



Regulations and Programme Structure
M.A . in Women Studies
(I to IV Semesters)

Master Degree Programme under Choice Based Credit System

(framed under section 43(1)(i) of KFU Act.2011)

With effect from 2022-23

(Draft copy approved by the Finance Committee, Academic Council and Syndicate of the University, in their meetings held on 22nd October, 2018 and 11th June 2018 and 22nd October, 2018 respectively)

Regulations

Regulations Governing Post-Graduate Programme M.A. Women Studies in the Department of Women Studies under the Faculty of Humanities under Choice Based Credit System

(Framed under Section 43(1)(i) of the K.F.U Act. 2011)

1.0 Title

The Regulations shall be called “Regulations Governing the Post-Graduate Programme M.A. in Women studies in the Department of Women studies under the Faculty of Social sciences under the Choice Based Credit System” in Karnataka Folklore University, Gotagodi.

2.0 Commencement

These Regulations shall come into force from the date assented to by His Excellency the Chancellor.

3.0 Definitions

- a In these Regulations, unless otherwise provided:
“Academic Council” means Academic Council of the University constituted according to the Karnataka Folklore University Act. 2011.
- b **“Choice Based Credit System (CBCS)”** The CBCS provides choice for students to select from the prescribed courses (core, elective, softcore, etc. courses).
- c “Board of Studies” means P.G. Board of Studies of the University, Adhoc/Combined and Steering Committees of Diploma Programmes in the discipline/subjects concerned.
- d **“Board of Examiners (BoE)”** means **P G Board of Examiners (BoE)** panel of examiners who does all the examination-related activities such as evaluation, question paper setting, viva-voce examination, etc. This panel of examiners should be identified and approved by BoS.
- e “Compulsory Course” means fundamental paper, which the student admitted to a particular Post-Graduate Programme, should successfully complete to receive the Post Graduate Degree in the concerned subject.
- f **“Course”** Usually referred to, as ‘papers’ is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning

outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ project work/ vocational training/viva/ seminars/term papers / assignments / presentations/ self-study etc. or a combination of some of these.

- g** **“Course Weightage”** means number of credits assigned to a particular course.
- h** **“Credit”** means the unit by which the course work is measured. One Credit means one hour of teaching work or two hours of practical work per week. As regards the marks for the course, 1 Credit is equal to 25 marks, 2 Credits are equal to 50 marks, 3 Credits are equal to 75 marks and 4 Credits are equal to 100 marks.
- i** **“Cumulative Grade Point Average (CGPA)”** refers to the cumulative Grade Point Averages weighted across all the semesters and is carried forward from first semester to subsequent semesters.
- j** **“Degree”** means Post-Graduate Degree.
- k** **“Grade”** is an index to indicate the performance of a student in the selected course. These Grades are arrived at by converting marks scored in each course by the candidate in both Internal Assessment and Semester-end Examinations.
- l** **“Transcript or Grade Card or Certificate”** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured).
- m** **“Semester Grade Point Average (SGPA)”** is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester.
- n** **“General Elective Course (GEC)”** means a paper offered by a department to the students of other Departments.
- o** **“Post Graduate Programme”** means semesterised Master’s Degree Programme excluding P.G. Diploma, under CBCS.
- p** **“Specialization course”** means advanced paper offered by a Department that a student of that Department can opt as a special course.
- q** **“Student”** means the student admitted to programmes under (k)
- r** **“University”** means Karnataka Folklore University, Gotagodi.

4.0 Minimum Eligibility for Admission

B.A. with Optional Women studies as a cognate subject. However, candidates with any Bachelor's Degree with not less than 55% of marks (50% in the case of SC/ST/Category-I/Candidates) in Basic Women studies are also considered if the seats remain unfilled after considering candidates with Optional Women studies.

Admission shall be as per the Government of Karnataka reservation policy and the directions issued in this regard from time to time.

5.0 Duration of the Programme

Unless otherwise provided, the duration of study for the Post-Graduate Degree Programme shall extend over a period of two consecutive academic years, each academic year comprising two semesters, and each semester comprising sixteen weeks with a minimum of ninety working days.

However, the students, who discontinue the programme after one or more semesters due to extraordinary circumstances, are allowed to continue and complete the programme with due approval from the Registrar subjected to double the duration of the programme and fulfil other conditions like minimum attendance etc. Further with a clear recommendation from the department council.. Candidates shall not register for any other regular course other than the Diploma and Certificate courses being offered the campus during the duration of the P.G. Programme.

5.1 However if student fails to continue second semester or fails to fulfill 75% attendance he/she may take this semester immediately after completion of fourth semester ,by paying full fees.

6.0 Medium of Instruction and Evaluation

The medium of instruction for all programmes except languages shall be normally in Women studies. However, the students may write the examinations in Kannada if so provided by the concerned Board of Studies.

7.0 Programme Structure

7.1 The students of Post-Graduate Programme shall study the courses as may be approved by the concerned Board of Studies (BoS), Faculty and the Academic Council of the University from time to time subject to minimum and maximum credits as outlined in these regulations.

7.2 The BOS of the concerned department shall prepare programme structure, syllabus and question paper pattern. The suggestive pattern of matrix for two years master's programme is presented in

Appendix A.

7.3 The category of courses which shall be included in the programme structure and their descriptions are given in the following Table:

Sl. No.	Category of Course	Description
1	Disciplines Specific Core (DSC) Course	DSC courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with strong scientific, technical and academic acumen.
2	Discipline Specific Elective (DSE) Course	DSE Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables exposure to some other discipline/ subject/domain or which nurtures the candidate's proficiency/skill.
3	Generic Elective Course (GEC)	GEC is a course to be chosen from an unrelated discipline/ Subject, with an intention to seek exposure beyond the discipline/s of choice. The purpose of GEC is to offer the students the option to explore disciplines of interest beyond the choices they make in core and discipline-specific elective courses.

4	Skill Enhancement Course (SEC)	SEC is a Course to promote skills pertaining to a particular field of study. The purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability/ Self-employment. The objective is to integrate discipline related skills in a holistic manner with general education.
5	Research Project (RP)	Project work is a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies. It enables to acquire special/ advanced knowledge through support study.
6	Internship (IP)	<p>Internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills.</p> <p>Note: Assessment pattern shall be decided by the BoS of the concerned discipline from time to time.</p> <p>[Internship is offered in Programmes wherever necessary]</p>

- 7.4 No minimum mark is prescribed for internal assessment.
- 7.5 Internal assessment marks once awarded will hold good even if a candidate reappears for the examination.
- 7.6 Credit for a course will be fixed by the BoS of the concerned department. However, it should be minimum of 2 credits and maximum of 4 credits for a particular course within the respective programme.
- 7.7 There shall be three components of teaching-learning viz., Lecture, Tutorial and Practical/Field Work. A course shall have Lecture (L) or Tutorial(T) or Practical/Field work component or the combination of any two or all the three components. The instruction pattern of the course is indicated as L: T: P. The credits of the course shall be the sum of credits allotted for L, T and P components.

7.6 The Number of seats per elective paper is as per the facility and infrastructure available in the department/campus/affiliated college. However, there should be minimum of 10 students per elective or any other conditions as prescribed by the University from time to time.

8.0 Attendance:

8.1 For the programme, calculation of attendance shall not be done at aggregate level for whole semester. Each course shall be taken as a unit for the purpose of calculating attendance. A student requires a minimum of 75% of attendance for each course to be eligible for the Semester End Examination (SEE).

8.2 In case of a candidate who represents his/her institution/university/state/nation in Sports/NCC /NSS/Cultural or any Official activities with shortage of attendance, up to a maximum of 15 working days in a semester may be condoned, based on the prior permission and recommendation of the Chairperson of the Department in the University / Director/Special Officer/Coordinator of PG Centre / Principal of the College.

8.3 A candidate who does not satisfy the requirement of attendance shall not be eligible to take the examination of the concerned course and he/she shall repeat that course when offered with the current syllabus of course(s). This facility shall be available only for TWO times in the entire course of duration.

8.4 The Chairperson of the Department in the University / Director/Special Officer/Coordinator PG Centres / Principal of the College shall send the list of such students with shortage of attendance immediately after the last working day of the semester to the Registrar (Evaluation). The Registrar (Evaluation) shall not include the course(s) in the Examination Hall Ticket where there is a shortage of attendance.

9.0 Miscellaneous:

9.1 Students are required to take active part in the research / survey programmes arranged by the department.

9.2 Students are required to learn Typing, shorthand and Computer applications.

9.3 A student shall be considered to have satisfied the required attendance for each course if he / she has attended minimum 75% of the total number of instructional hours during the semester.

9.4 There is no provision for condoning shortage of attendance.

- 9.5** The students who do not satisfy the prescribed requirement of attendance shall not be eligible for the ensuing examination. Such candidates may seek a fresh admission.
- 9.6** Such of the candidates who have participated in State / National level Sports, NSS, NCC, Cultural activities and other related activities as stipulated under the existing regulations shall be considered for giving attendance for actual number of days utilized in such activities (including travel days) subject to the production of certificates from the relevant authorities within two weeks after the event.
- 9.7. Student should take Open elective subject offered by the other department as an Open Elective subject. However, there should be minimum of 10 students per elective.

10.0 Examination

- 10.1.** Assessment and evaluation processes happen in a continuous mode. However, for reporting purposes, a course assessment is divided into 3 discrete components identified as C1, C2, and C3. The components C1 and C2 are based on Continuous Internal Assessment (CIA) and C3 is based on Semester-End Examination (SEE).
- 10.2** There shall be an examination at the end of each semester conducted by the University.
- 10.3** Unless otherwise provided, there shall be semester-end examination of 2/3 hours duration for 50/80 marks;
- 10.4** Every student shall register for each semester-end examination as per the University Notification by submitting duly completed application form through the proper channel and shall also pay the fees prescribed.
- 10.5** The Office of the Registrar shall allot the Register Number to the candidate in the beginning of the 1st semester, after receiving course registration list from the Chairman of the Department. That will be the Register Number of the candidate for all subsequent appearances and semester-end examinations.
- 10.6** The Answer scripts shall be in the safe custody of the University for a maximum period of one year from the date of announcement of results. These shall be disposed after one year.
- 10.7** The programme under CBCS is a fully carry-over system. A candidate reappearing for either the odd or even semester examinations shall be permitted to take examinations as and when they are conducted (even semester examination in even semester and odd semester examination in odd semester).

10.8 Candidates who have failed, remained absent or opted for improvement in any course / courses shall appear for such course / courses in the two immediate successive examinations that are conducted with subjected to minimum of 75% attendance. However, in the case of the candidate appearing for improvement of their marks, the marks secured in the previous examination shall be retained, if the same is higher.

10.9 Candidates who desire to challenge the marks awarded to them, in the odd (first and third) semester-end examination, may do so by submitting an application along with the prescribed fee to the Registrar (Evaluation) within 15 days from the announcement of results.

11.0 Evaluation

11.1 Each Course shall have two evaluation components – Continues Internal Assessment (CIA) and the Semester End Exams (SEE).

11.2 The CIA component in a course shall carry 20% /30% / 50% and the Semester End Examination shall carry 80% /70% / 50% respectively. However, in case of project work, the distribution of marks for Internal Assessment and Examination shall be left to the discretion of the concerned BOS and can also refer 10.0.

11.3. Each course shall be taken as a unit for the purpose of calculating attendance. A student shall be considered to have put in the required attendance for the course, if he / she have attended minimum 75% of the total number of instructional hours during the semester.

