



B.A Honors Women's Studies under NEP 2021

**Course Structure And Syllabus Of Papers To Be Offered
for I & II Semester**

September -2022

BA HONORS WOMEN'S STUDIES
SEMESTER WISE BREAKUP OF COURSES

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

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

Programme Objectives:

1. To introduce the students to the basic concepts of Gender and its related issues.
2. To familiarize the students with various dimensions of Gender Equity, Gender sensitivity and to create awareness on the social construction of gender.
3. To create awareness about the various concerns that were taken up by the Women's Movements in creating a Gender Equal society.
4. To make students aware that achieving Gender Equality is a step towards creating an egalitarian society.

Programme Outcome:

At the end of the successful completion of the Programme, the students would have:

1. A nuanced understanding of the of the basic concepts and the theoretical perspectives related to Gender and Feminism.
2. An ability to understand the socio cultural inequalities that affect women and the society, and achieve Gender Sensitivity.
3. The understanding of the various efforts of the State and Non Governmental Agencies towards Women's Empowerment.
4. The conviction that achieving Gender Equality is imperative for an Egalitarian Society.

BA WOMEN'S STUDIE SEMESTER- 1 DISCIPLINE CORE- 1			
DSC-1: Understanding Gender		3 Credits	Number of Lecture Hours: 42
Course Objectives:	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. 2. To make students understand the concepts of masculinity and femininity and the need to treat gender as an analytical category. 3. To elaborate on the concepts of patriarchy and male dominance in society and their impact on women's lives. 4. To introduce students to basic concepts in Women and Gender Studies.		
Learning Outcome:	At the end of the course, the students will - 1. Have an understanding of the fundamental concepts and aspects related to Gender 2. Have an appreciation of the masculinity, Femininity and Patriarchy. 3. Be aware of the social construction of Gender. 4. Have a nuanced understanding of the impact of Patriarchy in Women's Lives		
Content:	Unit-1	Basic Concepts:	14hrs.
		Chapter-1 Difference between Sex and Gender, From Gender Binary to Plurality of Genders: Male, Female and Third Gender (LGBTQAI+)	
		Chapter-2 Social and Cultural Construction of Gender, Differential Gender Norms, Notions of Masculinity and Femininity, Sexualities, Androgyny	
	Unit-2	Chapter-3 Gendered Roles and Responsibilities, Gender Division of Labour, Need for Gender Sensitization, Feminism	12hrs.
		Conceptual Understanding of Patriarchy:	
		Chapter-1 Patriarchy: Meaning, Origin, Characteristics, Social Institutions perpetuating Patriarchy	

		Chapter-2 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	
	Unit-3	Women's Studies: Growth of Women and Gender Studies in India and Karnataka Chapter-1 Meaning, Need, and Scope for Women and Gender Studies, Women's Studies as an Academic Arm of Women's Movement Chapter-2 Women's Studies as an Academic Discipline, Interdisciplinary Nature of Women's Studies, Challenges for Women's Studies	16hrs.
		Chapter-3 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).	
		Chapter-4 Establishment of UGC Centres for Women's Studies in Universities in India.	
		Chapter-5 Establishment of UGC Centres for Women's Studies in Universities in Karnataka.	
Pedagogy	Lectures/Assignments/Self-study/Role Play/Poster and Album Making/Presentations/ Film Review/Group Readings and Discussions		
References/Readings	• Bhasin, K. (2000). <i>Understanding Gender</i>. Kali for Women, New Delhi. • Bhasin, K. (2004). <i>Exploring Masculinity</i>. Kali for Women. New Delhi. • Bhasin, K. (2006). <i>What is Patriarchy?</i> Kali for Women. New Delhi. • Chakravarty, Uma. (2006). <i>Gendering Caste: Through Feminist Lens</i>. Bhatkal & Sen. New Delhi. • Chopra, R. (ed.). (2006). <i>Reframing Masculinities: Narrating the Supportive Practices of Men</i>. Orient Blackswan. Delhi. • Geetha, V. (2006). <i>Gender</i>. Bhatkal & Sen. Calcutta. • Glover, D. & C. Kaplan. (2009). <i>Genders</i>. Routledge. New York. • Gunew, Sneja. (1991). <i>A Reader in Feminist Knowledge</i>, Routledge, New York. • John. M. E. (ed). (2008). <i>Women's Studies in India: A Reader</i>. Penguin India. New Delhi.		

	• Lerner, Gerda (1985). <i>Creation of Patriarchy</i>, Oxford University Press, New York. • Mohanty, M. (ed.). (2004). <i>Class, Caste, Gender</i>. Sage Publications. New Delhi. • Walby, Sylvia. (1986). <i>Patriarchy at Work</i>, University of Minnesota Press, Minneapolis. • ಇಂದಿರಾ, ಆರ್. ಮಹಿಳೆ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ: 2002. • ಕೇಶವ ಶರ್ಮ, ಕೆ. ಸ್ತ್ರೀವಾದಿ ಪರಿಕಲ್ಪನೆಗಳು, ದೇಸಿ ಪುಸ್ತಕ ಮಾಲೆ-46. • ಚಂದ್ರಶೇಖರ್, ಟಿ.ಆರ್. ಮಹಿಳಾ ಅಧ್ಯಯನ ಪರಿಭಾಷೆ, ಕುವೆಂಪು ಭಾಷಾ ಭಾರತಿ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು: 2018. • ನಾಯಕ್, ಕಿಶೋರಿ ಕೆ, (ಸಂ). ಲಿಂಗತ್ವ ಸಮನ್ವಯ, ಮಹಿಳಾ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮಂಗಳೂರು: 2007. • ವಿರಕ್ತಮಠ, ಶಿವಾನಂದ, ಮಹಿಳೆ ಮತ್ತು ಧರ್ಮ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ: 2011. • ಶ್ರೀಮತಿ, ಎಚ್.ಎಸ್. ಸ್ತ್ರೀವಾದ ಪದ ವಿವರಣಾ ಕೋಶ, ಅಭಿನವ, ಬೆಂಗಳೂರು: 2018.
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Formative Assessment	Weightage	Nature of Assignments
Internal assessment	40%	Written term paper, Seminar presentation, 2 periodic tests
Summative Assessment	60%	End Semester Examination

