dimensions of Empowerment, Types of Empowerment, Roles of Empowerment	4
	Chapter 2: Empowerment Strategies: 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)	4
	Chapter 3: Approaches of Empowerment: - - Integrated Development Approach	6

	- Economic Empowerment Approach - Consciousness Raising Approach - Research/ Training/Resources Support Approach - Gender Mainstreaming Approach	
Unit II:	Women's Empowerment Approaches in India	
	Chapter 1: Interventions for Women's Empowerment and Gender Equality: 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	4
	Chapter 2: Understanding the Changing Dimensions of Women Empowerment Approaches in India -An Overview of VIIth to XIth Five-Year Plan- and the Role of NITI Ayog in Launching the Women Entrepreneurship Platform (WEP)	6
	Chapter 3: Government Schemes for Women's Empowerment in India Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Mahila Samakhya, Gender Budgeting (XI Plan), SIDBI's Mahila Udyam Nidhi, Creches/ Day care center, National Mission for Empowerment of Women, Rastriya Mahila Kosh (RMK), SwadharGreh, 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)	6
Unit III:	Women's Empowerment in Policy and Practice	
	Chapter 1: Policies and initiatives of the State and Civil Society organizations/NGOs towards empowering women in the Socio-Economic, Education, Health, and Political arena.	8
	Chapter 2: Reflections on Implementation of Programs for Empowering Women from various sections of Society (Case Studies) - Political Empowerment of Women in Local Government (Any local case studies) - 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 - Health empowerment programs - Case studies: Activating	8

	village-level monitoring to improve maternal health in Bihar. - Case studies of empowerment initiatives towards the educational upliftment of women across India.	
Unit IV	Empowerment as a Feminist Vision of Development	
	Chapter -1 Feminists' Perspectives on Empowerment. - Feminist consciousness-raising and collective action- (Srilata Batliwala, Naila Kabeer)	
	Chapter 2: Women's Empowerment Approaches and the Disadvantaged Women: Equality vs Equity, Empowerment Approaches for Dalit and Tribal Women in Karnataka	
Practical: Preparation of Locally Relevant Empowerment Case-studies		
Pedagogy: 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		
Learning outcomes: 1. After completing the course, the students should be able to appreciate the meaning and importance of women's Empowerment 2. 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. 3. The students should be sensitized to the needs of the downtrodden and socially excluded women. 4. Students should be able to apply feminist approaches to understand the empowerment process in women's economic, social, and political upliftment at various levels. 5. 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.		
References / Readings: 1. Kabeer, N. (1999). The Conditions and Consequences of Choice Reflection on the Measurement of Women's Empowerment. Gender, Poverty, and Wellbeing (p. 2). Switzerland: UNRISD. 2. Batliwala, S. (1995). Empowerment of Women in South Asia. Bengaluru: National Institute of Advanced Studies. 3. Caren, G., Geeta, R., & 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). 4. Snehendu, B., Catherine, A. P., & 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.

5. Stephen, C. (2009, November 16). Feminism and Dalit Women in India. Retrieved from [Countercurrents.org](https://www.countercurrents.org/stephen161109.htm): <https://www.countercurrents.org/stephen161109.htm>
6. Sowjanya, T. (2011, September 5). Caste Violence in Dalit Women s Writing A Dalit Feminist Critique, Shodhganga@INFLIBNET. Retrieved January 10, 2019, from <https://shodhganga.inflibnet.ac.in/handle/10603/108989>: <https://shodhganga.inflibnet.ac.in>
7. Moser, C. (1993). *Gender Planning and Development - Theory, Practice and Training*. London: Routledge
8. Shashank Shekhar Thakur, Aasif Ali Naikoo; Women empowerment and their empowering schemes in India; Department of sociology and social work, Barkatullah University Bhopal 462026 (MP), INDIA https://www.researchgate.net/publication/321965670_Women_empowerment_and_their_empowering_schemes_in_India/link/5a3b7cd50f7e9bbe9f9ecc3d/download
9. Batliwala, S. (1993). Empowerment of Women in South Asia. New Delhi: Asian-South Pacific Bureau of Adult Education.
10. Report of the Working group on Empowerment of Women for the XI Plan; Ministry of Women and Child Development, Government Of India https://www.aicte-india.org/downloads/woman_empowerment.pdf
11. https://www.researchgate.net/publication/14354763_Empowerment_theory_research_and_application/link/53e151340cf2235f3529cad5/download
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Formative Assessment	Weightage	Nature of Assignments
Internal assessment	20%	Written term paper, Seminar presentation, 2 periodic tests
Summative Assessment	80%	End Semester Examination