11.4 Continues Internal Assessment (CIA) shall be based on written tests / assignments / seminars and / or any other instructional activity as specified by the concerned Board of Studies from time to time. However, IA components can be referred as below;

Outline for Continuous Internal Assessment activities:

The Internal Assessment activity can be classified as C1 and C2. The session test should be conducted as per the university calendar of events. The semester end examination can be called as C3. Continuous Internal Assessment (CIA) activities for C1 and C2 of a 4-credit course shall be as under;

For courses of 04 Credits:

Activities	C1	C2	Total Marks
Session test	05 Marks	05Marks	10 Marks
Seminars/Presentations/Activity	05 Marks	--	05 Marks
Case Study/Assignment/Field work	--	05 Marks	05 Marks
TOTAL	10 Marks	10 Marks	20 Marks

For C3 (semester end examination) question paper pattern is as per the recommendation of concerned Board of Studies (BoS).

- 11.5 The IA marks list shall be notified on the Department Notice Board as and when the individual IA components are completed and the consolidated list shall be submitted to the Office of the Registrar Evaluation before the commencement of semester-end examination, or as directed by the University.
- 11.6 The tests shall be written in a separately designated book which shall be open for inspection by the students after evaluation.
- 11.7 There is no provision for seeking improvement of Internal Assessment marks.
- 11.8 The IA records, pertaining to Semester Examination, shall be preserved by the department / Centres / Colleges for a period of one year from the date of semester examination. These records may be called by the University or a body constituted by the University as and when deemed necessary.
- 11.9 The dissertation / project work evaluation and viva-voce shall be conducted by an internal and external examiner, appointed by Chairperson, BoE chosen from the panel of examiners approved by the concerned BoS.
- 12.0 **Semester-end Examination (C3)**
- 12.1 There shall be a Board of Examiners to set, scrutinize and approve question papers. These examiners are appointed by Chairperson, BoE chosen from the panel of examiners approved by the concerned BoS.
- 12.2 The BOE shall scrutinize the question papers submitted in two sets by the Papers setters and submit the same to the office to the Registrar (Evaluation).
- 12.3 The office of the Registrar Evaluation shall dispatch the question papers to the Departments/ P.G Centres/ Collages who shall conduct the Examinations according to the Schedule announced by the University.
- 12.4 Registrar (Evaluation) shall appoint a full-time course teacher as an internal senior supervisor and if required one external senior supervisor who shall conduct the examinations.

Each answer script (theory) of the odd semester-end examination (first and third semester) shall be a single valuation and each answer script (theory) of even semester semester-end examination (second and fourth semester) shall be assessed by two examiners (one internal and another external). The marks awarded to that answer script/project work shall be the average of these two evaluations. If the difference in marks between two evaluation exceeds 20% of the

maximum marks, such a script shall be assessed by third examiner. The marks allotted by the third examiner shall be averaged with nearer awarded of the evaluations.

Provided that in case the number of answer scripts to be referred to the third examiner in a course exceeds minimum of 20% of the total number of scripts, at the even semester-end examinations, such answer scripts shall be valued by the Board of Examiners on the date to be notified by the Chairperson of the Board of Examiners and the marks awarded by the Board shall be final.

- 12.5 Wherever dissertation / project work is prescribed in the even semesters of a programme, the same shall be evaluated by both internal and external examiners. The evaluation shall be as prescribed by the concerned Board of Studies.
- 12.6 In case of programmes with practical examination details of maximum marks, credits or duration may vary from Department to Department as specified by the concerned Board of Studies.
- 12.7 The Office of the Registrar Evaluation shall process and announce the results.

13.0 **Submission and Evaluation of Project / Dissertation:**

- 13.1 The candidate has to submit the project / dissertation within the time frame as prescribed by the Board of Studies
- 13.2 The responsibility of allocating the project work including the topic of the project, duration and the time for the field work etc., shall be decided by the beginning of the commencement of the semester. The project work titles should be in line with aims and objectives of the Karnataka folklore university.
- 13.3 Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form seminar in addition to regular discussion with guide.
- 13.4 The components of evaluation of the project/dissertation are as follows;
 - C1: periodic progress of the project work (10%) or (10 marks)
 - C2: Results of work and draft report (10%) or (10 marks)
 - C3: Final Project Evaluation(60%) or (60 marks).
 - Final viva-voce (20%)or (20 marks)

The marks of report evaluation and viva-voce examination pattern shall be decided by the Board of Studies.

14.0 **Maximum duration for completion of the Programme**

14.1 A candidate admitted to a post graduate programme shall complete it within a period, which is double the duration of the programme from the date of admission.

14.2 Whenever the syllabus is revised, the candidate reappearing shall be allowed for the examinations only according to the new syllabus.

15.0 Declaration of Results

15.1 The minimum for a pass in each course shall be 40% of the total marks including both the IA and the semester-end examinations. Further, the candidate shall obtain at least 40% of the marks in the semester-end examination. There is no minimum for the IA marks.

15.2 Candidates shall secure a minimum of 50% in aggregate in all course of a programme in each semester to successfully complete the programme.

15.3 Candidates shall earn the prescribed number of credits for the programme to qualify for the PG Degree.

15.4 Candidates shall earn the prescribed number of credits for the programme to qualify for the PG Degree.

15.5 For the purpose of announcing the results, the aggregate of the marks secured by a candidate in all the semester examinations shall be taken into account. However, Ranks shall not be awarded in case the candidate has not successfully completed each of the semesters in first attempt or has not completed the programme in the stipulated time (vide Regulation 5) or had applied for improvement of results.

16.0 Award of Grace Marks

16.1. A candidate shall be eligible to a maximum of 5 grace marks, provided the candidate: a) appears for the entire examination b) he/she has failed in only one paper and c) gets the minimum prescribed marks in the paper and aggregate for passing by such gracing. This is applicable only in the last (final) semester examination of the programme.

16.2. Grace Marks awarded for making up of deficiency in a paper/s of a semester, shall be deducted first from out of the component/s of the same paper which has no minimum for pass. After such deduction the balance of a grace marks, if any, shall be deducted equally (as far as possible) from the marks obtained in other paper/s of that semester, in the order of their appearance, without affecting the result (pass etc) of the candidate.

16.3. Grace marks awarded as per 16.1 for passing a paper and the corresponding marks deducted as per 16.2 to be shown only in the ledger and not in the statement of marks. However, grace marks awarded for declaration of grade as per 14.2 shall be indicated in the statement of marks.

17.0 Award of Ranks

17.1 For the purpose of announcing the results, the aggregate of the marks secured by a candidate in all the semester examinations shall be taken into account. However, Ranks shall not be awarded in case the candidate has not successfully completed each of the semesters in first attempt or has not completed the programme in the stipulated time (vide Regulation 5) or had applied for improvement of results.

17.2 Marks, Credit Points, Grade Points, Grades and Grade Point Average

17.3 The grade points and the grade letters to candidates in each course shall awarded as follows:

Percentage of Marks	Grade Points	Grade Letter
75 and above, up to 100.00%	7.50 to 10.00	A
60 and above but less than 75%	6.00 and above but less than 07.5%	B
50 and above but less than 60%	5.00 and above but less than 6.0	C
40 and above but less than 50%	4.00 and above but less than 05.00	D
Less than 40.00%	Less than 4.00	E

17.4 Credit Point (CP): The Credit Point for each course shall be calculated by multiplying the grade point obtained by the credit of course.

17.5 The award of Grade Point Average (GPA) for any student is based on the performance in the whole semester. The student is awarded Grade Point Average for each semester based on the Total Credit Points obtained and the total number of credits opted for. The GPA is calculated by dividing the total credit points earned by the student in all the courses by the total number of credits of those courses of the semester.

17.6 The Cumulative Grade Point Average (CGPA) shall be calculated by dividing the total number of credit points in all the semesters by the total number of credits in all the semesters. The CGPA to date shall be calculated by dividing the total number of credit points in all semesters to date by the total number of credits in all the semesters to date.

CGPA for the I Semester=

Sum of the CP of the I Semester ÷ Sum of the credits of the I Semester

CGPA for the II Semester =

Sum of the CP of the I Sem. ÷ Sum of the CP of II Sem. ÷ Sum of the credits of the I Semester ÷ II Semester

CGPA for the III and IV Semesters shall be computed accordingly.

17.7 The Grade Card at each semester examination shall indicate the course opted by the student, the credit for the course chosen by the student, the credit points obtained in each course, the grade letter and the grade point average. No class shall be awarded for each semester and the same would only be awarded at the end of all the semesters based on Cumulative Grade Point Average.

17.8 Class shall be awarded to the successful candidates based on the Cumulative Grade Point Average (CGPA) as specified below:

Cumulative Grade Point Average (CGPA)	Class to be awarded
7.5 to 10.0	First class with Distinction
6.0 and above but below 7.5	First Class
5.0 and above but below 6.0	Second Class

18.0 Miscellaneous

- a** Notwithstanding anything contained in these regulations, the semester system at post-Graduate level is hereby repealed.
- b** The provisions of any order, Rules or Regulations in force shall be inapplicable to the extent of its inconsistency with these Regulation.
- c** The University shall issue such orders, instructions, procedures and prescribe such format as it may deem fit to implement the provisions of this Regulations.
- d** The procedural details may be given by the University from time to time.
- e** Any unforeseen problems / difficulties may be resolved by the Vice Chancellor, whose decision in the matter shall be final.

Appendix I

Illustrative Model:

Grade Card

Programme: (Faculty of Social sciences)

Name of the candidate:

Semester: I

Seat No:

Month & Year:

Course	Course	Credits	Max	Mark	Semester	Credit
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	code no		Marks	Obtained	Grade Point	Points
DSC						
• Course-I		04	100	60	6.00	24.00
• Course-II		04	100	74	7.40	29.60
• Course-III		04	100	43	4.30	17.20
DSE						
• Course-I		04	100	60	6.00	24.00
• Course-II		04	100	74	7.40	29.60
GEC						
• Course-I		04	100	60	6.00	24.00
Total		24	600	341		136.40

GPA for I Semester = Total no. of CP ÷ Total no. of Credits=136.40/24.00=5.68

CGPA for I Semester = GPA = 5.68

Calculation of CGPA for II, III and the Final Semester

$$\text{CGPA for II Sem} = \frac{\text{CP (ISem)} + \text{CP (II Sem)}}{\text{Credits (I Sem)} + \text{Credits (II Sem)}}$$

$$\text{CGPA for III Sem} = \frac{\text{CP (ISem)} + \text{CP (II Sem)} + \text{CP (III Sem)}}{\text{Credits (I Sem)} + \text{Credits (II Sem)} + \text{Credits (III Sem)}}$$

$$\text{CGPA for the programme} = \frac{\text{CP (ISem)} + \text{CP (II Sem)} + \text{CP (III Sem)} + \text{CP (IV Sem)}}{\text{Credits (I Sem)} + \text{Credits (II Sem)} + \text{Credits (III Sem)} + \text{Credits (IV Sem)}}$$

(*CP: Credit Points)

Appendix A

i. Suggestive pattern of matrix for two years Masters programme

Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System (CBCS) Proposed for PG Programme

I-SEMESTER

Semester	Category	Subject	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FIRST	DSC1		Course 1	20	80	100	4	-	-	4	3
	DSC2		Course 2	20	80	100	4	-	-	4	3
	DSC3		Course 3	20	80	100	4	-	-	4	3
	DSC4		Course 4	20	80	100	4	-	-	4	3
	DSC5		Course 5	20	80	100	4	-	-	4	3
	DSE1		A. Elective Course 6	20	80	100	4	-	-	4	3
B. Elective Course 6											
Total Marks and Credits for I Semester						600				24	

* Student shall opt for any one course i.e A/B

II-SEMESTER

Semester No.	Category	Subject	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
SECOND	DSC6		Course 1	20	80	100	4	-	-	4	3
	DSC7		Course 2	20	80	100	4	-	-	4	3
	DSC8		Course 3	20	80	100	4	-	-	4	3
	DSC9		Course 4	20	80	100	4	-	-	4	3
	DSE 2		A. Elective Course 5	20	80	100	4	-	-	4	3
			B. Elective Course 5								
GE C1		Generic Elective Course 6	20	80	100	4	-	-	4	3	
Total Marks and Credits for II Semester						600				24	