Date: 06.09.2022

Chairperson (BOS)

BA WOMEN'S STUDIES SEMESTER-I DISCIPLINE CORE-2			
DSC2: Emerging Gender Issues		3 Credits	Total Hours: 42
Course Objectives	1. To develop gender sensitivity amongst students. 2. To Enable students to look into social issues from gender perspectives. 3. To help students will develop a feminist perspective in understanding gender issues. 4. To Help students in identifying emerging gender issues in India and Karnataka.		
Learning Outcomes	At the end of the course, the students will- 1. be able to develop feminist reflexivity in identifying and addressing gender issues. 2. be aware that women are not a homogeneous category and gender concerns both men and women . 3. be able to actively engage themselves in making individuals and institutions gender-sensitive.		
Content:	Unit-1	Identifying Gender Issues	12hrs.
		Chapter-1 Identifying the Prevalence of Gender in Day-to-Day Life	
		Chapter-2 Understanding and Identification of the Use of Gender Insensitive Language-Sexist Content in School Textbooks and Media	
		Chapter-3 Concept of Engendering, Strategic Gender Needs, Practical Gender Needs	
	Unit-2	Engendering Violence and Work	16hrs
		Chapter-1 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'	
		Chapter-2 Violence against the Female Body: Rape, Acid attack, Female Genital Mutilation.	

	Chapter-3 Gender Division of Labour, Women in Formal and Informal Sectors of Employment.	
	Chapter-4 Invisibility of Women’s Work, Wage Discrimination, Sexual Harassment at Workplace.	
Unit-3	Intersectional Inequalities and Gender Issues:	14 hrs
	Chapter-1 Rights of LGBTQAI+, Article 377 and beyond	
	Chapter-2 Dalit and Indigenous Women.	
	Chapter-3 Women with Disabilities, Elderly Women, Women from Minority Groups	
Pedagogy:	Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.	
References/Readings:	• Butler, Judith. (1990). <i>Gender Trouble</i>. Routledge. New York. • Butler, Judith. & Joan Scott. (eds.). 1992. <i>Feminists Theorize the Political</i>. Routledge. New York. • Cherry Smith. (1997). ‘<i>Queer Notions</i>’, in Sandra Kemp and Judith Squires (eds.). <i>Feminisms</i>. Oxford University Press. New York. • Connell, R W. (1987). <i>Gender and Power</i>. Polity Press. Cambridge. • 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. • Geetha. V. (2007). <i>Patriarchy</i>. Stree Publications. Calcutta. • Gerda Lerner. (1985). <i>Creation of Patriarchy</i>. Oxford University Press. England. • Gunew, Sneja. (1991). <i>A Reader in Feminist Knowledge</i>. Routledge. New York. • Rubin, Gayle. (1984). “<i>Thinking Sex: Towards a Political Economy of ‘Sex’</i>”. In Carol Vance. (ed.). <i>Pleasure and Danger</i>. Routledge. New York. • Scott, Joan. (1988). <i>Gender and the politics of history</i>. Columbia University Press. New York. • Walby, Sylvia. (1986). <i>Patriarchy at Work</i>. University of Minnesota Press. Minneapolis. • ಇಂದಿರಾ, ಆರ್. <u>ಮಹಿಳೆ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ</u>, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ: 2002. • ನಾಯಕ್, ಕಿಶೋರಿ, ಕೆ. (ಸಂ), <u>ಲಿಂಗತ್ವ ಸಮನ್ವಯ</u>, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮಂಗಳೂರು: • ನೇಮಿಚಂದ್ರ. <u>ಮಹಿಳಾ ಅಧ್ಯಯನ</u> , ಅಂಕಿತ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು: 2001. • ರಾಗೌ. (ಸಂ), <u>ಮಹಿಳಾ ಅಧ್ಯಯನ ಆಯಾಮಗಳು</u>, ಶ್ರೀಮತಿ . ಯಶೋಧಾ ರಾಗೌ ಟ್ರಸ್ಟ್, ಮೈಸೂರು: 2008. • ಶ್ರೀಮತಿ , ಎಚ್. ಎಸ್. (ಅನು). ಜೆರಾಲ್ಡಿನ್ ಫೋರ್ಬ್ಸ್ (ಮೂಲ), <u>ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಮಹಿಳೆ</u>, ಪ್ರಗತಿ ಗ್ರಾಫಿಕ್ಸ್, ಬೆಂಗಳೂರು: 2012.	