BA WOMEN'S STUDIES SEMESTER- 6
THEORY - 8COURSE DETAILS

Program Name	Women's Studies	Semester	V
Course Title	Women's Health and Well-being		
Course Code	Theory 8	Number of Credits	4
Contact Hours	60 hours per sem / 3 lecture hours per week + 1 tutorial per week (L+T+P)	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

Title of the Paper: Women's Health and Well-being		4 Credits/ Lecture Hours: 60
Course Objectives: 1. The course will help in understanding health and well-being from a feminist perspective 2. The course will enable students to understand the significance of government interventions in implementing the policies and programs for improving Women's Health. 3. The course will expose women's rights and access to Health as a human rights issue.		
Course Contents		
Unit I:	Women's Health and Well-being -A Gender Perspective	
	Chapter 1: Concept of Health and Wellbeing: Effects of Gender Construction on the Health of Women, Socio-cultural and Economic Determinants of Women's Health	4
	Chapter 2: Sustainable Development goal-3 Women's Specific Health Issues Throughout the Lifecycle: Infancy, Adolescence, Adulthood, and Old Age	4
	Chapter 3: Reproductive Health: Menarche, Menstrual Hygiene and Access, Disorders, Pregnancy, Abortion, Delivery, Menopause.	6
Unit II:	Women's Health as a Human Right	
	Chapter 1: Women's Health as a Human Right Perspective: Rights Over Their Body.	8

	Reproductive Rights, Sex Determination, Right to Abortion, Birth-Control, and Effects of reproductive technology on Women.	
	Chapter 2: Special Legal Provisions: Medical Termination of Pregnancy Act, 1971, amended 2021, Maternity Benefits Act 1964, PC&PN DT Act 1994, Surrogacy Bill, women and organ donation	8
Unit III:	Government Innovations for Women's Health	
	Chapter 1: State and Central Government Schemes for Women's Health: Mission Poshan, Pradhan Mantri Matru Vandana Yojana, Janani Suraksha Yojana, Madilu Yojana	4
	Chapter 2: 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.	6
	Chapter 3: Individual and community health - the concept of Holistic Health, the Impact of the Pandemic on Women's Health	4
Unit IV	Critical Issues in Women's Health	
	Chapter 1: Women's Mental Health and Well-being Mental Health-Gender Bias in Diagnosis Psychological Disorders, Anxiety Disorders. Eating Disorders, Depression, Hysteria, Post-partum Depression, Feminist Therapies, counseling, and Rehabilitation	6
	Chapter 2: Occupational Health, Environmental Health. Impact of Violence on Women's Health, Family Planning: Burden of Contraception on Women	4
	Chapter -3 Gendered Access to Health Care. Institutional Delivery, Women's Access to State-supported and private health insurances	4
Practical: Visiting local Hospitals, PHCs, and Counseling Centers to understand various dimensions of women's Health challenges		
Pedagogy: Lectures/Assignments/Self-study/Role-play/Poster/and Album-making/Presentations/Film Review/Group Readings and Discussions		
Learning Outcomes 1. After completion, students will be able to gain a deeper understanding of gender perspectives in health. 2. Students will be able to identify multi-layered intersectional inequalities impacting women's access to		

Health

3. Students will be able to recognize and appreciate the implementation and challenges related to health laws in the social system.

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Formative Assessment	Weightage	Nature of Assignments
Internal assessment	20%	Written term paper, Seminar presentation, 2 periodic tests
Summative Assessment	80%	End Semester Examination

BA WOMEN'S STUDIES SEMESTER- VI
(Compulsory Practical/Skill) Skill Enhancement Course-1- 6.3

Program Name	Women’s Studies	Semester	VI
Course Title	Internship		
Number of Credits: 2			
Contact Hours	90 Hours of Internship	Duration of SEA/ Exam	1.5 hours (Viva)
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Title of the Paper: Internship	2 Credits/ Total Internship Hours: 90
Course Objectives: The objectives of conducting the Internship / Mini Project program under the SEP framework are as follows: 1. Integration of Theory and Practice: To bridge classroom learning on gender, society, and policy with actual workplace and field realities. 2. Understanding the World of Work: To expose students to the functioning, demands, culture, and ethics of professional organizations working in social development, corporate, and public sectors. 3. Enhancing Professional Competence: To develop professional communication, critical thinking, problem-solving, and domain-specific competencies. 4. Development of Teamwork and Leadership: To cultivate skills in collaborative project management, decision-making, and interpersonal relations in diverse organizational structures. 5. Fostering Research Aptitude: To facilitate, instruct, and orient students in utilizing social science research methodologies, data collection, and gender-analytical tools. 6. Ethical and Gender-Sensitive Values: To instill deep ethical values, empathy, and an understanding of inclusivity, equity, and human rights in professional spaces. 7. Familiarity with Organizational Needs: To prepare students to understand organizational dynamics and align their contributions with current community and institutional requirements. 8. Sharpening Domain Knowledge: To strengthen the student's core foundation in Women's Studies and apply a gender lens to socio-economic issues. 9. Promoting Social and Entrepreneurial Capability: To enhance capabilities for initiating entrepreneurial or community-driven solutions to address gender disparities. 10. Career Readiness: To equip undergraduate students with the relevant skills, practical exposure, and field experience necessary to successfully transition into higher education, research, or future careers in the global job market.	