* Student shall opt for any one course i.e A/B

III-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
Third	DSC10		Course 1	20	80	100	4	-	-	4	3
	DSC11		Course 2	20	80	100	4	-	-	4	3
	DSC12		Course 3	20	80	100	4	-	-	4	3
	DSE3		A. Elective Course 4	20	80	100	4	-	-	4	3
			B. Elective Course 4								
	DSE4		A. Elective Course 5	20	80	100	4	-	-	4	3
			B. Elective Course 5								
GEC2		Generic Elective Course 6	20	80	100	4	-	-	4	3	
Total Marks and Credits for II Semester						600				24	

* Student shall opt for any one course i.e A/B

IV-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
Fourth	DSC13		Course 1	20	80	100	4	-	-	4	3
	DSC14		Course 2	20	80	100	4	-	-	4	3
	DSC15		Course 3	20	80	100	4	-	-	4	3
	DSC16		Course 4	20	80						
	DSE5		A. Elective Course 5	20	80	100	4	-	-	4	3
			B. Elective Course 5								
	Dissertation		Course 6	20	80	100	4	-	-	4	3
Total Credits for Fourth Semester						600				24	

* Student shall opt for any one course i.e A/B

EXAMPLE FOR PROGRAMMES Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System (CBCS) Proposed for PG Programme in **M.A.**

WOMEN STUDIES

Structure and Subjects of M.A. WOMEN STUDIES

Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System (CBCS) Proposed for PG Programme in **Women Studies**

SEMESTER I

Paper No.	Title of the Paper	Credit Hours	Teaching Hrs. per Week	Marks		Scheme of Examination	
				Written Exam.	Internal Assessment	Total	Examination Duration
DSC1	Introduction to Women's studies.	4	4	80	20	100	3 Hours
DSC2	Women in Indian literature and culture	4	4	80	20	100	3 Hours
DSC3	Women and Society	4	4	80	20	100	3 Hours
DSC4	Women and Rural development	4	4	80	20	100	3 Hours
DSC5	Introduction to Folklore	4	4	80	20	100	3 Hours
*Soft core any one							
DSE1	A) Women and agriculture	4	4	80	20	100	3 Hours
	B) Women and media						
Total Marks and Credits for I Semester		24	24	420	180	600	-

*** Student shall opt for any one course i.e A/B**

SEMESTER II

Paper No.	Title of the Paper	Credit Hours	Teaching Hrs. per Week	Marks		Scheme of Examination	
				Written Exam.	Internal Assessment	Total	Examination Duration
DSC6	Feminist Thinkers & theories	4	4	80	20	100	3 Hours
DSC7	Women & Education.	4	4	80	20	100	3 Hours
DSC8	Religion Beliefs and customs in Rural and Tribal women	4	4	80	20	100	3 Hours
DSC9	Development of Folklore Studies	4	4	80	20	100	3 Hours
*Soft core any one							
DSE02	A)Women and work	4	4	80	20	100	3 Hours
	B) women in science technology						
OEC							
GEC1	Women studies	4	4	80	20	100	3 Hours
	Women and Gender Issues						
Total Marks and Credits for II Semester		24	24	420	180	600	-

*** Student shall opt for any one course i.e A/B**

SEMESTER III

Paper No.	Title of the Paper	Credit Hours	Teaching Hrs. per Week	Marks		Scheme of Examination	
				Written Exam.	Internal Assessment	Total	Examination Duration
DSC10	Women's Movement.	4	4	80	20	100	3 Hours
DSC11	Research Methodology.	4	4	80	20	100	3 Hours
DSC12	Status of Women in India	4	4	80	20	100	3 Hours
*Soft core any one							
DSE03	A) Women and environment	4	4	80	20	100	3 Hours
	B) Women in political process						
*Soft core any one							
DSE04	A) Traditional Knowledge and Technology	4	4	80	20	100	3 Hours
	B) Women's Law						
OEC							
GEC02	A) Gender Society and Culture Or B) Women and Panchayat Raja Institution	4	4	80	20	100	3 Hours
Total Marks and Credits for II Semester		24	24	420	180	600	-

*** Student shall opt for any one course i.e A/B**

SEMESTER IV

Paper No.	Title of the Paper	Credit Hours	Teaching Hrs. per week	Marks		Scheme of Examination	
				Written Exam.	Internal Assessment	Total	Examination Duration
DSC13	Women and Economics.	4	4	80	20	100	3 Hours
DSC14	Women and health	4	4	80	20	100	3 Hours
DSC15	Principles of management with Gender lens	4	4	80	20	100	3 Hours
DSC16	Women and Religion	4	4	80	20	100	3 Hours
*Soft core any one							
DSE05	Women and development and empowerment	4	4	80	20	100	3 Hours
	Traditional knowledge systems of traditional women						
PR-1	Research Project (Dissertation)	4	Guiding two students equal to one hour of teaching per week	80 (Dissertation work and viva voce)	20	100	-
Total Credits for Fourth Semester		24	24	350	150	600	-
Total Number of Credits : I-IV Semester		96	96	1680	720	2400	-

* Student shall opt for any one course i.e A/B

1ST SEMESTER HARD CORE

DSC 1 : Introduction to Women's Studies

Unit-I Introduction :

Introduction to Women's Studies – Origin and Growth – Need for Women's Studies – Objectives – Scope of Women's Studies – Women's Studies as an academic discipline – Relevance of Women's Studies in Indian Context.

Unit II Concept :

Key Concepts in women's Studies – Sex – Gender – Feminism – Patriarchy – Matriarchy – Gynocentric – Sexuality – Gender Roles – Gender Taboo – Gender Mainstreaming – Gender Discrimination – Gender Equality – Empowerment.

Unit-III Need for Women's' Studies :

Scope of Women's Studies – Women's Studies as an Academic Discipline Women's Movements – post independent and current women movements national Committees and women – government organization for women and child development.

Unit-IV Women's Studies in action :

Networking with Government departments – Dept of Women's and Child Development, National Commissioner for Women and NGOs Job opportunities in Women's studies. Challenges of networking with activities and professional bodies.

REFERENCE: -

1. **Patel Vibhuti**: - Women's challenges of the New Millennium – Gyan Publication New Delhi – 2002.
2. **Rajwat Mamata** : - Dalit Women in India Vol-1 and II Annual publication New Delhi – 2005.
3. **A'Kumar**: - Women movement – Anmol Publications – 2006.
4. **Dr. Sanjoy Roy**: – Women in contemporary India – Realities and perspectives' Akansha publication house New Delhi – 2010.
5. **J. J. J. J.** – *Women's Studies in India* – CzsÅåAiÄÄ£Ä – eÉÊ ¨sÁgÀvÀ - ¥ÀæPÁ±Ä£Ä ÄÄÄAUÄ¼ÄÆgÄÄ.
6. Vina Mazumdar (Ed.): Symbols of Power, (New Delhi: Allied, 1979).
7. Rekha Pandey – Women from Sbjjection of Liberation (Delhi: Mittal Publications, 1989).
8. Aparna Basu & Bharati Rav - Women's Struggle (New Delhi): Manohar, 1996).

9. A. Neera Desai (Ed.) – A Decade of Women’s Movement in India, (Bombay: Himalaya Publishing Home, 1988). Malladi Subbamma – Women’s Movement and Associations, (Hyderabad: Mahila Bhagyodaya Samstha, 1994).

DSC-2 : WOMEN IN INDIAN LITREATURE AND CULTURE

UNIT -1 Early Phase of Women’s Movement in India

19th Century representation of women - Participation of women in social reform movements - Women’s representation in national freedom movement [Gandhi and Bose’s army] - Women’s representation in Karachi Congress Resolution, 1931 - Participation in left organizations

Unit II Women in Post-colonial India

Feminism in modern India - Dalit women and the question of double marginality - Women’s participation in public sphere - Caste system and challenges to feminism

Unit III Socio-economic Conditions Influencing Cultural Representation of Women

Women’s liberation pre- and post-independence in society - Privileged women due to caste system and financial status - Micro finance revolution and economic empowerment - Working class women, labour laws and wages - Gender division of labour

Unit IV Social Reformers who Redefined Women’s Status in India

Raja Ram Mohan Roy and Easwar Chandra Vidya Sagar; Sarojini Naidu and Durga Bai; B. R. Ambedkar and Pandita Rama Bai; Bharathiyar and Bharathidasan; E.V. Ramasamy

References:

Ananta Raman, Sita. 2009. Women in India: A Social and Cultural History -Volume 2. California: ABC Clio LLC. Arora, Neha. 2015. Society, Culture and Social Change. New Delhi: Rajat Publications. Shinde, Shobha P. 2014. The Social Reform Movement and the Nationalist Movement in the Context of Indian Feminism. New Delhi: Cyber Tech Publication. Spivak, Gayatri Chakraborty. “Can the Subaltern Speak?” Tharu, Susie and K. Lalitha (ed). 1991&1993. Women Writing in India, 2 Vols. New Delhi: Oxford University Press.

DSC 3 : Women & Society

Unit I- Meaning of society & social institution – family – joint & nuclear family. Marriage, monogamy – polygamy form of marriage.

Unit II-Differential status of women – caste religion – rural – urban – tribal women, dalit – Culture & religion culture changing role of women in society culture & women themes & studies related to women cultural feminism – post modern & the family – women as emblance of culture and nation concentrations of Hindu right and the domestic women's movement. Development culture & resistance.

Unit III Patriarchy, caste and gender inequality:

Perpetuation of gender inequality under patriarchy: Socialization and role of social institutions – family, marriage, kinship caste and gender – structuralist, materialist and dalit perspective on caste, position of women within caste system. Endogamy and exogamy, khap Panchayats and the reinforcing of marriage structures. Reservation policy and its implication for women.

Unit IV Role Playing and Performativity

Gender roles and Normative Theory - 'Being' and 'Doing' - Self empowerment and Agency - Appropriating the Gender – The Politics and Ethics of it - Culture-Specific Societal, Familial and Institutional norms and conditions

REFERENCE :

1. **Government of India. (1974)** "Towards Equality Report of the Committee on the Status of Women". Ministry of Educational Social Welfare, December.
2. **Evorett, Jana, Matson. (1979)**. "Women Through The Ages". Ashish Publishing House, New Delhi.
3. **Neera Desai and Maithreyikrishnaraj. (1978)**. "Women And Society in India" . Ajantha Publications, New Delhi.
4. Social Theory and the Family – Morgan D.J.H.
5. Family Socialization and Interaction Process – Parsons T.
6. Women in Indian Society – R. Ghadially, Sage Publications P.
7. Women in Ancient India – Barber C.
8. The Position of Women in Hindu Civilization – Altekar A.S.
9. Violence and the Cuases – Boulding E.
10. Doing Feminist Research – H. Robert (Ed.).
11. Decade of Women's Movement in India – Desai N.

DSC4 WOMEN AND RURAL DEVELOPMENT

UNIT-I : INTRODUCTION

Rural Development-definition, scope, approaches, Rural and Urban disparities in female literacy, Access to health, access to education, infant mortality, maternal mortality. Poverty, women in agriculture. Work participation of rural women in unorganized sector-wage differences-causes for differences.

UNIT-II : RURAL DEVELOPMENT

Gender analysis of rural development programmes-National, Rural Health Mission – Reproductive and Child Health-Role of Banks in empowerment of rural women-Role NGOs in women empowerment- Women in Panchayat raj institutions.

UNIT-III : PROGRAMMES FOR RURAL WOMEN'S DEVELOPMENT UNDER FIVE YEAR PLANS

a)Indira Aawas Yojana b)Ministry of rural development (Department) c)mahatma Gandhi rural employment guarantee Act. 2005 (MGREGA) d) National Health Mission e)Ministry of health and family welfare f)NABARD and micro finance programmes g)national livelihood mission (NLM) h) Bhagyalaxmi scheme under ministry of women and child development department.

UNIT-IV : WOMEN AND PANCHAYAT RAJ INSTITUTIONS

Participation of women in PRI- Significance of 73th and 74th Constitutional Amendment Act (CAA) Trends in women's participation in PRIs, Interstate differences-challenges for women in PRIs.