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	40 %	Written term paper, Seminar presentation (Identification of local Gender issues and preparation of a field-based report) 2 Periodic tests
Summative Assessment	60 %	End Semester Examination

Date: 06.09.2022

Chairperson (BOS)

BA WOMEN'S STUDIES SEMESTER- 1 OPEN ELECTIVE - 1			
OE-1: Understanding Gender		3 Credits	Number of Lecture Hours: 42
Course Objectives:	1. To familiarize students with the concepts of sex and gender as propagated by feminist works and creating awareness on the construction of gender. 2. To make students understand the concepts of masculinity and femininity and gender as an analytical category. 3. To elaborate on the concept of patriarchy and male dominance in society and its impact on women. 4. Introduction of basic concepts in Women and Gender Studies.		
Learning Outcomes	At the end of the course, the students will- 1. Have an understanding the socio-cultural basis of gender-based inequalities and establishment of gender as an analytical category. 2. Be able to examine and critique gender assumptions underlying social aspects and comprehend the impact of gender on individuals' historical and contemporary agency. 3. Critique ideological assumptions and different feminist thoughts to develop gender-sensitive and gender just personalities among students.		
Content:	Unit-1	Basic Concepts:	14hrs.
		Chapter-1 Difference between Sex and Gender, From Gender Binary to Plurality of Genders: Male, Female and Third Gender (LGBTQAI+)	
		Chapter-2 Social and Cultural Construction of Gender, Differential Gender Norms, Notions of Masculinity and Femininity, Sexualities, Androgyny.	
		Chapter-3 Gendered Roles and Responsibilities, Gender Division of Labour, Need for Gender Sensitization, Feminism	
	Unit-2	Conceptual understanding of Patriarchy:	12hrs.
		Chapter-1 Patriarchy: Meaning, origin, Characteristics, Social Institutions perpetuating patriarchy	

		Chapter-2 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	
	Unit-3	Women's Studies: Growth of Women and Gender Studies in India and Karnataka: Chapter-1 Meaning, Need, and Scope for Women and Gender Studies, Women's Studies as an Academic Arm of Women's Movement Chapter-2 Women's Studies as an Academic Discipline, Interdisciplinary Nature of Women's Studies, Challenges for Women's studies,	16hrs.

		Chapter-3 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). Chapter-4 Establishment of UGC Centres for Women's Studies in Universities in India. Chapter-5 Establishment of UGC Centres for Women's Studies in Universities in Karnataka.	
Pedagogy:	Lectures/ Assignments/Self- study/Role Play/Poster and Album Making/Presentations/ Film Review/Group Readings and Discussions		
References/ Readings	• Bhasin, K. (2000). <i>Understanding Gender</i>. Kali for Women. New Delhi. • Bhasin, K. (2004). <i>Exploring Masculinity</i>. Kali for Women. New Delhi. • Bhasin, K. (2006). <i>What is Patriarchy?</i> Kali for Women. New Delhi. • Chakravarty, U. (2006). <i>Gendering Caste: Through Feminist Lens</i>. Bhatkal & Sen. New Delhi. • Chopra, R. (ed.). (2006). <i>Reframing Masculinities: Narrating the Supportive Practices of Men</i>. Orient Blackswan. Delhi. • Geetha, V. (2006). <i>Gender</i>. Bhatkal & Sen. Calcutta. • Gerda Lerner, (1985). <i>Creation of Patriarchy</i>, Oxford University Press. London. • Glover, D. & C. Kaplan. (2009). <i>Genders</i>. Routledge. New York. • Gnew, Sneja. (1991). <i>A Reader in Feminist Knowledge</i>. Routledge. New York. • John. M. E. (ed). (2008). <i>Women's Studies in India: A Reader</i>. Penguin India. New Delhi. • Mohanty, M. (ed.). (2004). <i>Class, Caste, Gender</i>. Sage Publications. New Delhi. • Walby, Sylvia, (1986). <i>Patriarchy at Work</i>. University of Minnesota Press, Minneapolis • ಇಂದಿರಾ, ಆರ್. ಮಹಿಳೆ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: 2002. • ಸುನಂದಮ್ಮ, ಆರ್. ಮಹಿಳಾ ಸಂಸ್ಕೃತಿ, ಸಮತಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಮೈಸೂರು: • ಗಾಯತ್ರಿ, ಎನ್. ಮತ್ತು ಆರ್. ಪೂರ್ಣಿಮಾ, (ಅನು) ಉಮಾ ಚಕ್ರವರ್ತಿ (ಮೂಲ), ಜಾತಿ-ಲಿಂಗತ್ವದ ಒಳನೇಯ್ಗೆ: ಒಂದು ಸ್ತ್ರೀವಾದಿ ನೋಟ, ಹಿತ್ತೈಷಿಣಿ, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಬೆಂಗಳೂರು: 2021. • ಶ್ರೀಮತಿ, ಎಚ್.ಎಸ್. ಸ್ತ್ರೀವಾದ ಪದ ವಿವರಣಾ ಕೋಶ, ಅಭಿನವ, ಬೆಂಗಳೂರು: 2018. • ನಾಯಕ್, ಕಿಶೋರಿ ಕೆ, (ಸಂ). <i>ಲಿಂಗತ್ವ ಸಮನ್ವಯ</i>, ಮಹಿಳಾ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮಂಗಳೂರು: 2007. • ಹೇಮಲತಾ ಎಚ್. ಎಮ್, ಮಹಿಳಾ ಅಧ್ಯಯನ - 1,2,3, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು: 2004.		

