

Tumkur  University

**Women's Studies Curriculum:
Open Electives for Semesters III & IV
(National Educational Policy 2020)**

Submitted by:

BOS in Women's Studies

SEPTEMBER 2022

Contents

Course Code	Semester	Title of the Paper	Credits	No of Teaching Hours
WSOE 05	Open Elective 3 rd	Gender and Disability	3	45
WSOE 06	Open Elective 3 rd	Gender, Culture and Mass Media	3	45
WSOE 07	Open Elective 4 th	Gender and Society	3	45
WSOE 08	Open Elective 4 th	Gender, Economy and Work	3	45

Question Paper Pattern: (60Marks)

1. Answer in one or two sentences: $2 \times 10 = 20$
2. Short notes on all sections: $4 \times 5 = 20$
3. Essay type questions: $10 \times 2 = 20$

Internal Assessments: (40 Marks)

1. Periodical Test-I and Test-II(C1): 20 Marks
2. Assignments/ Seminar and Project work/Field Work(C2): 20 Marks

Question Paper Pattern: (60Marks)

1. Answer in one or two sentences: $2 \times 10 = 20$
2. Short notes on all sections: $4 \times 5 = 20$
3. Essay type questions: $10 \times 2 = 20$

Internal Assessments: (40 Marks)

1. Periodical Test-I and Test-II(C1): 20 Marks
2. Assignments/ Seminar and Project work/Field Work(C2): 20 Marks

SEMESTER- III: OPEN ELECTIVE - 3A

TITLE: GENDER AND DISABILITY

(COURSE CODE: WSOE05)

OE-3A: Gender and Disability		3 Credits	Number of Lecture Hours: 45
Objectives	<ol style="list-style-type: none"> 1. Persons with disabilities represent one of the largest discriminated groups in the world, and the World Health Organization estimates that one in seven persons live with a disability. This paper aims to give an introduction to disability as a category of analysis in Gender Studies 2. This paper encourages critical and comparative thinking about the intersection of various disabilities, genders, caste, class, religion, and other intersectionality and their challenges. 3. This paper tries to throw light on Disability as a social experience of normalized exclusion and segregation beyond only a "medical" and "personal" issue and introduces various national and international initiatives, policies, programs, and technological supports for people with disabilities 		
Content	Unit-1	<p>Understanding the Disability</p> <hr/> <p>Chapter-I. Definition of Disability- Social and Cultural Construction of disability - Ability and Disability - Types of Disabilities: Visible and invisible disabilities and Disabilities mentioned in RPWD Act-2016</p> <hr/> <p>Chapter-2. Constitutional Rights of Persons with Disabilities -Persons with Disability Act-1995, Rehabilitation Council of India Act - 1992, National Trust Act-1999, National Policy for Persons with Disabilities-2006, Rights of Persons with Disability Act-2016, UN Convention on the Rights of Persons with Disabilities (CRPD)</p> <hr/> <p>Chapter-3. Understanding Disability in Different Dimensions:</p>	16hrs.

	Disability and Health, Disability and Family Support/caregivers, Disability Education, Employment and Reservation Policy Disability and Empowerment - Government (Central and Karnataka State) Schemes and Facilities	
Unit-2	Conceptualizing Gender and Disability through Feminism	14hrs.
	Chapter-1. The Gendered Experience of Disability - Gender Dimensions of Disability in the Indian Context: Challenges faced by gender-queer and the transgender person with disabilities	
	Chapter-2. Feminist Perspectives on Disability, Issues Related to Victimization and Vulnerability of Disabled Women. Gender and Disability Stereotypes	
	Chapter-3. The Status of Women and Girls with Disabilities in India, Issues, and challenges faced by Women with Disabilities: Violence, Marriage, Parenting especially Motherhood, Reproductive Health, and Sexuality.	
	<u>Social Exclusion and Inclusion of Women with Disability</u> Chapter-I. Understand the Concept of Social Exclusion and Inclusion within the Context of Disability- Societal Attitudes towards Women with Disabilities, Double Discrimination faced by Women with Disabilities,	15hrs.