UNIT –V : Gender Planning

Human development Index Methods of Activity at Gender Based Analysis: Gender Related Development Index, Gender Empowerment Measures Mainstreaming Gender development policies – Paradigm shift from women well being to Women's Empowerment. Gender needs–practical and strategic Sustainable Development Goals, Policies and Programmes.

REFERENCES

1. Ministry of Rural Development, Annual Report 2001-02
2. Venkata Reddy, Rural Development in India. Himalaya Publishers. 1994.
3. Sanjoy Roy. Women in contemporary India Realities and Perspectives, Akanksh Pulishing House New Delhi 2010
4. Indian Journal of Social work. Jan 2010 (SHG Special issues)
5. qÁ. eÉ/ÆÄw ±Ä²PÄÄ²ÄiÄgi. ²ÄÄ»¼Ä ,Ä²ÄiÄfPÄvÉ, ¥Äæ,ÄgÄAUÄ ¥ÄæPÄ±Ä£Ä °ÄÄ!
6. qÁ. °ÉZi. J,i. ²æÄ²ÄÄw ¹ÜçÄ²ÄzÄ ¥Äæ,ÄgÄAUÄ ¥ÄæPÄ±Ä£Ä °ÄÄ!
7. qÁ. °ÉZi. J,i. ²æÄ²ÄÄw ²ÄÄvÄÄÜ qÁ. ²Ä£ÄÄzÄ, ²ÄÄ»¼Ä DyðPÄvÉ, ¥Äæ,ÄgÄAUÄ ¥ÄæPÄ±Ä£Ä °ÄÄ!

DSC 5 : Introduction to Folklore :

Unit I Characteristic features, concept – scope and Definitions of Folklore.

Unit II Tribal Folklore and Rural Folklore under the processes of Industrialization,

Unit III Urbanization and modernization.

Unit III Interdisciplinary studies of Folklore and other Disciplines.

REFERENCE: -

1. **Richard M. Dorson**, ‘Folklore & Folklife – an introduction’, 1972
2. **Richard M. Dorson**, ‘Folklore in the modern world (ed.)’, 1978.
3. **ÆgÅÄ^{2a}ÄiÄÄ eÉÄ. ±ÄÄ.** ‘dÆÄÏÄzÄ ,Á»vÄåzÄ°è^aÄÄ»¼É ‘ PÄÆÄβqÄ ,Á»vÄå
ÆÄjμÄvÄÄÛ, 1995.
4. **‘A’ °AUÄtÚ**, ‘eÄÆÄÏÄzÄ fÄ^a¼Ä CxÄđvī dÆÄÏÄzÄ ,Á»vÄå’ 1960.

Soft core any one

DSE 1: A) Women & Agriculture

Unit-I: Historical Perspectives of Agriculture (i) Agricultural farming activities and women (ii) Contribution and Participation of women in Agriculture

Unit-II: Technology and women in Agriculture (i) Gender bias in technology for women in Agriculture (ii) Use of appropriate technology for women in Agriculture

Unit-III: Institutional Mechanism for women in Agriculture (i) Women Co-Operatives and Agriculture (ii) Important Institutions for women in Agriculture(NIAW, DAFW, CRRI)

Unit- IV: Women & Agriculture and Allied Activities Women’s Participation in Indian Agriculture and Allied Sectors, Trends in women’s Participation in Agriculture as Cultivator and Agricultural Labor in different States of India;Government support

programmes for women to reduce the gender-based income gap; Incorporation of gender issues into socio-economic development programmes for Rural Women.

References:

1. Singh Kamala. (1992), Women entrepreneurs, Ashish publishing house, New Delhi.
2. Gordon E. & Natarajan K.: (2007) Entrepreneurship Development – Himalaya Publication House, Second Revised edition.
3. Baporikar, N. (2007) Entrepreneurship Development & Project Management Himalaya Publication House.
4. Dhaliwal S. (1998), "Silent Contributors: Asian Female Entrepreneurs and Women in Business", Women's Studies International Forum, Vol. 21 (5), pp. 469-474.
5. Langowitz N and Minniti, M (2007). 'The Entrepreneurial Propensity of Women' Entrepreneurial Theory and Practice.
6. Lalitha, I. (1991), Women entrepreneurs challenges and strategies, Frederich, Ebert Stiftung, New Delhi.
7. Desai, V: (1996) Dynamics of Entrepreneurial & Development & Management Himalaya publishing House - Fourth Edition, Reprint.
8. Abraham, V. (2013) Missing Labour or Consistent 'De-Feminisation'? Economic and Political Weekly, 48 (31).
9. Deshmukh, Ranadive Joy (2002) Women's Work and Family Strategies in South and South-East Asia. New Delhi: Center for Women's Development Studies and Rainbow.
10. Hartmann, Heidi I. and Markusen, Ann R. (1980) Women as a Reserve Army of Labour: A Critique. Review of Radical Political Economics, 15(1), Spring.
11. Himanshu (2011) Employment Trend in India: A Re-examination, Economic and Political Weekly, 46(37).

OR

DSE 1: B) Women and Media :

Unit I : Communication: Definition – Communication – Process – Mass Communication – types – Press, Radio, Cinema, T.V. Internet – Impact on Women Feminist theme of Communication – Feminism in Main Stream Media – Role Serials – Stories – Cartoons – Articles – Special Editions – Women's Movement and Feminist Media

Unit II : Women's Questions in Media: concept – Definition – Dual Image – Overlooking – Lack of Women's Perspective – Trivialising Women's Questions – Media Bias – Distorted Image – Gender Stereotypes – Negative Portrayals – Commercialisation of Women's Body

Unit III : Women Professionals in Media – Job Opportunities – Constraints – Challenges – Role of Advertisements – Modeling – Technocrafts – Gender Justice and Media: Media as a Liberating Instrument – Gender Sensitization – Women's Empowerment

Unit IV : Representation of Women and Gender in Visual Media Women in Paintings and Sculptures - Feminist film theory and Representations of Women in Films - Representations of Gender in Video games and Graphic designs - Women communities and Folk arts/ Handicrafts

REFERENCE :

1. Women & Media: - Media culture & society 1981.
2. Dr. K. Saroja : - Mahla Samooaha Madyamagalu.
3. Women & Media: - Regal publication Pooja Sataria.

4. Bhasin. K. (ed) Women and Media: Analysis, Alternatives and action, New Delhi, Kali for women 1984.
5. Women's Perspective on Communication, Media Development Vol. XXXVIII 1991.
6. Baehr, Halen (Ed.) Women and Media, Women's Studies International Quarterly, 3.1, 1980.
7. Baehr, Halen and Gillian Dyer, Boxed in: Women and Television, New York: Methuen, 1988.
8. Brown, Mary Ellen (Ed.) Television and Women's Culture: the Politics of the Popular, Sage, 1989.
9. Women and Media: Media Culture and Society, 1981.
10. Veda (New Delhi) February-March, 1976 and October 1984 issues devoted to Women and Mass Media.
11. Cunter, B. Arie, Television and Sex Role Sterotyping London: John Libbey, 1986.

2nd SEMESTER HARD CORE

DSC 6 : Feminist Thinkers & Theories.

UNIT 1 : Feminism, Concept. Definition, Ideology, Rise of Feminism, USA, UN, France, Canada, India, Early Schools of Thought: Liberal Feminism-Rationality, equality, Freedom, Thinkers - Mary Woolstone Craft, J.S. Mill, Harriety Taylor. **Radical Feminism:** Dialectic of Sex-Reproduction, Androgeny, Patriarchy, Violence, Motherhood, Women-hood, Thinkers – Kate Millet, Shulamath, Firestone, Mary Dale, Andrienne Rioch.

UNIT II : Modern Schools of Thought: Marxist Feminism – Theory of Society, Marriage and Family, Production and Reproduction, Women's and Capitalism. Thinkers – Mary Angles, Margaret Benstone, Zeretteskers.

Socialist Feminism – Class and Gender, Dual System Vs. Unified system, Femininity Vs. Masculinity, Public and Private Worlds, Alienation, Gender Division of Labour. Thinkers – Irish Young, Allison Jagges, Nancy Chowdrew.

UNIT III : Post Modern Feminism: Gender – Deconstruction Theory – Feminism as a Herald of Change

Unit IV : Psycho analytic and Existentialist Feminism: Psychoanalytic Feminism: Feminist Critique of Freud; Feminist Rejection of Freud's biological determinism; Feminist on 'Dual Parenting', Reproduction of Mothering' — Prolonged Symbiosis. Existentialist Feminism: Jean — Paul Sartre's Concepts of 'Being for — itself, Being —in- itself' and 'Being — for others'; 'Simone de Beauvoir's 'Second Sex', Usage of Existentialist, Categories in 'Second Sex', Concept of 'Women as other'.

Suggested Readings:

1. Rose Marie Tong: Feminist Thought – A Comprehensive Introduction (London Unwin Hyman, 1989).
2. Kumari Jayawardane: Feminism and Nationalism in the Third World, (New Delhi: Kali for Women, 1986).
3. Dale Spender Women of Ideas, (London: ARK, 1983).
4. Mary Daly: Pure Lust, (London: Women's Press: 1984).
5. Andra Lye: Feminist theory and the Philosophie of Man (New York: Croom Helm, 1988).
6. Ella Rule (Ed.): Marxism and the Emancipation of Women (Great Britain: Harpal Bran, 2000).
7. Marchand H. Marianne & Janet Parpart (Eds.): Feminism Post – Modernism Development, (New York: Routledge, 1995).

DSC 7 : Women and Education :

UNIT-I -Education : - Definition, aims, objectives and need. Significance of education for girls and women. Statistical profile of women's education in India primary, high school, PUC, degree and PG level.

UNIT-II Women's Education in India:

Historical perspective – pre-independence and post independence. Social, economic and cultural constraints to women's formal education. Literacy, school enrolment, girl's dropouts, adult education, informal education – vocational education and women. Women's Access to technical and higher education.

Unit--III Role of Education in Women's Empowerment: -

Education as a means to social change and women's empowerment. Incorporation of gender issues in curriculum, sex stereotypes in text books, differential sex ratio of teachers in educational institutions.

Unit –IV :Government Programmes and Women's Education: -

Education Commissions and Women's education. National Education Policy – 1986, 1996, 2006, 2016 and Women's Education. Women's education under Five Year plans. New educational programmes for girls and women – sarva Shikshan Abhiyan, Kasturba Balika Vidyalaya. Distance education and women. Analyses of Reports – Pratham, Global Morning report UNESCO.

REFERENCE :-

1. **S.P. Agarwal** – Agarwal J.C. Women's Education in India. Historical Review Present Status perspective plan with statistical indicators, Gyan publishing house, New Delhi 1993.
2. **Arya Anita** – India women education and empowerment (vol.2), Gyan publishing House, New Delhi 2017.

3. **Sharma Ram S.** - Education of Women and Empowerment, Gyan publishing house, New Delhi, 1996.
4. **Siddqui M.H.** – Women and education, Ashish publishing house, 1992.
5. Paul Chaludhary D. Women Welfare and Development (New Delhi: Inter India Publications, 1992).
6. Shukla P.D. The New Education Poicy in India (New Delhi: Sterling Publishers Pvt. Ltd. 1998).
7. Mohanty Jagannath – Adult and Non-formal Education (New Delhi: Deep and Deep Publications, 1991).
8. Arvind Chandra & Anupama Shah Non formal Education for all, (New Delhi: Sterling Publishers Pvt. Ltd. 1987).
9. Usha Sharma & Sharma B.M. – Women’s Education in Modern India (New Delhi: Words Worth Publishers, 1995).
10. Ram Sharma S.- Education of Women and Freedom Movement (New Delhi: Discovery Publishing House, 1996).

DSC 8 : Religion Beliefs and Customs of Rural and Tribal women :

Unit I : Concept of Deities, witch-craft, Customs and tboos, world view of Tribal women.