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	40%	Written term paper, Seminar presentation, 2 periodic tests
Summative Assessment	60%	End Semester Examination

Date: 06.09.2022

Chairperson (BOS)

BA WOMEN'S STUDIES SEMESTER- 1 OPEN ELECTIVE - 2			
OE-2 Capacity and Skill Building for a Gender Practitioner		Credit: 3	Total Hour :42
Course Objectives:	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. 2. Visiting NGOs for the said purpose is a mandatory requirement for the course (at least 5hrs for 3days). 3. This course aims to develop gender sensitization Skills amongst the students.		
Learning Outcomes:	At the end of the course, the students will: 1. Be able to have improved academic communication skills. 2. Learn different ways of gender sensitization, the basics of resource mobilization for a social cause, and social media etiquette. 3. Be in a position to appreciate the need for documentation and learn the basic documentation techniques.		
Content:	Unit :1	Academic Communication:	12hrs.
		Chapter-1 Using Non-sexist, Gender-Neutral Terms for Communications, Research Report writing skills with a Gender Perspective	
		Chapter-2 Knowledge of citation and referencing, use of plagiarism detecting software tools, Grammar correction software	
		Chapter-3 Appropriate Social Media Skills, Creativity, Good communication, flexibility, relationship building, analytical skills, Cyber Security	
	Unit: 2	Mapping and Planning for Resource Mobilization:	
		Chapter-1 Establishing Rapport-Strategic Networking & Marketing-Strategic communications	

		Chapter-2 Evolution and Definition, the Concept of Resource Mobilization, Principles–exploring various sources of Resource Mobilization for social Project Chapter-3 Understanding the Donor Environment - Criteria for Donor Assessment-Donor Mapping, Research on Funding Priorities, Identifying Interested Donors-Complexities of Funding, Crowd Funding. Skills on Gender Sensitization, Documentation, and Advocacy Chapter-1 Doing Gender Training and Training Module Preparation, concepts involved in Gender Training and Organizing Gender Sensitization Programs. Chapter-2 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.	14hrs
	Unit: 3		
		Chapter-3 Documentation Skills: Meaning, Purpose, Rules, Practices, and Process of Documentation. Conducting Gender Evaluations-Identifying indicators, Gender analyses, Report Writing and Documentation.	
Pedagogy:	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& posters		
References /Readings:	• <i>Adolescent Girls Empowerment Program (AGEP) & Health and Life Skills Curriculum.</i> (2013). UK Aid and Population Council. • Agochiya Devendra (2009), <i>Every Trainer's Hand Book</i>, (2nd Edn.), Sage Publications, California. • Boydell Tom et al., (1996), <i>Identifying Training Needs</i>, University Press India Ltd. • <i>Gender Training Manual for Out of School Youth.</i> (2006), Centre for Women's Studies, Bharathidasan University, Tiruchirappalli and UNICEF. Chennai. • <i>Gender Training Toolkit</i> (2008), World Vision International, U.S.A. • Naik G. Pandu (2007), <i>Training and Development: Text, Research, and Cases.</i> Excel Book, Delhi.		

	• <i>Resource Mobilization Orientation Manual</i> (2016), World Health Organisation • Shanker, G, "Consultancy Management in India - Emerging Challenges," <i>Indian Management</i>, V01.36~No.2Feb.1997 • Snow, John. (2010), <i>Resource Mobilization Module by New Partners Initiative Technical Assistance</i> (NuPITA) Project 2010 published by USAID. • <i>Training Manual on Youth Employability</i> (2012), Rajiv Gandhi National Institute of Youth Development, Sriperumbudur. • Walsh, John E (Jr.), <i>Guidelines for Management Consultants in Asia</i>, APO, Tokyo,1973 • Williams Suzanne (1994), <i>The Oxfam Gender Training Manual</i>, An Oxfam Publication. the UK • ಪುಟ್ಟಯ್ಯ , ಬಿ. ಎಂ. ಸಂಶೋಧನೆ- ತಾತ್ವಿಕ ಆಯಾಮಗಳು, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ: 2010 • ರಾಮಚಂದ್ರನ್, ಸಿ.ಎನ್. ಮಹಿಳೆ ಮತ್ತು ಭಾರತೀಯ ಕಾನೂನು ವ್ಯವಸ್ಥೆ, ಅಂಕಿತ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು : 2020.
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Formative Assessment	Weightage	Nature of Assignments
Internal assessment	20%	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
15 hrs Internship with NGO's	20%	They are expected to produce an outcome- oriented report on report writing, Fundraising or documentation,
Summative Assessment	60%	End Semester Examination

Date: 06.09.2022

Chairperson (BOS)

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

DSC-3 Mapping Women's Movements		3 credits	Total Hours: 42
Course Objectives:	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. 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. 3. This course aims to provide a space to update women's concerns through a fresh lens.		
Learning Outcomes:	At the end of the course, the students will: 1. Be able to know the nature of women's movements in India and the world. 2. be able to comprehend the emergence of women's questions in colonial India and Women's Activism/Movements in Post-Independence India. 3. enable students to appreciate the role of the women's movement in building women's agencies		
Content:	Unit-1	Contextualizing Women's Movements	10 hrs.
		Chapter-1 Understanding Women as a 'Category', Women's Movement as a Social Movement	
		Chapter-2 History of Women's Question: The Seneca Falls Convention, Suffrage Movement, Working Women's Issues, Birth Control Movement	
		Chapter-3 Brief Overview of Women's Movement: in Africa, Europe, and North America	
		Women's Issues in 19h Century:	