	<p>Chapter-2. Social Inclusion of Disabled Women -Inclusive Strategies and Factors: Inclusive Education, Innovative Technologies, Assistive Devices (Visual Impairment- Walking stick, JAWS Screen Reader, NVDA software, Text-to-speech software, Braille Mirroring and Zoom Ex Instant Reader etc.</p> <p>Hearing Impairment- Hearing Aid, Conversor Pro-Multipack, iChat, GarageBand and listener amplification device etc.</p>	
	<p>Speech Impairment-Augmentative Communication Device, Sanyog Software, Speech and Language Pack Software, and Accessible Smart Phones.</p> <p>Physical Impairment- For Mobility- Walker, Wheel Chair, Crutches, Prosthetic Aids and Mobility Scooter etc.)</p> <p>Accessibility to Employment and all Public and Private Institutions, Gender Equality and Disability Inclusion, Rehabilitation of Women with Disabilities.</p> <hr/> <p>Chapter-3. NGOs working towards Empowerment for the person with a disability: EnAble India, Samarthanam Trust for the Disabled, Diya Foundation, and The Association of People with Disability.</p> <p>Case Studies/Success stories: Ira Singhal(bureaucrat), Sudha Chandran (Actor Dancer), Prof Anita Ghai (education), Arunima Sinha (Adventure sports).</p>	
Pedagogy	Lectures/Assignments/Self-study/preparing case studies/success stories/ Case studies video graphing / Group Readings and Discussions	
Learning outcome	<ol style="list-style-type: none"> 1. The course expects students to understand psycho-social, political, and cultural perspectives on disability studies through exploring discourse on theories of disability and activism for establishing disability as a human rights issue. 2. Drawing from the work of scholars from both the west and India and personal and professional experiences, Case studies, the course will engage students in a transformative process of reflection, debate, and discovery. This course will encourage a field orientation along with theoretical 	

	understanding.
References/ Readings	<ol style="list-style-type: none"> 1. Anita Ghai, (2015) Rethinking Disability in India, Routledge India 2. Albrecht G.L, Katherine D Seelman & Michael Bury, (2001) Hand Book of disability Studies, Sage, London, Social Welfare India - Sachdev. 3. Alur Sathi (1999), Women with disability, Action Aid Disability News. Vol. no.1 and 2, 11-14.

4. Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing, and Society: Indian Journal of Gerontology, Vol. 17 (3 & 4), July- Dec. 2007, pp 75 - 81
5. Begum, Nasa. (1992). "Disabled Women and Feminist Agenda, Feminist Review, 40(1):71-84"
6. Berghs M, Atkin K, Graham H, et al., (2016) Implications for public health research of models and theories of disability: a scoping study and evidence synthesis. Public Health Research, No. 4.8. Southampton (UK): NIHR Journals Library;
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9. Ghai, Anita. (2003). "Disembodied Form: Issues of Disabled Women". New Delhi, Shakti Books, Har-Anand Publications.
10. Ghosh, J. (2002) Women with Disabilities in India. Integral Liberation, Vol. 6(4), Dec. 2002 pp. 262-263
11. G.N. Kama (2001), Disability studies in India- Retrospect and Prospects. Gyan publishing house New Delhi
12. Hans, Asha & Patri A. (2000) Women Disability, and Identity, Delhi: Sage Publication.
13. Hillyer, Barbara. (1993), "Feminism and Disability". Norman and London: University of Oklahoma Press.
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15. K. R. Murugan & K. Manimekalai (2015), Social Exclusion and Inclusion of Women in India, MJP Publisher, Chennai.
16. Renu Addlakha (2013), "Disability Studies in India", Routledge, New Delhi.
17. R.N. Pati (2011), Differently Abled Women: Issues and Challenges, Sarup Book Publishers PVT. LTD.
18. Thomas, Carol (1999), Female Forms: Experiencing and Understanding Disability, Buckingham, Open University Press.
19. Gender Equity - Dr. Kishori Nayak K., Centre for Women's Studies Mangalore University.
20. Ambedkar and Women- Seema Pardesi, Uma Chakravathri - Yielding Caste
21. Writing on Caste, Writing on Gender - Sharnila R
22. We also made history Urrnila Pawar & Minakshi Moon
23. Tulsi Patel, (Ed.). "Sex selective Abortion in India: Gender, Society and New Reproductive Technologies". Sage, New Delhi. (2007).
24. ಅನುಪಮಾ ಎಚ್. ಎಸ್, ಮಹಿಳಾ ಆರೋಗ್ಯ - ಪ್ರಸಾರಾಂಗ, ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ವಿಜಯಪುರ.