Unit II: Concept of Deities, Customs and Taboos, concept of hood and bad (papa-punya) concept of Morality and immorality, world view of Rural women.

Unit III : Concept of virginity paativartya, obedience, widowhood, childless ness (barren hood) divorce, polyandray, polygamy etc, and women’s conceptions and attitudes o women, their thoughts and practices.

Unit IV: Rural and Trial Women, Nature and Features of women culture, Life cycle rituals and customs, Justice system, crimes and punishments, fines related to Rural and Tribal women.

Reference Books

1. PÀÉÀÏÀÀUËqÀ JZÀ. eÉ; PÀÉÁðIPÀZÀ §ÄqÀPÀÌÄÖUÀ¼ÄÄ (2,ÀAÏÀÄI) PÀÉÁðIPÀ eÁÉÀZÀ ªÄvÀÄÛ AiÄÄPÀëUÁÉÀ CPÁqÉ«Ä.
2. UÁAiÄÄwæ ÉÁªÀqÀ, ªÄÄ»¼Á ,ÀA±ÉÆÄzsÀÉÉ, PÀÉÀßqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæçüPÁgÀ.
3. ,ÀAzsÁâgËrØ PÉ. Dgï. dÉÀÏÀZÀ ,Á»vÉâzÀ°è ªÄÄ»¼Á dUÀvÀÄÛ.
4. ªÉÆÁgÀ°AUÁAiÄÄâ ». a. §ÄqÀPÀÌÄÖ ªÄÄ°APÁªª ªÁiÁ´É, PÀÉÀßqÀ «±Àé«zÁâ®AiÄÄ °ÀA|.
5. VjrØ UÉÆÄ«AzÀgÁd dÉÀÏÀZÀ PÁªª.
6. Veen Maumdar women and development
7. Veen Majumdar Role of Rural women in development
8. Pratyusha Bosu, village women and success of dairy co operative in india 2009.

9. Jore A. v. Limited Options. Women workers in Rural India 1989.
10. Mdurinath Rural women work force in India 2003.

DSC 9 : Development of Folklore Studies

Unit I : German From Grimm Brothers to Contemporary scholars

Unit II : Finnish From Elios Lonrot to Lauri Haunko

Unit III : English-Scottish-Irish

Wells Newels to Contemporary Scholars Other European Countries

Russia, France, Hungary

Unit-IV American :Archer Tylor, Stith Thompson, Richard Dorson, Alan Dundes, Dan Ben-Amos, Bauman, Roger Abrahams

References :

1. Brunvand J. Harold 1986, The Study of American Folklore an Introduction, New York: W.W. Norton
2. Cocchiara, Giuseppe, 1971. The History of Folklore in Europe. Translated by John N.McDanial. Philadelphia: Institute of Study of Human Issues.
3. Dorson Richard M. 1968. The British Folklorists. Chicago: The Chicago University Press.
4. Sadhana Naitani 1996 (?) Folklore Research in Colonial India.
5. ±ÀAPÀgÀ£ÁgÁAiÀÄt wÃ.£ÀA. 2006, |ü£ÉèAr£À eÁ£À¥ÀzÀ «zÁéA,ÀgÀ, PÀ£ÁðIPÀ eÁ£À¥ÀzÀ ªÄvÄÄÛ AiÄÄPÀëUÁ£À CPÁqÉ«Ä, ¨ÉAUÀ¼ÄÆgÄÄ.
6. £ÁªÀqÀ J.«. 1989. eÁ£À¥ÀzÀ ,ÁªiÁÉÆZÀ£À, PÀ£ÁðIPÀ eÁ£À¥ÀzÀ ªÄvÄÄÛ AiÄÄPÀëUÁ£À CPÁqÉ«Ä, ¨ÉAUÀ¼ÄÆgÄÄ.
7. ®PÀÏ¥ÀàUËqÀ JZi.eÉ. 1977. eÁ£À¥ÀzÀ PÉÊ|r, PÀ£ÀβqÀ ¥ÄÄ,ÀÛPÀ ¥ÁæçüPÁgÀ, ¨ÉAUÀ¼ÄÆgÄÄ.

Soft core any one

DSE 2 : A) Women & Work :

Unit I Women & Work :-

Concept, Definition of work, traditional – productive – unproductive work – use value/market value – discrimination, wage structure, value and invisibility of women's work – concept of domestic work – unpaid labour.

Unit II LABOUR :-

Female labour force in India, main workers and marginal workers in rural and urban areas, Women in organized and unorganized sectors – working conditions – male and female work force participation – problems of women workers – wage differentials – sectoral distribution of male and female workers. Women in labor unions. Girl Child Labour. Definitions, Causes and problems of girl child labour, Measures for eradication of girl child labour.

Unit III Women's Participation:-

Measuring women's economic participation – global trends – women's work participation in agriculture – problems of women labours – Gender empowerment measure – 10 hrs.

Unit IV Policies and Programmes :-

Labour welfare – new economic policy, liberalization privatization, impact on women labor – opportunities, displacements, training, skill formation.

REFERENCE :-

1. qÁ. °ÉZi.J.i. ²æÃªÄw. ªÄÄ»¼ÉªÄÄvÄÄÛ ©qÄÄªÄÄ –ªÄÄ.D.PÉÄ. °ÄÄ!.
2. **Sanjay Roy** – Women in contemporary India realities and prospective, Akanksha publications New Delhi 2010.
3. **Rehan Gadihally**, Urban Women in Contemporary India.
4. **Shahida Lalitha K Sami**. Indian Women in development perspectives.
5. Women's work and pay – Sloqane.
6. Women in the Labour Market – Tresa Rees.
7. Women & Employment in India – Yeshodha Shanmuga Sundaram.
8. Women entrepreneurs in India – Madhu Dubhashi, Mittal Delhi.
9. Women at Work in India – Suchitra Anant Sage, Delhi.
10. Women, Employment and the family in the Internatinal Decision of labour – Ed. Thimothy M. Shaw McMillan.
11. CSW1 – Towards equality – Report on Status or Women in India

DSE -02: WOMEN, SCIENCE AND TECHNOLOGY: GENDER BIASES AND STRATEGIES

Unit – I: Gender and Development in Science, Technology and Management Definition of Gender, Focus on Gender, Gender Analysis Mainstreaming Gender in Science and Technology Gender Management System - Objectives - GMS Structures- GMS Mechanisms Mainstreaming Gender development policies

Unit – II: Environment and Sustainable Development: The Gender Dimension Women’s Local and Indigenous Knowledge Systems- Agriculture, Biodiversity and Food Security Education, Careers and Decision-Making Science for women: supporting women’s development and livelihood activities through Science & Technology

Unit – III: Approaches for applying Gender in Science and Technology Capacity development for technology choice Capacity development for promoting women in innovation systems Approaches for action: interconnections and empowerment through a gender Perspective

Unit – IV: Rural Women and Technology Development Women in Technology Women in Micro finance Impact of Technology on Women and Vice Versa Transfer of Technology for Development of Women Self-Help Group Women Beneficiaries and Adoption of Science & Technology, Technology Support Systems Financing – Information Systems – Organizing at Enterprise Level – Women and Information Technology Systems.

References:

Jain, S.C., “women and Technology” – Rawat Publications, Jaipur Beghs, 1985. 2. Poonacha, Veena, Coverage of Women in the Print Media: Content Analysis of the Sunday Observer, Research Centre for Women’s Studies, SNDT Women’s University, Bombay, 1988. 3. Singh, InduPrakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991. 4. Everts, Saskia (1998). Gender and Technology: Empowering Women, Engendering Development. London: Zed Books 5. Carr, Marilyn (2000). ‘Gender, Science and Technology for Development in the Context of Globalization’, in AWIS Magazine, Volume 29, Number (4) pp. 13–16, Fall 2000. 6. Elizabeth McGregor and FabiolabBazi (2001) Gender Mainstreaming in Science and Technology a Reference Manual for Governments and other Stakeholders June 2001. 7. Rege, Sharmila (ed.), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003. 8. Mohanty, Manoranjan, (eds.), Class, Caste, Gender, Sage, New Delhi, 2004 Malini Bhattacharya (Ed)., Women and Globalization 9. Tulika Books in Association of School of Women’s Studies, Jadapur University, New Delhi,2005

OPEN ELECTIVE COURSE

GEC 1 : A) Women's Studies

Unit I-Introduction : -

Introduction to Women's Studies – Origin and Growth – Need for Women's Studies – Objectives – Scope of Women's Studies – Women's Studies as an academic discipline – Relevance of Women's Studies in Indian Context.

Unit II-Concept : -

Key Concepts in women's Studies – Sex – Gender – Feminism – Patriarchy – Matriarchy – Gynocentric – Sexuality – Gender Roles – Gender Taboo – Gender Mainstreaming – Gender Discrimination – Gender Equality – Empowerment.

Unit III-Need for Women's Studies : -

Scope of Women's Studies – Women's Studies as an Academic Discipline Women's Movements – post independent and current women movements national Committees and women – government organization for women and child development. Feminism; Definitions- Concept and Important theories-feminist Thinkers-Texts-Liberalist=socialist-Maxist-Ecologist//Environmental-materialist-Culturalist feminism.

Unit IV-Women's Studies in action : -

Networking with Government departments – Dept of Women's and Child Development, National Commissioner for Women and NGOs Job opportunities in Women's studies. Challenges of networking with activities and professional bodies.

REFERENCE: -

1. Patel Vibhuti: - Women's challenges of the New Millennium – Gyan Publication New Delhi – 2002.
2. Rajwat Mamata : - Dalit Women in India Vol-1 and II Annual publication New Delhi – 2005.
3. A'Kumar: - Women movement – Anmol Publications – 2006.
4. Dr. Sanjoy Roy: – Women in contemporary India – Realities and perspectives' Akansha publication house New Delhi – 2010.
5. Manmohan Kaur - Womens in India's Freedom Struggle (New Delhi: Sterling 1985).
Vina Mazumdar (Ed.): Symbols of Power, (New Delhi: Allied, 1979).
1. Rekha Pandey – Women from Sbjjection of Liberation (Delhi: Mittal Publications, 1989).
2. Aparna Basu & Bharati Rav - Women's Struggle (New Delhi): Manohar, 1996).
3. A. Neera Desai (Ed.) – A Decade of Women's Movement in India, (Bombay: Himalaya Publishing Home, 1988).
4. Malladi Subbamma – Women's Movement and Associations, (Hyderabad: Mahila Bhagyodaya Samstha, 1994).

OR

GEC 1 : B) WOMEN AND GENDER ISSUES

Unit-I : Violence against women-within family and outside (Rape, Dowry, Wife abuse, Sexual abuse of girl children, other forms of violence trafficking in women, violence as an aspect of development).

Unit-II : Changing concept of development growth to social justice to quality of life to human development, emergence of gender perspective in development GDI & GEM.

Unit-III : Women and work. Role stress, Double burden of work. Impact of work on health. Self esteem and satisfaction in women. Sex bias in the world of work. Vocational training and self employment, Entrepreneur development.

Unit-IV: Women and the family. Marriage, Attitude towards dowry. Single women, divorced and widowed women, Single parent families. Dual career marriages, marital satisfaction and conflicts. Premarital and marital counseling.

Unit –V; Issues related to marginalized Women Status of Dalit women, Tribal women, Minority women, physically challenged women, victims of violence, devdasis

Suggested Readings:

1. Sex, Gender and Society, Oakley Ann, New York, Harper & Row 1972.
2. Famine Character, Klein Viola, London, Kegan Paul Trench, Turner & Co., 1946.
3. Women's Estate, Juliet Mitchell.
4. Women Cross Culturally, Ruby Rohrich Learift, Change & Challenge Mouton Pub. The Hague 1975.
5. Vimal Farouqui – Women – Social victims of police and land lord atrocities.
6. Towards Equality, Report of the Committee on Status of Women in India, Dept. of Social Welfare, 1975.
7. Implications of Declining Sex Ratio in Indian Population.
8. Shifts in occupational participation 1961-1971, (I.C.S.S.R. Abhinav Prakashan, Delhi). Ashok Mitra, Lalit Pathak, Shekhar Mukherjee.
9. Ashoka Mitra, Allied Publication, 1979.
10. Feminism and Law-Natural law school, University.
11. Sing Indu Prakash – Women Law and Social Change in India.
12. Relevant Acts Cases from Law Books.
13. Lotika Barkar – Law and Status of Women in India.
14. Government of India Constitution of India.
15. Sing Indu Prakash – Women's Oppression, Men responsible.
16. Madan C. Pant – Dowry and Position of Women in India.
17. Flaria D'mell – Domestic Violence difference between class and middle class.