	Unit-2	Chapter-1 The Emergence of Social Reform Movements Addressing Women’s Issues: Raja Rammohan Roy, Ishwar Chandra Vidyasagar, Dayanand Saraswati, Jyotiba Phule	16 hrs.
		Chapter-2 Women's Participation in Social Reform Movements: Pandita Rama Bai, Tarabai Shinde, Savitribai Phule, Fathima Sheikh	
		Chapter-3 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 National Army (INA)	
		Women’s Movements in Independent India:	
	Unit-3	Chapter-1 Women Under Environmental Activism: Chipko, Narmada Bachao, Reclaiming Forest Rights by Indigenous Women	16 hrs.
		Chapter-2 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	
		Chapter-3 Women’s Movement in Karnataka: Autonomous Women’s Movement in Karnataka, Appiko Movement, Mahila Samakhya, Women Workers’ Movements- ASHA Workers, Garment Factory Workers	
Pedagogy:	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.		
References/ Readings	• 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. • Chaudhari, Maitrayee (1993). <i>Indian Women’s Movement: Reform and Revival</i>, Radiant Publishers. Jaipur. • Desai, Neera (ed.). (1988). <i>A Decade of Women’s Movement in India</i>, Himalaya Publishing House. Bombay. • Forbes, Geraldine. (1999). <i>Women in Modern India</i>. Cambridge		

	University Press. • Forbes, Geraldine. (2005). <i>Women in Colonial India: Essays on Politics, Medicines, and Historiography</i>. Chronicle Books. New Delhi. • 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. • Indian Association of Women’s Studies. (1995). <i>The State and the Women’s Movement in India: A Report</i>. IAWS. New Delhi
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	• 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. • Khullar, Mala. (2005). <i>Writing the Women's Movement, a Reader</i>. Zubaan. New Delhi. • Krishnraj, Maitreyi. (2012). <i>The Women's Movement in India: A 100-year History</i>. Social Change Vol. 42 (3) Sage, 325-333. • Kumar, Radha. (1993). <i>The History of Doing 1800 – 1990</i>. Kali for Women. New Delhi. • Murthy, Laxmi & Rajashri Dasgupta. (2013). <i>Our Pictures, Our Words: A Visual Journey through the Women's Movement</i>. Zubaan. New Delhi. • Omvedt, Gail. (1980). <i>We Will Smash This Prison!: Indian Women in Struggle</i>, Zed Books. London. • Sarkar S. & Tanika Sarkar (eds.). (2008). <i>Women and Social Reform in Modern India: A Reader</i>, Indiana University Press. Bloomington. • Rendall, J. (1985). <i>The Origins of Modern Feminism: Women in Britain, France, and the United States, 1780-1960</i>. Macmillan. Basingstoke. • Menon, Nivedita. (2003). <i>Gender and Politics in India</i>, OUP, New Delhi. • Sangari, Kumkum and Suresh Vaid. (eds.). <i>Recasting Women: Essays in Colonial India</i>. OUP. New Delhi. • ಉಷಾ, ಎಂ. <u>ಮಹಿಳಾಚಳುವಳಿ ಮತ್ತು ಮಹಿಳಾವಿಷಯಗಳು</u>, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ: 2004 • ಗಾಯತ್ರಿ, ಎನ್. <u>ಮಹಿಳಾಚಳುವಳಿಯ ಮಜಲುಗಳು</u>, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು. • ಫರೂಕಿ, ವಿಮಲಾ. (ಅನು), ಎ. ಜ್ಯೋತಿ, (ಮೂಲ), <u>ಭಾರತದ ಮಹಿಳಾಚಳುವಳಿಯ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ</u>, ನವಕರ್ನಾಟಕ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಬೆಂಗಳೂರು: 2017
	• ಭೂಮಿಗೌಡ, ಸಬಿಹಾ. (ಸಂ), <u>ಮಹಿಳಾಚಳುವಳಿಗಳು: ಎಸ್. ವಿ. ಪಿ. ಕನ್ನಡ ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ</u>, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮಂಗಳೂರು: • ರಾಹು. (ಅನು), <u>ಭಾರತೀಯ ಮಹಿಳಾವಿಮೋಚನೆಯ ಅಂದೋಲನ</u>, ಲಡಾಯಿ ಪ್ರಕಾಶನ, ಗದಗ: 2013
	• ಶುಭಚಂದ್ರ, ಪ್ರೀತಿ. <u>ಮಹಿಳಾ ಅಧ್ಯಯನದ ತಾತ್ವಿಕ ನೆಲೆಗಳು ಮತ್ತು ಚಳುವಳಿಗಳು</u>, ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ: 2002

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	40%	Written term paper, Seminar presentation, 2 periodic tests
Summative Assessment	60%	End Semester Examination

Date: 06.09.2022

Chairperson (BOS)