25. ಅರ್. ಸುನಂದಮ್ಮ, ಆಹಾರ ಸಂಪುಟ -೦೩ ಮಹಿಳಾ ಸಾಂಸ್ಕೃತಿಕ ಕೋಶ (ಪ್ರಸಂ) ಪ್ರಸಾರಾಂಗ
26. ಕಿಶೋರಿ ನಾಯಕ್ ಕೆ.(ಸಂ) , ಲಿಂಗತ್ವ ಸಮನ್ವಯ: ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
27. ಕೆ ಸರೋಜ, ಮಹಿಳಾ ಆರೋಗ್ಯ -ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ ೨೦೦೪
28. ಕೆ.ಸರೋಜ, ಮಹಿಳಾ ಆರೋಗ್ಯ ಮರುಚಿಂತನೆ-ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, ೨೦೦೭
29. ಗಾಯತ್ರಿ ಎನ್. ಮಹಿಳಾ ಚಳುವಳಿಯ ಮಜಲುಗಳು ನವ ಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
30. ಗೀತಾ ಕೃಷ್ಣಮೂರ್ತಿ, ಮಹಿಳಾ ಹಕ್ಕುಗಳು ಮತ್ತು ಮಾನವ ಹಕ್ಕುಗಳು, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
31. ಬಿ.ಎನ್ ಸುಮಿತ್ರಾಬಾಯಿ , ವಿಮೋಚನೆಯಡೆಗೆ? ಸಮತಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಮೈಸೂರು ೧೯೮೬
32. ಬೇಕಾ ಮೂರ್ತಿಶರಯ್ಯ, ಮಹಿಳೆ ಸಮಾಜ ಮತ್ತು ಕಾನೂನು, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ ೨೦೦೪
33. ವಸುಂಧರಾ ಭೂಪತಿ- ಸ್ತ್ರೀ ಆರೋಗ್ಯ ರಕ್ಷಣೆಯ ಸೂತ್ರಗಳು, ರಚನಾ ಆರೋಗ್ಯ ವಿಭಾಗ ೨೦೦೩
34. ವಸುಂಧರಾ ಭೂಪತಿ- ಸ್ತ್ರೀ ಆರೋಗ್ಯ ರಕ್ಷಣೆಯ ಆರೈಕೆ, ವಿಕ್ರಮ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು ೨೦೦೭
35. ವಸುಂಧರಾ ಭೂಪತಿ- ಹರೆಯದ ಸಮಸ್ಯೆಗಳು ಮತ್ತು ಆಪ್ತ ಸಲಹೆ, ಕೊತ್ತಳ ಬಸವೇಶ್ವರ ಶಿಕ್ಷಣ ಸಮಿತಿ, ಸೇಡಂ.೨೦೧೦
36. ವಸುಂಧರಾ ಭೂಪತಿ- ಮಹಿಳೆ ಜೀವನ ವಿಜ್ಞಾನ- ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಜ್ಞಾನ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು ೨೦೧೧
37. ವಸುಂಧರಾ ಭೂಪತಿ - ಮಹಿಳೆ ಮತ್ತು ವೈಜ್ಞಾನಿಕ ಅರಿವು ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಜ್ಞಾನ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು 2012
38. ಶಿವಾನಂದ ವಿರಕ್ತಮಠ, ದೇಶಿ ವೈದ್ಯ ಪದ್ಧತಿ-ಸಂ: ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮಹಿಳಾ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ವಿಜಯಪುರ-೨೦೧೩
39. ಸಬಿಹಾ ಭೂಮಿಗೌಡ, ಲಿಂಗತ್ವ ಸಮನ್ವಯದಡೆಗೆ-ಕರ್ನಾಟಕ ಸಂಘ, ಮಂಡ್ಯ.೨೦೧೨
40. ಸಬಿಹಾ ಭೂಮಿಗೌಡ, ಮಹಿಳೆ: ಇಂದಿನ ಸವಾಲುಗಳು - ಲಡಾಯಿ ಪ್ರಕಾಶನ, ಗದಗ, 2015