3rd SEMESTER HARD CORE

DSC 10 : Women's Movement :

Unit I Women in History: -

Overview of Indian Women's history from the Vedic, Medieval and Modern Period. Exclusion, visibility and possibilities of recovering women's histories. Community Development from a feminist perspective. Women's Movement of India Religious and Social movements of India and Women till 18th Century: Social reformist movement of 19th 20th centuries and women: Education for women: marriages and widows: Abolition of Child marriages: mainstream organizations: ASWC, NFIN, etc., their organizing at the grass roots.

Unit II Women's Movements in Pre-Independence period in India: -

Social Reform movements – addressing various women centered issues – women's education, abolition of sati system, widow remarriage and child marriage.

Unit III Women's Movements in Post-Independence Era : -

Definition of autonomous women's movements: major issues taken up by the autonomous movements in India, emergence and growth of autonomous women's movement, Dowry, rape, Sati, Personal law, and community identities, marital cruelty, bigamy, health etc.,

Unit IV Contemporary debates surrounding Women's Activism/ Movement in India:

Constitutional rights of women and Hindu civil code; property rights of minority women; Dalit feminism and the question of double marginality; women's participation in civil organizations and public sphere activities; challenges to feminism: globalization and religious fundamentalism - Gender Wage Gaps and Glass Ceiling, development programmes and rural, poor women – Retrieving the forgotten female activists and leaders from colonial to post-independence times – Focus on their selected texts – Challenges to Women's Movements in India: casteism, moral policing, marginalization of women's issues.

REFERENCE :-

1. **Sangari Kumkum**, Recasting women, Rutgers University Press, 1990.
2. **R.Nanda (Ed)**, Indian Women: From Purdah to Modernity, Nehru Memorial Museum and Library and Vikas/ Radiant Pub, New Delhi.
3. **Basu Aparna**, The Role of Women in the Indian Struggle for Freedom, 1990.
4. **qÁ. |æÃw ²æÃªÀÄZsÀgĩ PÄÄªÀiÁgĩ** – ªÄÄ»¼Á ZÄ¼ÄÄªÄ½UÄ¼ÄÄ, ¥Äæ, ÁgÁAUÄ ¥ÄæPÄ±Ä£Ä. °ÄÄ|.
5. **qÁ. Jfi. UÄ¬Äwæ**, ªÄÄ»¼Á ZÄ¼ÄÄªÄ½AiÄÄ ªÄÄd®ÄUÄ¼ÄÄ, £Äª PÄ£ÁðIPÄ ¥ÄæPÄ±Ä£Ä, ªÉAUÄ¼ÄÄÆgÄÄ.
6. Asthana Pratima, Women's Movement in India.
7. Kamaladevi chattopadhyaya, The Awakening of Indian Women.
8. Devaki Jain, Indian women.
9. Sitaram Singh, Nationalism and social Reforms in India.
10. Susan Barsnett, Feminist Experiences – the Women's Movement in four Culture.s

11. Lisa, Tuttle, Encyclopaedia of Feminism.

DSC 11 : Research Methodology : -

Unit I Research, Scientific Research and Folk research :

Meaning, Stages of Social research. Types of Research – Diagnostic, Exploratory, Descriptive, Explanatory, Evaluative, Experimental Research.

Unit II Sampling Design : -

Meaning, Significance, features of good sample, census, sample survey, types of sampling.

Unit III Source of Data and Techniques of Data Collection: -

Primary and Secondary data. Techniques of Data Collection: observation – participant and non-participant, longitudinal and cross sectional. Interview Method. Questionnaire method – Interview Schedule. Using survey research as a quantitative method for feminist social change. Field work – meaning and challenges in Women’s studies research.

Unit IV Analysis of Data : -

Issues of Subjectivity – Objectivity, Quantitative and Qualitative data Analysis. Variables – Discrete and Continuous; Independent and Dependent. Data Processing and analysis – tables and figures. Research report writing chapterization, footnotes, reference, bibliography, index, editing and evaluation the final report.

Suggested Readings:

1. Kothari C.R: Research Methodology, Methods and Techniques (New Delhi: Wiley Eastern Ltd. 1985).
2. Goode W.J. & Hatt P.K: Methods in Social Research, (London, Waords Worth Publishing Company, 1952).
3. Babbie Earl: Methodology, and Techniques of Social Research, (Bombay: Himalaya Publishing House Pvt. Ltd., 1979).
4. Wilkinsons T.S: Methodology, and Techniques of Social Research, Bhandarkar (Bombay: Himalaya Publishing House Pvt. Ltd., 1979).
5. Sarma K.V.S: Statistics Made Simple, (New Delhi: Prentic e Hall of India Pvt. Ltd. 2001).
6. A. Neera Desai & Maithreyi Krishna Raj: Women and Society in India, (New Delhi: Ajanta Publication, 1987).
7. S.N.D.T. Women’s Univ: Contribution to Women’s Studies Series – 44, Oral History in Women’s Studies Concept, Method and Use, (Bombay, SNDT University, 1990).
8. A. Neera Desai & Vibhuti Patel: Critical Review of Researches in Women’s Studies (Bombay, SNDT University, 1989).
9. James A. Black, Dean J. Champion: Methods and Issues in Social Research, London: John Wiley & Sons, INC 1976).

10. Gupta B.N: Statistics (Agra Sahitya Bhavan, 1994).
11. Martin D. Schwarts (Ed.): Researching Sexual Violence against Women, (Bombay: Sage Publications, 1998).

DSE12 : Status of women in India

Unit I- Classical Age

Shakti Movement- Shaktham Marg, Women in Indian Epics, Women in Documents of Indus Valley Civilization, Vedic Women, Women in Tamil Classical Literature Middle Ages Islamic invasions, important cultural and historic events and its impact on Indian Women, Bhakti Movement.

Unit II-Colonial Age –

Role of Women in the National Movement, Women’s Liberation movements, Socio-cultural Reformation and its effects on women

Unit III-Post-Colonial Age – Partition, Migration, Education, Institutions, Re-presentation

Unit IV- Global Age – Lifestyle choices and preferences, Effects of Scientific and Technological advancements on Women’s Health, Women in Contemporary Cinemas and Television soaps

References: Ananta Raman, Sita. 2009. Women in India: A Social and Cultural History -Volume 2. California: ABC Clio LLC. Kumar, Nita. 2007. The Politics of Gender, Community and Modernity in India: Essays on Education in India. New Delhi: Oxford University Press. Ray, Bharathi. 2004. Women in India: Colonial and Postcolonial Periods. New Delhi: PHISPC publications. Pandey, Seema. 2015. Women in Contemporary Indian Society. New Delhi: Rawat Publishers. Tharu, Susie and K. Lalitha (ed). 1991&1993. Women Writing in India, 2 Vols. New Delhi: Oxford University Press.

Soft core any one

DSE 3 : A) Women and Environment :

UnitI- Women and Environment:

Environment – Meaning, ecology - basic elements of the environment. Nature and Feminine Principles. Basic needs in rural and urban environment. Women’s dependency on Eco system – fodder, fuel, water, minor forest produce. Care and management of natural resources, depletion of natural resources, sustainable development.

Unit-II Women and Rural and Urban Environment:

Women and Rural Environment: Medicinal plants, water resources, food security, non timber forest produce. Social Forestry - impact of indoor and outdoor pollution. Awareness on Drainage and Sanitation. Urbanization and increasing density : disposal of waste, solid waste management. Methods of Recycling of waste and role of women in waste management. Alternative energy sources.

Unit-III Women's Resistance to Environmental Destruction :

Collective strength –Joint Forest Management – CHIPKO Movement – Narmada Bachao Aandolan. Women's knowledge and enterprise in food and Nutrition. Reclaiming women's environmental rights–Neem patent victory, Living Democracy Movement for reclaiming life's diversity and freedom. Sustainable development. – protecting earth for future.

UnitIV Gender and Emerging Environmental Issues :

Professional (Govt) environment management systems and gender – proportion of professional women in biodiversity management. Pollution Control Board. Conservation - botanical gardens, and home gardens, community biodiversity conservation. Gender and agro biodiversity. Role of women in seed preservation.

REFERENCE :-

1. **Shiva Vandana** - Earth Democracy:Justice, Sustainability and Peace, North Atlantic Books, 2015.
2. **Swaminathan M.S.** - Gender Dimensions in Biodiversity Management, Konark publishers Pvt Ltd, New Delhi, 1998.
3. **Shiva Vandana** - Water Wars: Privatization, Pollution and profit, North Atlantic Books, 2016.
4. **Kapur Promilla (ed)** - Empowering Indian Women, Publication Division, Government of India, New Delhi, 2000.
5. **Ronnie Vernooy, (ed)** - Social and Gender Analysis in Natural Resource Management: Learning studies and lessons from Aisa. Sage Publications, New Delhi, 2006.
6. Irene Dankdman and Joan Davidson: Women and Environment in the Third World Alliance for the future (London: Earth Scan Publications Ltd. 1989).
7. World Development: Development and the Environment, (World Bank Report, Oxford University Press, 1992).
8. Trivedi, P.R. and Sudarshan, K.N.: Environment and National Resources Conservation (New Delhi: Common Wealth Publishers, 1994).
9. Sally Sontheimen: Women and Environment (London: earth Scan Publications Ltd. 1995).
10. Jyotsana Sanjanwala (Ed.): Women's Perspectibve on Environment (bombay: Research Centre for Women's Studies 1991).

OR

DSE 3 : B) Women in Political Process :

UnitI- Reservation for women I political sphere :-

73rd and 74th Constitutional Amendment Bills. Participation and problems of women in Panchayat Raj Women's Participation in Legislature and Executives. Internal and external barriers. Participation of women in decision making process.

UnitII- Gender issues in Democracy :-

Democracy – Meaning, definition and characteristics – Analysis from feminist perspective. Requirements of good governance.

UnitIII- Informal Political Process :- Advocacy, Lobby, Movement and pressured groups. Participation of women in difference movements. Role models in informal political process – Medha Patkar, Arundati Roy, Savitribai Pule.