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

DSC4: Gender, Economy and Work		3 credits	Total Hours: 45
Course Objectives:	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 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. 3. The course proposes suggested alternatives to ensure women attain equal rights in the field of economic development.		
Learning Outcomes:	At the end of the course, the students will be able : 1. To develop an understanding of the economic system from gender perspectives 2. Informed about the impact of globalization on women. 3. To know about the working conditions of women in the organized and unorganized sectors, and various organizations of women workers. 4. To develop critical thinking about the contribution of women to the economic development of the country.		
Content:	Unit-1	Basic Concepts	14hrs.
		Chapter-1 Major Types of Economic System, National Income, Understanding Gross Domestic Product (GDP), and Well Being.	
		Chapter-2 Human Development Index (HDI), Gender Development Index (GDI), Gender Empowerment Measure (GEM), Global Gender Gap Index (GGI) Sustainable Development Goals (SDG)	
		Chapter-3 Welfare, Development, Empowerment, Poverty, Unemployment, Underemployment, Structural Adjustment Policy (SAP) from Gender Perspectives	
		Integration of Gender Approach in Understanding the Economic Institution	14hrs.
		Chapter-1 Under-estimation and Under-Enumeration of Women's Contribution to the Economy	

	Unit-2	Chapter-2 Productive and Reproductive Labour, Significance of Land Rights for Women
		Chapter-3 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
		Chapter-4 Women in Labour market and the Impact of Globalization, Women Workers in the Informal Sector, Glass Ceiling, Women in STEM.
		Chapter-5 Concept of Sex-Work as Work and Rights of Sex Workers

	Unit-3 Introduction to Capability Approach and Women's Empowerment: Chapter-1 Role of Self-Help Groups in Women's Empowerment State Initiatives for Women's Economic Development in Karnataka- DWCD, Stree Shakti, KSWDC. Chapter-2 The Capability Approach: Amartya Sen and Martha Nussbaum Concepts of Agency, Rights, and Interest. Chapter-3 Organizations Working for Women's Economic Empowerment: Self Employed Women's Association (SEWA), Working Women's Forum (WWF), and Grameen Bank	14hrs.
Pedagogy:	Lectures/assignments/self-study/ films, documentaries and discussion/ group readings and discussions/ presentations/	
References/ Readings:	• Agarwal, Bina. (1994). <i>A Field of One's Own: Gender and Land Rights in South Asia</i>. Cambridge University Press. New Delhi. • 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. • Boserup, Ester, (1970). <i>Women's Role in Economic Development</i>. George Allen and Unwin. London. • Bhatt. Ela R. et al., (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. • 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. • 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. • John, Mary E. (ed.), (2008). <i>Women's Studies: A Reader</i>. Penguin Books. London. • Kalpagam. U, (2011). <i>Gender and Development in India: Current issues</i>. Rawat Publications. Jaipur. • Lavanya, T. (2010). <i>Women empowerment through entrepreneurship</i>. New Century Publications. New Delhi. • Siddique, S. (2008). <i>Women entrepreneurs in export trade</i>. Regal Publications. New Delhi. • Subhbhalaksmi, G. <i>Impact of Globalisation on Indian Women Worker</i>. International Model Project for Women's Rights. Washington D.C.	

	- ಚಂದ್ರಶೇಖರ್.ಟಿ.ಆರ್. ಮಹಿಳಾಆರ್ಥಿಕತೆಮತ್ತುಅಭಿವೃದ್ಧಿ,ಪ್ರಸಾರಾಂಗ ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ: 2003 - ಶ್ರೀಮತಿ,ಎಚ್.ಎಸ್.ಮತ್ತುಶಿವಾನಂದವಿರಕ್ತಮಠ. ಮಹಿಳಾಆರ್ಥಿಕತೆ, ಮಹಿಳಾಅಧ್ಯಯನಕೇಂದ್ರ, ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ: 2002. - ಶ್ರೀಮತಿ,ಎಚ್.ಎಸ್. ಮತ್ತು ಶಿವಾನಂದವಿರಕ್ತಮಠ (ಸಂ). ಮಹಿಳೆ,ದುಡಿಮೆ, ಬಿಡುವು, ಆರ್ಥಿಕತೆ, ಮಹಿಳಾಅಧ್ಯಯನಕೇಂದ್ರ, ಕನ್ನಡವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ: 2002.
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Formative Assessment	Weightage	Nature of Assignments
Internal assessment	40%	Term paper, Seminar presentation (Identification of local Gender issues and preparation of field-based report SHG/ Visiting local industry); 2 tests
Summative Assessment	60%	End Semester Examination

Date: 06.09.2022

Chairperson (BOS)

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

OE-2: A: Women's Human Rights		3 Credits	Total hours: 45
Course Objectives:	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. 2. In this course, students will be introduced to the international discourses on human rights 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.		
Learning Outcomes:	At the end of the course, the students will be able : 1. Get a grasp of the inherent importance of human rights. 2. To help students understand the working of various human rights agencies 3. To make students realize that gender issues are also Human Rights issues. 4. To stand up for upholding human rights in their life.		
Content:	Unit-1	Meaning and Concept of Human Rights:	10hrs
		Chapter-1 Notion and Classification of Rights: Natural, Moral and Legal Rights	
		Chapter-2 Three Generations of Human Rights: Civil and Political Rights; Economic, Social and Cultural Rights; Collective/ Solidarity Rights	
		Chapter-3 Evolution of the Concept of Human Rights: Journey from Magna Carta to the Universal Declaration of Human Rights	
	Unit-2	UN and the Recognition of Women's Human Rights	12hrs
		Chapter-1 UN Human Rights Mechanisms: UDHR, ICCPR, ICESCR; CEDAW and the Protection of Women's Human Rights,	
		Chapter-2 UN Bodies on women; UN Commission on the Status of Women, UN Women	