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

Date:

BOS Chairperson

SEMESTER- III: OPEN ELECTIVE - 3B

TITLE: GENDER, CULTURE AND MASS MEDIA

(COURSE CODE: WSOE06)

OE -3B: Gender, Culture and Mass Media		3 Credits	Number of Lecture Hours: 45
Objectives	<p>1. The purpose of this course is to explore the relationship between gender, Culture, and mass media.</p> <p>2. This course will help students understand how the media structure our understanding of gender.</p> <p>3. Address the role of new media technologies in challenging and reaffirming the traditional construction of gender.</p>		
Content	Unit-1	Basic Concepts	15 hrs.
		Chapter -1. Understanding key concepts: Gender - Culture-Media- Fundamentals of Mass Communication- Need for Engendering media	
		Chapter -2. Influence of Culture on media - Popular Culture and Media - Recent trends in media Culture.	
	Chapter -3. Evolution of cultural studies and influence of Feminism on Cultural studies		
	Unit-2	Gender Representation in Various Media	15 hrs.
		Chapter -1. Gender representation: Television - Newspapers- Magazines- Journals - Radio programs - Films - Television Serials and Web Series - Theatres - Folk arts, Music Videos - Dance - Advertisement	
Chapter -2. Caste, class, and Gender bias in Indian media- Trivialization - Gender Stereotype- Negative portrayal - cyber bullying - Commodification of women in media			

		Chapter-3. Empowerment of women through Media in India - Women's Magazines - Portrayal of new-age women in Media- Alternative media - Job opportunities in media - Women professionals in media - Portrayal of LGBTQ+ communities in media	
	Unit-3	New Media, Law, and Gender	15hrs.
		Chapter-I Gender question in Digital media, social media: Twitter, Facebook, WhatsApp, Instagram, <u>Telegram, Snap chat - Online activism on gender issues</u> Chapter-2 Indecent Representation of Women (Prohibition) Act,1986 - Guidelines for journalistic conduct laid down by press trust of India, Social Media Act 2021	
Pedagogy	Lectures/Film Review/Role play /Poster and Album Making/ Self Study/ Preparing Pamphlets /Assignments/Presentations/Group Readings and Discussions/ Performance.		
Learning outcome	<ol style="list-style-type: none"> 1. The course will provide insight on key concepts such as gender, media, Culture. 2. The students will understand importance of media and representation of women. 3. It provides better understanding of gender related issues in mass media. 		
References/ Readings	<ol style="list-style-type: none"> 1. Charlotte Krollokke, Anne Scott Sorensen, Gender Communication; Theories and Analysis New Delhi, Sage Publication, 2006. 2. John Storey, Cultural Theory and Popular Culture: An Introduction, New York, Pearson Longman. 2009. 3. Laura Mulvey, Visual and Other Pleasures, New York, Palgrave, 1989. 4. Mary Celeste Kearney, The Gender and Media Reader, New York, Routledge, 2012 5. Meera Kosambi (ed), Women's Oppression in the Public Gaze: Analysis of Newspaper coverage, State Action and Activist Response, Research Centre for Women's University, Mumbai, 1994. 6. Rosalind Gill, Gender and the Media, Cambridge, Polity Press, 2007. 		