UnitIV -Formal Political Process :-

Women's participation in the formal political process in electoral process as voters, candidates state, central and cabinet ministers. Political parties and their ideologies about women. Role models – Sonia Gandhi, Mayavathi. Mamatha Banrji, Meera Kumar. Women and Good Governance: Feminist perspectives of Power - Gender Responsive Local Governance - Good governance practices by women leaders -Women and Social Capital

REFERENCE :-

1. **Abdul Azia**, Decentralized planning: The Karnataka Experiment, Sage Publication.
2. **Hemalatha. H. M.** Women's Study – 2 Publisher : D.V.K.Murthy, Mysore.
3. **UÁ-Äwæ Jfi**, «ÄÄ»¼Ä «ÄÄ,Ä-Äw, ®qÁ-Ä ¥ÄæPÁ±Ä£Ä, UÄzÄUÄ, 2012.
4. **C£ÄÄ¥ÄªÄiÄ JZi.J,i (ÄÄ)**, «ÄÄ»¼Ä «ÄÄ,Ä-Äw, ®qÁ-Ä ¥ÄæPÁ±Ä£Ä, UÄzÄUÄ, 2013.
5. Mathew, George (1994), Panchayati Raj: From legislation to Movement, Concept Publishing Company, New Delhi.
6. Webster, Neil, (1992), Panchayati Raj and the Decentralisation of Development Planning in West Bengal, K.P. Bagechi, Calcutta.
7. Bhargava, B.S. and Vidya, K.C. (1992), Position of Women in Political Institutions, Journal of rural Development, Vol. II, No. 5, September.
Ray, Amal and K. Jayalakshmi (1987), Zilla Parishad Presidents in Karnataka: their social Background and Implications for Development, Economic and Political Weekly, Octo be

**Soft core any one
Traditional Knowledge and Technology**

Unit 1 Traditional Knowledge & Technology

1. Concept and Scope Traditional Knowledge Definition, Nature, Scope
2. Characteristics and Classifications Folk Science and Folk Technology:
3. Definition, Nature, Scope, Characteristics and Classifications

Traditional Knowledge, Folk Science and Folk Technology: Relation

Unit II Traditional Knowledge related to Folk Food

- 1) Folk Medicine
- 2) House Pattern
- 3) Traditional Dress & Ornaments

Unit III Traditional Knowledge Related to Hunting

1. Food Gathering, Agriculture, Horticulture
2. Pastoralist, Craftsmanship, Traditional Transport System
3. Folk Tools & Weapons etc.

Unit IV Traditional Knowledge in the Context of Globalization & Urbanization

1. Traditional Knowledge & Modernization
2. Traditional Knowledge & Mega Urbanization
3. Traditional Knowledge & Globalization

REFERENCE :-

1. Kroeber - Nature of culture, university of Chicago press, Chicago, 1952.
2. Richard M. Dorson -
Peasant Customs and Savage myths (2 vols.)
The British Folklorists, 1968.
3. "sÀlÖ. f. J,ï., "Á®QÌ MPÀÌ°UÀgÀÄ; eÁ£À¥ÀzÀ UÀAUÉÆÃwgÀ, "ÀiÁZÀð, 1994.
"ÀÄZÀÑ¥Àà "ÀiÁ,ÀÛgĩ J£ï., "UÉÆAqÀgÀÆ; eÁ£À¥ÀzÀ UÀAUÉÆÃwæ, "ÀiÁZÀð,

OR

DSC 4 : Women and Law

Unit 1 : Legal enactments under the British Rule;

1. Sati Pratha Removal Act, 1829
2. Widow Re-mariage Act, 1856
3. Female Infanticide Act, 1870
4. Special Infanticide Act, 1870
5. Child Marriage Restraint Act, 1937

Unit II : Current legal position regarding problems like:

- a) Dowry – Critical analysis and evaluation of legal response to the problem – first report of Law Commission on Dowry deaths and Land Reform.
- b) Problem of violence against women – outside home and inside home.
- c) Problem of deserted women and their maintenance

Unit III : Restitution of conjugal rights – provisions:

- a) Legal provisions regarding restitution of conjugal rights.
- b) Problem of enforcement of women's rights and family courts.

Unit IV : Offences affecting women's body and dignity:

- a) Dowry death and Bride burning.
- b) The new section 304 B Amendment of suicide sections 305 and 306.
- c) Sexual offences of Rape, Custodial Rape, Aggravated form of Rape and Sexual Intercourse short of Rape section 375, 376A, 376C, 376D, Section 228A Offences of disclosure of identity of victim of sexual offences.
- d) Cruelty by husband and his relations Section 378A.

Suggested Readings:

1. Lotika Barkar – Law and Status of Women in India.
2. Relevant Acts Cases from Law Books.
3. Government of India Constitution of India.
4. Singh Indu Prakash – Women Law and Social Change in India.
5. Singh Indu Prakash – Women's Oppression, Men responsible.
6. Bina Agarwal – Who Sows? Who Reaps? And Land Right in India.
7. Madam C. Pant – Dowry and position of women in India.
8. Biswanath Joardan – Prostitution in Historical and Modern perspectives women in South Asia Series.
9. Vimala Farouqui – Women – social victims of police and land lord atrocities.
10. Suresh Vaid, Aniya Rao etc.al – Rape, Society and State.
11. Flaria D'Mell – Domestic Violence difference between class and middle class.

OPEN ELECTIVE COURSE

GEC 2 : A) GENDER, SOCIETY AND CULTURE

Unit I: Basic Concepts:

- 1) Meaning and Defining Concepts: Society, Culture and Gender
- 2) Social Construction of Gender
- 3) Gender Stereotyping
- 4) Gender Roles
- 5) The Suppression of Women's Freedom through Cultural Policing: Religious Fundamentalism And Women's Oppression

Unit II: Women and Social Institution:

- 1) Meaning and Stages, Agencies of Socialization
- 2) Family: Concept, Definitions, Joint, Nuclear-Patriarchal and Matriarchal families
- 3) Marriage: Concept and Definitions; Monogamy, Polygamy, Polyandry
- 4) Multiple Roles of Women, Role conflict, Role change, Institution and Norms
- 5) Gender Shaping Institutions-Culture, Media, Body politics, Sexuality, Diversity and Difference.

Unit III: Women and Culture:

- 1) Religion as an Agency of Cultural Transmission
- 2) Role of Religion in Creating and Enforcing Gender Stereotypes
- 3) Religious Fundamentalism and Women Oppression
- 4) Cultural Feminism

Unit IV: Images of Women in Major World Religions:

- 1) Hinduism
- 2) Islam
- 3) Christianity
- 4) Jainism
- 5) Buddhism

References :

1. Anonymous (1990). Social cultural norms about girl child must change. Kurukshetra, Vol.38 (12), PP:5-8
2. Augustine, S.J. (Ed.). 1982. The Indian Family in Transition. New Delhi : Vikas Publications.
3. C.Ollenburger, Helen.A. Moore (1976) A sociology of women: The intersection of patriarchy, capitalism and colonization: Prentice Hall, New Jersey.
4. Caroline.B.Brettell, Carolyn .F.Sargent (1971) Gender in cross-cultural perspective Prentice hall- New Jersey.
5. Dr. Shivanand .H. Viraktamatt (). Mahile Mattu Dharma 17
6. Dube, Leela (2008). Caste and Women'. In Mary E. John (Ed.), Women's Studies in India: A Reader. New Delhi: Penguin Books.

7. Engels, Friedrich (1975) (Revised 1886). The Origins of the Family, Private Property and the State. Boston: Beacon Press.
8. Foucault, Michel(1978). The history of Sexuality. Volume 1: An Intorduction. Trans. Robert hurley. London: Random House.
9. Jean Stockard, Miriam.M.Johnson (1971) Sex roles sex inequality and sex role development: university of Oregon, New jersey .
10. John, Mary E. (2004). Gender and Development in India, 1970s-1990s some reflections on the constitutive Role of Contexts'. In Chaudhuri, Maitrayee (Ed.), Feminism in India. Delhi: Women Unlimited Kali.

OR

GEC 2 : B) WOMEN AND PANCHAYAT RAJ INSTITUTION

Unit-I: The concept and importance of Panchayat Raj System in India.

Unit-II :Working of Panchayat Raj System in Karnataka: After 73rd Amendment Act.

Unit-III: Women in Panchayat Raj Institutions, Importance of Women and their leadership in Panchayat Raj Institutions.

Unit-IV: Panchayat Raj System and Women welfare programmes problems and suggestions.

Unit-V: Women in State Assemblies Women in Parliament Problems and remedial measures for their effective participation in governance

Suggested Readings:

1. Local self Government in India- D.N. Srivastava, Surjeet.
2. Madick, H: Democracy, Decentralisation, and Development.
3. Ram Reddy G.L.- Panchayati Raj and Rural Development in Andhra Pradesh
4. Report of the study team on community development and national extension service, Balvant Rai Mehta 1957.
5. Ashok Mehta Committee Report – 1957
6. Report of the study team on Involvement of community development agency and Palanithu Rai, R. Dwaraki, S.Narayan Swamy: A Major issues in New Panchayat System.
7. Kikherji,S, Essays on Rural Development.
8. Ghate, P, Direct attact on Rural Poverty, Policy Programmes and Implementation.
9. G. Ram Reddy: Patterns of Panchayat Raj.

DSC 13 : Women and Economics :

Unit I Introduction : -

Methods, Approaches, Characteristics of Gender Strategies, Gender Economics and Gender Perspective and Traditional Economy.

Unit II Gender and Economics : -

Theoretical and Historical Aspects of Gender Economics, WID, WAD, GAD, NEP and Women Rights, Gender and International Relationship, Gender Planning, Ecology and Women Development.

Unit III Gender and Process of Economic Development : -

Economic Basis and Functioning of Patriarchy and Matrilineal societies, structures and systems, Market, Mobility and Women, Gender Bias in Theories of Value, Distribution and Population-Engendering Micro and Macro Economics- Feminist Reading of Economic Laws: Marginal Productivity Theory and Laws of Maximization

Unit IV Women and Decision Making : -

Factors Affecting Decision-making by Women, Role of Voluntary Organizations, Selfhelp Groups, and Review of Legislation for Women's Entitlements, Property Rights and Social Security Safety-net Schemes, Social Structure and Social Security, Control over Economic Resources, Ensuring Economic Independence and Risk Coverage. Economic Status, Effect on work Participation Rate, Income Level.

REFERENCE : -

1. **Agnihotri, S.B. (2000).** Sex Ratio in Indian Population: A Fresh Exploration, Sage Publications, New Delhi.
2. **Custers, P. (1997).** Capital Accumulation and Women's Labour in Asian Economics, Vistaar, New Delhi.
3. **Desai, N. and M.K. Raj (eds.). (1979).** Women and Society in India, Research Centre for Women's studies, SNDT University, Bombay.
4. **Dwyer, D. and J. Bruce (eds.). (1988).** A Home Divided: Women and Income in the Third World, Standard University Press, Stanford.
5. **Government of India (1974).** Towards Equality –Report of the Committee on the Status of Women in India, Department of Social Welfare, Ministry of Education and Social Welfare, New Delhi.
Women in the Labour Market – Trecca Rccs
 1. Women & Employment in India – Yeshoda Shanmuga Sundaram
 2. Women entrepreneurs in India- Madhu Dubhashi, Mittal Delhi.
 3. Women at Work in India – Suchitra Anant Sage, Delhi
 4. Women, Employment and the family in the international Division of labour-Ed. Thimothy M. Shaw Macm

DSC 14 : Women and Health

Unit I Women and Health & Sexuality : -

Socio-cultural and economic determinants of Women's health and sexuality, female anatomy.

Unit II Reproductive Health : -

Reproductive Health – Concept – Definition. Menarche, Menstruation, pregnancy, child birth, Pre-menstrual syndrome and menstrual disorder. Pregnancy – Ailment related to pregnancy, anemia, unwanted pregnancy – sex determination tests & termination of pregnancy, abortion, MTP Act, delivery, menopause. Genitor – Urinary Tract Infection, AIDS, STD – impact on women. Adoption of family planning – a gender dimension.

Unit III Gender Dimension of Fertility: -

Use of reproductive technology, problems of surrogate motherhood' contraception; burden of reproduction on Women: Reproductive choice and rights.

Unit IV Women and Mental Health : -

Distress, Depression and Hysteria, Eating disorders. Menstruation and Moods. Beauty Industry and women's health. Socially and culturally constructed body image. Stress and occupational hazards of women workers and girl child laborers, sex workers and sexual minority. Factors affecting Health.

- (i) Environmental factors, Socio – economic factors.
- (ii) (ii) Individual / Biological factors; Psychosocial factors.

REFERENCE : -

1. **Mohan Rao (Ed)** – The Unheard Scream: Reproductive Health and Women's Rights in India, Zubaan, New Delhi – 2004.
2. **Krishnaraj Maithrey (ed)** – Gender, Population and development, Oxford, New Delhi – 1999.
3. **Park J. R. and Prak K.** – Text Book of Preventive and Social Medicines, Habalpure, M.S.Banarside, 1983.
4. **Das Gupta Monica & Krishnan T.N.** – Women and Health, Oxford, New Delhi – 1998.
5. Hiremani A.B: Health Education Media in India (New Delhi: Central Health Education Bureau, 1991).
6. ICSSR: Health for All – An alternative strategy (Pune: Indian Institute of Education, 1981).