		Chapter-3 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	
	Unit-3	Access to Gender Justice Chapter-1 Women's Rights enshrined in Constitution of India	

	Chapter-2 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) Chapter-3 National and Karnataka State Human Rights Institutions	11hrs
Pedagogy:	Lectures/assignments/self-study/ films, documentaries and discussion/ group readings and discussions/ presentations/ human rights café/role play	
References/ Readings:	• 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. • Agosin, Marjorie. (ed.). (2000). <i>Women, Gender and Human Rights: A Global Perspective</i>, Rawat Publications. Jaipur. • 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. • Hasan, Zoya. (2009). <i>Politics of Inclusion: Caste, Minorities and Affirmative Action</i>. OUP. New Delhi. • John, Mary E. (2008). <i>Women's Study in India, a Reader</i>. Penguin. • New Delhi Lemoncheck, Linda and James P. Sterba (ed.). (2001). <i>Sexual Harassment: Issues and Answers</i>, OUP. New Delhi. • Mehrotra, Nilika. (2013). <i>Disability, gender, and state policy: exploring margins</i>. Rawat Publications. New Delhi. • Ram, Nandu, (ed.). (2008). <i>Dalits in Contemporary India; Discrimination and Discontent</i>. (Vol I). Siddhant Publications. New Delhi. • Rehman, Anisur. (2011). <i>Human Rights, And Social Security; Perspectives, Issues and Challenges</i>. Manak Publications, New Delhi. • Renzetti, Claire M., Jeffrey L. Edleson and Raquel Kennedy Bergen. (2001). <i>Sourcebook on Violence Against Women</i>. Sage Publications. California. • Still, Clarinda. (2014). <i>Dalit Women: Honour and Patriarchy in South India</i>, Social Science Press. • Subramanian, C. and M. Sugirtha. (2015). <i>Transgender Rights: A Panoramic View</i>, Serial Publications. New Delhi. • Vijapur, P. (ed.) (2008). <i>Implementing human rights in the third world: Essays on human rights, Dalits and minorities</i>. Manak Publications. New Delhi. • Women Living Under Muslim Laws. (2006). <i>Knowing our Rights; Women, Family, Laws, and Customs in the Muslim World</i>.	

	• ಕರ್ನಾಟಕ ರಾಜ್ಯ ಕಾನೂನುಸೇವೆಗಳ ಪ್ರಾಧಿಕಾರ, ಕಾನೂನುಸಂಕ್ಷಿಪ್ತ ಮಾಹಿತಿ-2, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಕಾನೂನುಸೇವೆಗಳ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು. • ಕೃಷಿ ಮೂರ್ತಿ, ಗೀತಾ, ಮಹಿಳಾ ಹಕ್ಕುಗಳ ಮಾನವ ಹಕ್ಕುಗಳ ನೆಲೆಯಲ್ಲಿ, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ: 2009. • ಚರಣ್ ಕುಮಾರ ಅಂಬೇಡ್ಕರ್ ಮತ್ತು ಮಹಿಳಾ ಕಾನೂನು, ಅಮ್ಮ ಪ್ರಕಾಶನ, ಮೈಸೂರು: 2005. • ಸೋಮಶೇಖರ್, ಹಾಲತಿ, ಮಹಿಳಾ ಹಕ್ಕುಗಳು, ವಿಸ್ಮಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು: 2016.		
Formative Assessment	Weightage	Nature of Assignments	
Internal assessment	40 %	Term paper, Seminar presentation (Identification of local Gender issues and preparation of field-based report SHG/ Visiting local industry); 2 periodic tests	
Summative Assessment	60 %	End Semester w Examination	

Date:06.09.2022

Chairperson(BOS)

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

OE 2-: Doing Field Research with Gender Perspectives		3 Credits	Total hour: 45
Course Objectives:	1. This course aims at enhancing the basic field research capacity with a gender perspective. 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. 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. 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.		
Learning Outcomes:	At the end of the course, the students will be able : 1. To manage field research at basic level. 2. To develop the skill required for handling Sponsored research Projects, Conducting Evaluation Studies, and Use of Large Data . 3. To apply appropriate Statistical Packages for Social Science Research. 4. To conduct research in non-sexist, gendersensitive way		
Content:	Unit :1	Fundamentals of Doing Research:	12 hrs
		Chapter-1 Understanding Intersectionality in Social Research,	
		Chapter-2 Conducting Non-Sexist Research, Adherence to Feminist Methodology	
		Chapter-3 Research Designs: Exploratory, Descriptive, Diagnostic, Experimental	
		Chapter-4 Research Methods: Quantitative, Qualitative, Case Studies, Survey and Participatory Action Research.	
		Chapter-5 Research Proposal /Research Report Writing with Referencing	
	Unit: 2	Doing Field Research:	14 hrs
		Chapter-1 Sampling Techniques: Probability and Non-Probability	
		Chapter-2 Scaling Techniques and Preparation of Questionnaire	

		Chapter-3 Techniques of Data Collection – Questionnaire, Interview Schedules, Interviews, Observation, Content Analysis	
		Chapter-4 Using Unconventional Data Sources: Meta-Analysis – Case Study – Oral History, FGD, PRA	
		Chapter-5 Using Secondary Data: Population Census – NSSO (National Sample Survey Organization) – NFHS (National Family Health Survey) and RCH (Reproductive and Child health	