About Internship:

An internship or mini-project is a professional learning experience designed to provide undergraduate students with hands-on exposure directly aligned with their academic pursuits and career aspirations in Women's Studies. This dynamic experience is instrumental in fostering career exploration, field-based insight, and skill acquisition. Integral to this immersion are active engagements with diverse entities, spanning government bodies, non-governmental organizations (NGOs), private sectors, research institutions, development initiatives, entrepreneurial endeavors, and local community organizations.

From historical frameworks of educational development to the contemporary landscape shaped by the State Education Policy (SEP), internships have evolved into a keystone of higher education strategies in Karnataka. This transformation underscores their role in elevating students through a dual process of conceptual learning and field-level application. The overarching goal is to equip students with not just theoretical knowledge but also the capacity to seamlessly apply and contextualize this knowledge within gender, development, and social justice frameworks. Tailored specifically for the 6th semester of the undergraduate program under Bengaluru City University (BCU), this program is positioned as a tactical approach to cultivating a robust, practical foundation within the Social Sciences and Humanities.

This pivotal experience empowers students to translate their classroom learnings regarding gender dynamics, policy, and social advocacy into practical applications within real-world scenarios. Beyond the confines of traditional academia, the program is meticulously designed to instill essential competencies aligning with 21st-century global skill sets, emphasizing equity, inclusivity, and critical analysis. It functions as a transformative space where theoretical understanding metamorphoses into a functional toolkit that students can wield across diverse professional and social sectors. Furthermore, the internship acts as a strategic preparatory phase for the job market, effectively bridging the gap that often exists between the theoretical realms of academia and the dynamic, ever-evolving landscape of the professional and development sectors.

In essence, the internship emerges as a dynamic catalyst, equipping students with the multidimensional skills needed to navigate and thrive in the professional arena. Concurrently, the option of a Mini Project provides a valuable introduction for students interested in pursuing higher studies, research, and collaborative academic or policy-driven publications under the guidance of a project supervisor. Whether interning with government departments (such as the Ministry of Women and Child Development), human rights groups, NGOs, corporate social responsibility (CSR) wings, or research centers, students are provided unique opportunities for active engagement in on-site experiential learning.

Students undertaking this internship or mini-project are expected to grasp appropriate research methodologies, field techniques, and feminist perspectives necessary to successfully execute and present their findings.

Internship Categories:

The employability of graduates can be improved by developing experience and Exposure with the required right attitude for the workplace. The Undergraduate Internships would be classified into two categories:

1. Internship for enhancing employability.

2. Internship for developing research aptitude. Internship Requirements

General Guidelines

Nature of Internship:

Each student is obligated to strategically plan their internship Program, engaging with diverse entities such as for a minimum **Duration of 90 hours**

- Government Institutions/Bodies/ Corporations/Authority/Secretariat Commissions/Committees
- Think Tanks/Research Institutes
- Non-Governmental Organisations (NGOs)
- Mass Media (English/Kannada) - Print/Electronic/Social Media Panchayat/Taluk /Zilla Panchayat Office Self-Help Groups
- Urban local bodies like the GBA office
- Assisting MP/MLA/Panchayat Member/Corporator
- Any Other offices/organisations relevant to the Political Science Subject

Assessment	Marks	Nature of Assignments
Internal assessment	10	Attendance/Activity Log Sheet & Internship Report
Summative Assessment	40	End Semester Examination: Viva

General Pattern of Women's Studies Question Paper (SEP- 2024)

Section A

Tick the answers either true or false

10x1= 10 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section B:

Answer the following

10x2 =20 marks

- 11.
- 12.
- 13.
- 14.
- 15
- 16
- 17
- 18
- 19
- 20.

Section C:

Short answer questions

(5x4= 20)

Answer any four questions.

- 21.
- 22
- 23
- 24
- 25

Section D

Long answers questions (10x3=30)

Answer any three questions

26

27

28

29

30