	<p>7. Media Gender and Popular Culture in India - Tracking change and continuity- Sanjukthe-Dasgupta</p> <p>8. ಎಂ. ಉಷಾ, ಪತ್ರಿಕೆ ಮತ್ತು ಮಹಿಳೆ, ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ. 1999</p> <p>9. ಕಲಾವತಿ ಬಿ.ಜಿ ಮಾಧ್ಯಮ ಮತ್ತು ಮಹಿಳೆ, ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.</p> <p>10. ಕಲಾವತಿ ಬಿ.ಜಿ ಜಾಹಿರಾತುಗಳಲ್ಲಿ ಮಹಿಳಾ ಪ್ರತಿನಿಧಿಕರಣ, 2017</p> <p>11. ಓಂಕಾರ ಕಾಕಡೆ, ಮಹಿಳಾ ಸಬಲೀಕರಣ ಮತ್ತು ಕನ್ನಡ ದಿನಪತ್ರಿಕೆಗಳು, ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಮತ್ತು ಅಕಾಡೆಮಿ. ಬೆಂಗಳೂರು, 2009</p> <p>12. ವಸುಂಧರಾ ಭೂಪತಿ, ಮಹಿಳೆ ಮತ್ತು ಮಾಧ್ಯಮ, ಹಿತ್ತೈಷಿಣಿ ಪತ್ರಿಕೆ, ಸೆಪ್ಟೆಂಬರ್ 4, 2018.</p> <p>13. ವಿಜಯಾ, ಮಾಧ್ಯಮದಲ್ಲಿ ಮಹಿಳೆ: ಹೊಸ ಸವಾಲುಗಳು, ೧೩ ಫೆಬ್ರವರಿ 2020 (www.vijayavani.net)</p> <p>14. ಸಿ.ಜಿ ಮಂಜುಳಾ, ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಮಹಿಳೆಯ ಅಸ್ತಿತ್ವ. ಪ್ರಜಾವಾಣಿ ದಿನಪತ್ರಿಕೆ ಫೆಬ್ರವರಿ, 11, 2014.</p> <p>15. ಸಿ.ಜಿ ಮಂಜುಳಾ, ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಮಹಿಳೆ ಆಗೋಚರ ಅಡತಡೆ, ಋತುಮಾನ ಪತ್ರಿಕೆ, ಜನವರಿ 2020</p> <p>16. ಸೌಮ್ಯ ಎಚ್ ಎಲ್, ಮಹಿಳೆ ಮತ್ತು ಮಾಧ್ಯಮ International journal of kannada research, 2019. www.kannadajournal.com</p>	
Formative Assessment	Weightage	Nature of Assignments
Internal Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Date:

BOS Chairperson

SEMESTER-IV: OPEN ELECTIVE-4A

TITLE: GENDER AND SOCIETY

(COURSE CODE: WSOE 07)

OE-4A: Gender and Society		3 Credits	Number of Lectures Hours:45
Objectives	1. This paper aims to create an intersectional understanding of various social factors 2.This paper tries to locate the position of women in social institutions 3.The paper aspires to sensitize students to various social issues concerning women		
Content	Gender Identity and Gender Socialization		14 hrs.
	Unit-1	Chapter-I. Definition & Meaning of Gender, Concept of Gender Identity: Gendered Socialization – Gender as a social construct- Development of Gender identity- Gender stereotyping- Gender Roles - Role Conflict- Gender Division of Labor	
		Chapter-2. Gender-related concepts: Feminism - Equality - Equity- Gender Mainstreaming- Sexuality-Androgyny and Misogyny	
		Chapter-3. Gender bias and Social Deprivation in: Food Security and Malnutrition, Health, Education, Employment	
	Gender and Institutions		15 hrs.
	Unit-2	Chapter-I. Continuity and Change in Kinship and Family Structure: Patriarchy- Matriliny- Matrilocality. Joint and Nuclear family, Single Mother headed family	
	Chapter-2. Marriage and Divorce: Concept and Definition - Monogamy- Polygamy -Polyandry- Challenges faced by women, Concept of Caste: Caste hierarchy - Discriminations practiced under the Caste system- Differential status of women under the Caste system		
	Chapter-3. Gender and Education: Gender bias in Curriculum- Gender bias in enrolment, drop-outs, and achievement, Problems of Girls’ education- Role of education in promoting Gender equality and gender equity.		

