Bhoj Reddy Engineering College for Women: Hyderabad

Management Faculty

Lesson plan of faculty member for the academic year 2020-21

Class: II B Tech Branch: CSE B Semester: I

Subject: Gender Sensitization Lab Lectures per week: 2

Serial Number	Topics to be covered	Date(s)
UNIT - I: Understanding Gender		
1.	Definition of Gender, Basic Gender Concepts and Terminology	02 September 2020
2.	Exploring Attitudes towards Gender, Construction of Gender	07 September 2020
3.	**Socialization:** Making Women, Making Men, Introduction	09 September 2020
4.	Women Achievers (PPT Presentation)	14 September 2020
5.	Women Achievers (PPT Presentation)	16 September 2020
6.	Women Achievers (PPT Presentation)	21 September 2020
7.	Preparing for Womanhood. Growing up Male, First lessons in Caste	23 September 2020
UNIT- II: Gender Roles and Relations		
8.	Two or Many? Struggles with Discrimination, Gender Roles and Relations	28 September 2020
9.	Types of Gender Roles and Relationship Matrix	30 September 2020
10.	Women Discrimination (group discussion)	05 October 2020
11.	Women Discrimination (group discussion)	07 October 2020
12.	Missing Women – Sex Selection and its consequences, **Gender Spectrum:** Beyond the Binary	12 October 2020
13.	Declining Sex Ratio. Demographic Consequences	14 October 2020
UNIT-III : Gender and Labour		
14.	Division and Valuation of Labour	26 October 2020
15.	**Housework:** The Invisible Labour, “My Mother doesn’t Work.” “Share the Load.”	28 October 2020
16.	Declining Sex Ratio (PPT Presentation)	09 November 2020
17.	Declining Sex Ratio (PPT Presentation)	11 November 2020
18.	Declining Sex Ratio (PPT Presentation)	16 November 2020
19.	**Women’s Work:** Its Politics and Economics	18 November 2020
20.	Fact and Fiction. Unrecognized and Unaccounted work, Additional Reading: Wages and Conditions of Work.	23 November 2020
21.	Gender Development Issues, Gender Governance and Sustainable Development	25 November 2020
22.	Gender Human Rights, Gender and Mainstreaming	02 December 2020
UNIT - IV: Gender Based Violence		
23.	The concept of Violence, Types of Gender based Violence, Gender based violence from a Human	07 December 2020

	Rights Perspective	
24.	**Sexual Harassment:** Say No! Sexual Harassment, not Eve-teasing (essay Writing activity)	09 December 2020
25.	Coping with Everyday Harassment, Further Reading: "Chupulu", **Domestic Violence:** Speaking Out	14 December 2020
26.	Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Additional Reading: New Forums for Justice	16 December 2020
27.	Thinking about Sexual Violence, Blaming the Victim- "I Fought for my Life…." - Additional Reading: The Caste Face of Violence.	21 December 2020
UNIT – V: Gender and Culture		
28.	Gender and Film Gender, Electronic Media Gender and Advertisement Gender	23 December 2020
29.	Popular Literature, Gender Development Issues, Gender Sensitivity Language, Just Relationships: Being Together as Equals	28 December 2020
30.	Mary Kom an Onler. Love and Acid just do not Mix. Love Letters, Mothers and Fathers, Rosa Parks, The Brave Heart	30 December 2020

TEXTBOOK

All the five Units in the Textbook, ***"Towards a World of Equals: A Bilingual Textbook on Gender"*** written by A. Suneetha, Uma Bhrugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu and published by **Telugu Akademi, Hyderabad**, Telangana State in the year **2015**.

REFERENCE BOOKS:

1. Menon, Nivedita. Seeing like a Feminist. New Delhi: Zubaan – Penguin Books, 2012
2. Abdulali Sohaila. "I Fought For My Life…and Won." Available online at: http://www.thealternative.in/lifestyle/i-fought-for-my-lifeand-won-sohaila-abdulal/

Name and signature of the faculty: B.Prasanna

Name and signature of Head of the Department: V. Dhana Laxmi:

Exploring Attitudes towards Gender Attitudes towards Gender

Also referred to as sex role attitudes) have been defined as "an individual's beliefs about appropriate behavior for men and women". One's gender role attitudes are likely to indicate her or his adherence to socially accepted and culturally based norms that dictate behavioral standards in cross - sex relationships. Gender role attitudes indicate the degree to which a person accepts or rejects socially accepted and culturally based norms that dictate appropriate behavior that is gender specific.

Social Attitudes surveys have included attitudinal questions asking about the roles of men and women within the family, in particular around providing an income from work versus playing a caring role in the home.

Examples of gender role attitudes include such statements as "men should open the door for women," "fathers and mothers should participate equally in nurturing and caring for their children," "men are primarily responsible for earning money and providing for their family," and "women should adopt their husband's surname upon marriage." Gender role attitudes and ideas about traits or tasks that are specific or inherent to a particular gender encourage us to stereotype or pigeonhole individuals according to their gender. Obviously, this practice has negative implications for both males and females.

'Cultural Rules' for Women and Men

From the kind of proverbs she presents, it is possible to draw up certain common prescriptions that govern the lives of African women. It is as if society had developed a set of 'rules' for its womenfolk - what she refers to as "male-legislated 'don'ts'" - that she summarises as follows:

- *Don't eat chicken, eggs, grasshoppers, goat-meat, certain types offish, etc.*

- *Don't inherit land or property, and never head a household.*

- *Don't seek work outside the home unless the man to whom you are attached deems it necessary.*

- *Should you find work, don't aim high in promotion and never opt for careers that are the prerogative of men, eg. the mass media, mining, commercial vehicle driving, butcher shop ownership, engineering, etc.*

- *Never meddle in politics or aspire to high offices of leadership, such as the presidency.*

Similarly, society has developed a corresponding set of 'rules' for its men:

- *Do not cry.*
- *Do not cook.*
- *Don't enter the kitchen - or you will turn into a chicken.*

- *Don't go to the well - because it will dry up.*
- *Do not fear pain.*

Discussion Points

- How do such 'rules' affect women's and men's chances of bettering their lives? What do they suggest about men's expectations and perceptions of women - and their fears? What arguments might be used to justify these rules? In what situations might society allow individuals to 'break' them?

- What is the effect of such stereotypical sayings on women's and men's image and self-worth? What effect can they have on relationships at work and in the home?

- Should women ever be described in relation to men, to their domestic or maternal roles, or to their appearance? How can we ensure that women receive greater acknowledgement for their achievements?

- Are expectations and behaviours changing in relation to the traditional roles played by men and women? Where do you think these changes are leading?

- What factors shape our ability to become a leader? Has one's sex anything to do with one's abilities or leadership potential?

- How does the performance of women leaders help to overcome old prejudices? How important are improved education and training opportunities to the development of women leaders?

- What other social and professional groups apart from government institutions can help to overcome common misconceptions of women's and men's abilities? How could you and your office help in this regard?

Social Construction of Gender

- Gender based harassment
- Adolescent view of adulthood
- Depression
- Body image
- Education