DSC 17: Principles of management with Gender lens

UNIT–I: Introduction to Management Definition, Nature and scope of Management, Functions of Management/Manager, Principles of Scientific Management, Management as Profession, Management vs. Administration, Management with gender lens.

UNIT–II: Evolution of Management Evolution of Management, Contribution of behavioral scientists, Taylor and Fayol towards Evolution of Management, Operational Approach, Decision Theory Approach.

UNIT–III: Planning and Organisation Meaning, Nature of Planning, Process of Planning, Types of Planning, Advantages and limitations of Planning, SWOT Analysis. Nature and significance of organization, Authority and Power, Span of control, Line and Staff Organization, Line and Staff conflict, Delegation, Elements of Delegation, Types and barriers of Delegation, Centralization and Decentralization.

Unit – IV: Staffing and Motivation: Staffing and Motivation: Theories of Motivation: X- Theory, Y- Theory and Z- Theory, Maslow Hierarchy Theory of Needs. Coordination and Controlling Techniques/Methods to ensure Effective Co-ordination; Nature of Controlling, Process of Controlling, Traditional techniques, Modern techniques, Process of Controlling & Behavioral Guidelines for effective control. Some case studies of women in Top Management positions in Government and Corporate sector.

References: 1. Gupta CB, ‘Management Principles & Practice’ Sultan Chand & Sons, 2016. 2. Dr. L.M. Prasad, ‘Principles and Practice of Management’, Sultan Chand & Sons, 2020. 3. Dr. S.C. Saksena, ‘Principles of Business Management’, SahityaBhawan Publications, 2019. 4. P.C. Tripathi, P N Reddy (et al.) ‘Principles of Management’, McGraw Hill Publication, 2021. 5. Edwin Flippo, ‘Personnel Management’, McGraw Hill 1992. 6. R. Wayne Mondy, Arthur Sharplin (et al.) ‘Management, Concepts and Practices’, Allyn and Bacon, 1988. 7. J.S. Chandan, ‘Principles of Management’ Vikas Publishing House Pvt. Ltd. 8. P. C. Shejwalkar & A. Ghanekar, ‘Principles & Practices of Management’, Everest Publishing House. 9. T. Ramasamy, ‘Principles of Management’ Himalaya Publication.

DSC 16 : WOMEN AND RELIGION

Unit I: Religion:

- 1) Definition, Meaning and concept of religion
- 2) Origin of religion and forms
- 3) Magic, religion and science, natural and supernatural
- 4) Theories of religion

Unit II Religious Groups (A Global Perspective) and Minorities:

- 1) Hindu

- 2) Muslim
- 3) Christianity
- 4) Buddhism

Unit III: Impact of Religious Perspectives for Women's Development:

- 1) Cultural constructions of religion, religious beliefs and behaviour and their impact on people's physical and mental health;
- 2) Fanatical violence, mortifying asceticism, and oppressive traditionalism
- 3) Mediation of religion between the social and individual dimensions of well-being

Unit IV: Roles of Religious Practices:

- 1) Religious practices in personal health
- 2) Impact of social ministries on community health
- 3) Complementarity of religious ideas of salvation with medical conceptions of health in contemporary conceptions of human well-being

Reference:

1. Agarwal Bina. A Field of One's Own: Gender and Land Rights in South Asia. Cambridge, United Kingdom: Cambridge University Press; 1994.
2. Agosin, Marjorie 2001 Women, Gender, and Human Rights. New Brunswick NJ: Rutgers University Press.
3. Altekar A.S.: 1974, The Position of Women in Hindu Civilization.
4. Altekar, A.S., The position of Women in Hindu Civilization, Motilal Banarsidas, New Delhi, 1962.
5. D D. Kosambi: 1965, The Culture and Civilization of Ancient India in Historical Outline Routledge Pub, London 33
6. ENGLAND, K. (2006): Producing Feminist Geographies: Theory, Methodologies and Research Strategies. In: Aitken, S., Valentine, G. [eds.]: Approaches to human geography. London, Sage Publications.
7. Gubar, Susan 2000 Critical Condition: Feminism at the Turn of the Century. New York: Columbia University Press.
8. H.C. Upadhyay: 1991, Status of Women in India, Anmol Pub.

Soft core any one

DSE 5 : A) Women and development and Empowerment

Unit I Women's Empowerment – Programmes and Policies :

Concept of women empowerment – Women development and empowerment – programmes Central and State Government – IRDP – DWACRA – SGSY – Streeshakti, MGNREGA.

Unit II Support Services to Women Employment :

Employment Generation Schemes – Approaches and Access to Credit (From traditional form of credit to microcredit), Microfinance revolution – SHGs and Economic Empowerment.

Unit III Role of Government in Women's Development :

Women's Development under five year plans, Policies and Programmes for Women's development: Women's Development Corporation, Department of women and Child Development. An evaluation of government policies and programmes from a gender perspective. Meaning, Definition – Principles, levels, approaches and indicators. Social, Economic and Political empowerment of women – Hurdles and Strategies.

Unit IV Globalization and Women's development :

The impact of globalization of women with special reference to India in the area of Education, Health, Agriculture, Organized Sector and Unorganized Sector.

REFERENCE :-

1. Agarwal, Bina – The gender and environment Debate: Lessons from India. Feminist Studies, Inc. 1992.
2. Rurup L, N. Rao Sudarshan (ed) – Sites of Change: The Structural Context of Empowering Women in India, FES and UNDP, New Delhi, 1996.
3. ZÄAzÄæ±ÉÄRgÄ n Dgi, C©üªÄÈçÐª ÄÄvÄÄÛª ÄÄ»¼É, ¥Äæ,ÁgÄAUÄ, PÄ£ÄßqÄ «±Äé«zÄâ®AiÄÄ, °ÄÄ!
4. JªÄÄ. ZÄAzÄæ¥ÄÆeÄj, C©üªÄÈçÐª ÄÄvÄÄÛª gÄdQÄÄiÄÄ, ¥Ä®èªÄ ¥ÄæPÄ±Ä£Ä.
5. Sen Gita and Grown Career, 1985, "Development, Crises, and alternative Visions: Third World women's perspectives", Bangalore. DAWn Secretariat.
6. Baneria Lordes and Sen Gita. "Accumulation, reproduction and women's role in Economic Development – Boserup revisited" in Sign Vol.7. No. 2. 1981.
7. Encyclopedia of Status and Empowerment of Women in India – Ed By Raj Kumar Prthi, Rameshwari Devi, Rowila Pruthi Mangal Deep Publications Jaipur – India – 1999.

Chowday. D. Paul, Women welfare and development A source book, common wealth publishers, New Delhi, 1991

OR

DSE 5 : B) Traditional Knowledge Systems of Traditional Women

Unit I Mature and features of Traditional Knowledge systems Tribal women's medicinal practices (The objects use. Methods of preparation, medicinal practices) –

examination. 50 marks for research report and internally evaluated by the supervisor and head of the department.

COMMON GUIDELINES: Title: It should be clear, abstract and should not exceed 13 to 15 words (It should not be in a sentence form).

Introduction: It should cover theoretical background of the subject, present status of the subject matter as reflected in current literature and magnitude of the formulated research problem.

Review of literature: Refer standard national journals and surf internet to accumulate the studies related to theme of the study. Present the studies in a concise manner. Minimum of ten plus studies is to be referred for this chapter.

Research studies and types of hypotheses:

Research study Hypotheses Survey study

1) Attributive hypothesis: Presence or absence of variables and their values. Ex: Social work colleges in Gulbarga have or do not have adequate library facilities

2) Relational hypothesis: Indicate positive, negative and inverse relationship between two variables Ex. Height and weight are related Association study

3) Directional differential hypothesis: Indicate direction or difference between two groups. Ex: Boys are taller than girls

4) Non-directional differential hypothesis: Do not indicate any direction in difference between the groups. Ex: Boys and girls differ in their heights Experimental study 5) Causal hypothesis: Ex: Farmers' indebtedness increases suicide rate Operational definitions: Explain the meaning of each of the concepts and terminologies used in the study. Define the concept in the context of the present study.

Approach of the study: Define the social work approach followed for the present study
Research design: Explain whether the study is descriptive, diagnostic, exploratory, and experimental or intervention. **Scope of the study:** Geographic area the study covered and conceptual understanding of the study be explained very clearly. **Universe and Sample:** Universe and sample of the study be explained very systematically. The sample size should be normally proportionate to the universe of study. Explain the procedure of sample selection. **Methods of data collection:** Interview method, observation method, focused group discussion (FGD) method. **Tools of data collection:** Interview schedule, questionnaire, psychological or educational scales, FGD format. **Variable design:** State the variable design in accordance with the objectives and hypotheses of the study. Define the types of variables of the study. **Nominal variables:** sex, gender, rural-urban, religion, caste etc. **Categorical variables:** Socio-economic status, level of intelligence, poverty level (BPL & APL). **Ordinal variables:** Rank, development index,

Numerical variables: Height, weight, nutritional status. Construct variable design: Relationship, difference or association between variables according to the study. Statistical analysis: Explain the statistical tests used to fulfil the objectives and hypotheses of the study. Univariate analysis (ratio, percentage, standard deviation) and Bivariate analysis (Chi Square, correlation and t – test) need to be carried out to fulfill the objectives and hypotheses of the study. Parametric tests like t – test and correlation test may be used for a sample more than 30. For the sample less than 30, non-parametric tests like rank correlation test, Mann Whitney U Test, Wilcoxon Matched Pairs Test, Kolmogorov –Smirnov Test may be used. Data interpretation: The tables generated from the data needs explanation of the figures in the table. What exactly the figures indicate or explain needs to be clearly written. It is a process to present the quantified and tabulated data in a qualitative form.

Conclusion, inferences and interventions: The major findings of the study need to be explained clearly. Inferences may be drawn based on the findings of the study and correspondingly interventions may be proposed. References: References may be in a standard style. Follow the examples. Ex: Author, year, title of book or article, Place: Publisher.

- 1) Book reference: Murali Desai, 2002, Ideologies of social work, Jaipur: Rawat Publications.
 - 2) Journal reference: Gupta, S. P., 2008, Planning and liberalization, Economic and Political Weekly, Vol. XXVII, No. 43, Oct. 23, pp. 2349-2355
 - 3) Internet reference: www.parenting.com
- Chapter Scheme: Chapter, Chapter title Chapter content

I Introduction Give theoretical background of the theme of the study. Concepts related to the theme of the study shall be explained with clarity. Magnitude and extent of the research problems shall be explained.

II Review of Literature State the abstract form of the research studies. The research studies extracted from the journals, books and internet shall be written precisely.

III Methodology Rationale and context of the theme of the study shall be explained. Complete research design has to be stated with precision.

IV Data presentation and interpretation Tables has to be presented in the tabular form with univariate and bivariate analysis. The presented tables need to be interpreted, Conclusion, inferences and intervention Major findings of the study shall be explained. Based on the findings of study inferences may be drawn and correspondingly interventions may be proposed.

• References

- Interview schedule/ Questionnaire / Psychological scale

Guideline: Research project report topics and data collection work may be partially linked to concurrent fieldwork practice of M.S.W. Part-I and Part – II (second year) to strengthen the research practice in fieldwork.

Report Size: Minimum 50 pages and maximum of 75 pages, times new roman letter, font size: 12, Space: 1.5

ASSEMENT

The total marks allotted for this programme are 100 (4 credits).The performance of the students in this programme shall be assessed during the Field Work Viva Voce Examination of IV semester, by a committee consisting of either the Chairperson of the Department or an Internal examiner and an External examiner on the basis of the reports submitted by them (50 marks) and their performance in the Viva-Voce Examination (50 marks)