Gender-related issues in India		
Unit-3	<p>Chapter -1. Gender Issues: Feminization of Poverty- Devaluation of Women's Labour- Sanitation and Dignity of Women, Inequality in Distribution of resources</p> <p>Chapter-2. Child Sex ratio - Female feticide and female infanticide - Child marriage - Sexual Harassment at the workplace - Sexual assault /Rape - Dowry - Trafficking of Women and Children - Domestic violence</p> <p>Chapter-3. Intersectional understanding of women: Caste - Class- Religion - Rural-Urban -Tribal-Dalit- Women Elders - Sex workers- Challenges faced by Transgender Community</p>	16 hrs.
Pedagogy:	Lectures/Assignments/ Self-study/ Role Play/ Poster and Album Making/Presentations/Film Review/Group Readings and Discussions	
Learning Outcomes	<ol style="list-style-type: none"> 1. Understanding the sociocultural basis of gender-based inequalities and establishment of gender as an analytical category 2. Examine and critique gender assumptions underlying social aspects and comprehend the impact of gender on individuals historical and contemporary agency 3. Critique ideological assumptions and different feminist thoughts to develop gender-sensitive and gender just personalities among students. 	
	<ol style="list-style-type: none"> 1. Anu Saksena. (2004). "Gender and Human Rights". Shipra, New Delhi. 2. Clara Zetkin. (1988). "Movements for the Emancipation of Women". Kamgar Prakashan, New Delhi. 3. Evorett, Jana, Matson. (1979). "Women in Social change in India". Heritage Publication, New Delhi. 4. Ghosh.S. K. (1989). "Indian Women through the ages". Ashish Publishing house, New Delhi. 	