	Unit: 3	Use of Technology in Data collection, Data Entry and Data Analysis:	16 hrs.
		Data Entry, Tabulation, and Basic Analysis by using PSPP or SPSS, Preparation of Google Form, and Conducting Research using it	
Pedagogy:	Lectures/ Field Visits/ Recording field experiences through written and visual modes / group discussions/ presentations		
References/ Readings	• Babbie, Earl. (1979). <i>The Practice for Social Research</i>. Himalaya Publishing House. Bombay. • Eichler, M. (1991). <i>Non-Sexist Research Methods: A Practical Guideline</i>. Routledge Chapman & Hall. New Delhi. • Goode and Hatt. (1952). <i>Methods in Social Research</i>. Macgrahill. Bombay. • Harding, Sandra. (ed.). (1987). <i>Feminism and Methodology: Social Science Issues</i>. Bloomington. Indiana. • Kothari, C.R. (1995). <i>Research Methodology: Methods and Techniques</i>. Willey Fastern LTD. New Delhi. • Krishanaraj, Maithreyi. (ed). (1985). <i>Evolving New Methodologies in Research on Women's Studies</i>. SNDT Women's University. Bombay. • Ramazanocglu, Caroline., and J.Holland. (2003) <i>Feminist Methodology, Challenges, and Choices</i>. Sage Publications. New Delhi. • Roberts, Helen. (ed). (1984). <i>Doing Feminist Research</i>. Rutledge and Kegan Paul, London. • ಇಂದಿರಾ. ಆರ್. ಸಾಮಾಜಿಕ ಸಂಶೋಧನಾ ವಿಧಾನಗಳು (ಮೂರನೆಯ ಆವೃತ್ತಿ), ವಿದ್ಯಾಸಾಗರ್ ಪ್ರಿಟಿಂಗ್ ಅಂಡ್ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಮೈಸೂರು: 2001. • ನಾರಾಯಣ. ಎಂ. ಸಾಮಾಜಿಕ ಸಂಶೋಧನೆ ಚೇತನ್ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು ರಾಜಶೇಖರ್, ಎಸ್. ಸಾಮಾಜಿಕ ಸಂಶೋಧನೆ, ಭಮರಪ್ರಕಾಶನ.		

Formative Assessment	Weightage	Nature of Assignments
Internal assessment	40%	2 periodic tests+ small field survey on any (minimum 30 sample) relevant gender issues using tools and techniques taught in the course
Summative Assessment	60%	End Semester Examination

Date: 06.09.2022

Chairperson (BOS)

Program Articulation Matrix for the Undergraduate BA Degree Program in Women’s Studies (elective/optional courses)						
Semester		Title/Name of the Corse	Program Outcomes	Pre-requisite courses*	Pedagogy	Assessments
1	OE-1A	Understanding Gender	1. Able to understand the sociocultural basis of gender-based inequalities and comprehension of gender as an analytical category. 2.Examine and critique gender assumptions underlying social aspects and comprehend the impact of gender on individuals' historical and contemporary agency. 3.Critique ideological assumptions and different feminist thoughts to develop gender-sensitive and gender just personalities among students.	PUC	Lectures/Assignments/Sel f-study/Role Play/Poster and Album Making/ Presentations/ Film Review/Group Readings and Discussions	Internal assessment: 30% (Written term paper, Seminar presentation, 2 periodic tests) Summative assessment: 70% End Semester examination
	OE-1B	Capacity Building for Gender Practitioners	1.Students are expected to improve their academic communication skills. 2.They are expected to learn different ways of gender sensitization, the basics of resource mobilization for a social cause, and social media etiquette. 3. They are expected to appreciate the need for documentation and learns basic documentation techniques.	PUC	Lectures/assignments/self -study/ presentations/ Field visit or experience survey to select NGO’s /CSO’s/ Guest lectures and engagement with the following activities Role Play, Skit, Street Plays, Street Theatre, Visual Production-Gender Cookies- Documentaries- Short films- Slogans& posters	Internal assessment: 30% (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) 15 hrs Internship with NGO’s: 20% Students are expected to produce an outcome-oriented report on report writing, Fundraising or documentation, Summative assessment: 50% End Semester examination
2	OE-2A	Women’s Human Rights	1.Students will get a grasp of the inherent importance of human rights. 2.The course will help students to understand the working of various human rights agencies. 3.The course will enable the students to realize	PUC	Lectures/assignments/self -study/ films, documentaries and discussion/ group readings and discussions/	Internal assessment: 30% (Written term paper, Seminar presentation, 2 periodic tests) Summative assessment: 70%

			that gender issues are also human rights issues. 4. Students should be able to stand up for upholding human rights in their life		presentations/ human rights café/role play	End Semester examination
	OE-2B	Doing Field Research with Gender Perspectives	1. Students will be able to manage field research at basic level. 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. 3. Students will also develop skill to conduct research in non-sexist, gender sensitive way	PUC	Lectures/ Field Visits/ Recording field experiences through written and visual modes / group discussions/ presentations	Internal assessment: 30% (small field survey on any (minimum 30 sample) relevant gender issues using tools and techniques taught in the course, 2 periodic tests) Summative assessment: 70% End Semester examination

Date: 06.09.2022

Chairperson (BOS)