References

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6. Leelamma Devasia and Devasia.V.V. (1991). "Girl Child in India".Ashish Publishing House, New Delhi.
7. Madhu Shastri. (1990). "Status of Hindu Women". RBSA Publishers, Jaipur.
8. Meera Kosambi. (1993). "At the intersection of Gender Reform and Religious Belief". RCWS, SNDT, Bombay.
9. Neera Desai and Maithreyi Krishnaraj. (1987). "Women and Society in India".Ajantha publications, New Delhi.
10. Paul Chowdary. (1992). "Women welfare and Development". Inter India Publications, New Delhi.
11. Reddy.P.R, and Sumangala .P."Women in Development". Publishing Corporation, Vol.I&II, New Delhi.
12. Regina Pappa B. (2003). "Gender perspective curriculum in Higher Education". Women's Studies Division, Alagappa University, Karaikudi.
13. Rehna Ghadially (ed). (1988). "Women in Indian Society". Sage Publications, New Delhi.
14. Sandhan Arya. (2000). "Women Gender Equality and the State". Deep and Deep Publications, New Delhi.
15. Susheela Mehta. (1989). "Revolution and the Status of Women". Metropolitan Book co.pvt ltd, New Delhi.
16. Sushma Sood. (1990). "Violence against Women". Arihant Publishers, Jaipur.
17. Upadhay.H.C. (1991). "Status of women in India".Anmol Publications, vol.I&II, New Delhi.
18. Veena Poonacha. (1995). "Gender within the Human Rights Discourse". RCWS, SNDT, Bombay.
19. Veena Poonacha. (1995). "Understanding women's studies" RCWS, SNDT, Bombay.
20. ಆರ್. ಇಂದಿರಾ, ಮಹಿಳೆ ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ, ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ ೨೦೦೨
21. ಡಾ. ಬಿ.ಎನ್.ಸುಮಿತ್ತಾಬಾಯಿ, ಸ್ತ್ರೀ, ಅಹರ್ನಿಶಿ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ, ೨೦೧೮
22. ಎಚ್.ಎಸ್.ಶ್ರೀಮತಿ, ಸ್ತ್ರೀವಾದ, ಇಳಾ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು ೨೦೦೩
22. ಎಚ್.ಎಸ್. ಶ್ರೀಮತಿ, ಸ್ತ್ರೀವಾದ, ಇಳಾ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು. ೨೦೦೩
23. -ಕಿಶೋರಿ ಕೆ ನಾಯಕ: ಸ್ತ್ರೀವಾದ ನೆಲೆಗಳು ಮತ್ತು ನಿಲುವುಗಳು, ಪ್ರಸಾರಂಗ ಮಂಗಳೂರು ವಿವಿ, ಮಂಗಳೂರು ೧೯೯೯
24. ಜ್ಯೋತಿ ಶಶಿಕುಮಾರ, ಮಹಿಳೆ ಮತ್ತು ಸಮಾಜಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ,
25. ಮಂಗಳಾ ಆರ್ ಪ್ರಿಯದರ್ಶಿನಿ ಮಹಿಳಾ ಅಧ್ಯಯನ ಪ್ರವೇಶಿಕೆ, . ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ. ೨೦೦೭
26. ಸುಧಾ ಸೀತಾರಾಮ್: ಮಹಿಳಾ ಅಧ್ಯಯನ ಸಮಾಜಶಾಸ್ತ್ರೀಯ ದೃಷ್ಟಿಕೋನ, ಸ್ತ್ರೀಲೇಖ, 2010
27. ಶ್ರೀದೇವಿ ಆಲೂರ, ಮಹಿಳಾ ಅಸ್ತಿತ್ವದ ಹುಡುಕಾಟಶ್ರೀ ಸಿದ್ಧಲಿಂಗೇಶ್ವರ ಪ್ರಕಾಶನ, ಕಲಬುರಗಿ, ೨೦೧೦

28. ಶ್ರೀದೇವಿ ಆಲೂರ, ಮಹಿಳಾ ಅಧ್ಯಯನ, ಶ್ರೀ ಸಿದ್ದಲಿಂಗೇಶ್ವರ ಪ್ರಕಾಶನ, ಕಲಬುರಗಿ, ೨೦೧೪		
Formative Assessment	Weightage	Nature of Assignments
Internal Assessment	40%	Written term paper, Seminar Presentation, 2 Periodic Tests
Summative Assessment	60%	End Semester Examination

Date:

BOS Chairperson

SEMESTER-IV: OPEN ELECTIVE- 4B

TITLE: GENDER, ECONOMY AND WORK

(COURSE CODE: WSOE 08)

OE-4B: Gender, Economy and Work		3 credits	Total Hours: 45	
Objective:	<ol style="list-style-type: none"> 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 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. The course proposes suggested alternatives to ensure women attain equal rights in the field of economic development. 			
Content:	Unit-1	Basic Concepts		
		Chapter-1. Concepts – Work, Economy, National Income, Gross Domestic Product (GDP)	15hrs.	
		Chapter-2. Understanding the concept of work from a feministic perspective. Invisibility of women's work -		
	Chapter-3. Concepts of Labour and Market, Decreasing Female Labour Force Participation in India, Gender Discrimination in Labour Market			
	Unit-2	Integration of Gender Approach in Understanding the Economic Institution		15hrs.
		Chapter-1. Welfare, Development, Empowerment, Poverty, Unemployment, Underemployment		
		Chapter-2. Impact of Globalization, Women Workers in the Informal Sector, Glass Ceiling, Women in STEM Jobs		
Chapter-3. Human Development Index (HDI), Gender Development Index (GDI), Gender Empowerment Measure (GEM), Global Gender Gap Index (GGI) Sustainable Development Goals (SDG)				
		Introduction to Capability Approach and Women's Empowerment:		

	<p>Unit-3</p> <p>Chapter-1. Role of Self-Help Groups in Women’s Empowerment</p> <p>Chapter-2. State Initiatives for Women’s Economic Development in Karnataka- DWCD, SHG - Stree Shakti, KSWDC.</p> <p>Chapter-3 Organizations Working for Women’s Economic Empowerment: Self Employed Women’s Association (SEWA), Working Women’s Forum (WWF), and Grameen Bank</p>	15hrs.
Pedagogy:	Lectures/assignments/self-study/films,documentariesanddiscussion/ group readings and discussions/ presentations/	
References/ Readings:	<ul style="list-style-type: none"> • Agarwal,Bina.(1994).<i>AFieldofOne’sOwn:GenderandLandRights in South Asia</i>. Cambridge University Press. New Delhi. • Agarwal, Bina. Jane Humphries, and Ingrid Robeyns. (eds.).(2004). <i>Capabilities,FreedomandEquality:AmartyaSen’sWorkfromaGender Perspective</i>. Oxford University Press. Oxford. • Bose rup,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 CommissiononSelfEmployedWomenandWomenintheInformal Sector</i>. Government of India Press. New Delhi. • Datta. Rekha, (2003). <i>From Development to Empowerment: The Self-EmployedWomen'sAssociationinIndia</i>.<u>InternationalJournalofPolitics,Culture, and Society</u>, Vol. 16, No. 3. • Dasgupta, K. (2013). <i>Globalization and Indian Women: Problems, Possibilities, and Information needs–An Overview</i>. World Library and Information Congress: 69th IFLA General Conference and Council. • John,MaryE.(ed.),(2008).<i>Women’sStudies:AREader</i>.PenguinBooks. London. • Kalpagam.U,(2011).<i>Gender and Development in India: Current issues</i>. Rawat Publications. Jaipur. • Lavanya,T.(2010).<i>Womenempowermentthroughentrepreneurship</i>. New Century Publications. New Delhi. • Siddique,S.(2008).<i>Womenentrepreneursinexporttrade</i>.Regal Publications. New Delhi. • Subhbhalaksmi,G. <i>Impact of Globalization Indian Women Worker</i>. InternationalModelProjectforWomen’sRights.WashingtonD.C. 	

	<ul style="list-style-type: none"> • ಚಂದ್ರಶೇಖರ್ ಟಿ.ಆರ್ ಮಹಿಳಾ ಆರ್ಥಿಕತೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ, ಪ್ರಸಾರಾಂಗ- ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ ೨೦೦೩ • ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್ ಮತ್ತು ಶಿವಾನಂದ ವಿರಕ್ತಮಠ, ಮಹಿಳಾ ಆರ್ಥಿಕತೆ, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ, ೨೦೦೭ • ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್ ಮತ್ತು ಶಿವಾನಂದ ವಿರಕ್ತಮಠ(ಸಂ) ಮಹಿಳೆ, ಬಿಡುವು, ಆರ್ಥಿಕತೆ, ಮಹಿಳಾ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ, ೨೦೦೭ <p>YouTubeLinks ಇಂದಿರಾ,ಆರ್.-ಮಹಿಳೆ ಮತ್ತು ದುಡಿಮೆ - https://youtu.be/tJg7yXy4F_I ಇಂದಿರಾ,ಆರ್.-ಮಹಿಳಾ ಸಶಕ್ತಿಕರಣ - https://youtu.be/MjVO01h-Gbc</p>
<p>Learning Outcomes:</p>	<ol style="list-style-type: none"> 1. Students to develop an understanding of the economic system from gender perspectives 2. They are informed about the impact of globalization on women. 3. Students are informed about the working conditions of women in organized and unorganized sectors, and various organizations of women workers. 4. Students develop critical thinking about the contribution of women to the economic development of the country.

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:

BOS Chairperson