BGDG -172: Gender Sensitization: Society and Culture

Tutor Marked Assignments

Course Code: BGDG 172

Assignment Code: ASST /TMA / 2026-27

Total Marks: 100

Section A

Answer the following in about 500 words each.

1. Explain how sexuality is socially constructed (20 marks)
2. Describe issues related to labour and employment of women and examine implications of gender on labour and employment of women. (20 marks)

Section B

Answer the following questions in about 250 words each.

1. Explain Gender Roles in Cinema with suitable examples drawn from Indian cinema. (10marks)
2. Explain the indicators of reproductive health. (10 marks)
3. Explain the issues of gender in disability in detail. (10 marks)

Section C

Answer the following questions in about 100 words each.

1. Write short notes on Patriarchy (6 Marks)
2. Write short notes on 'Social Construction of Sexuality' (6 marks)
3. Explain Forms of Masculinity (6 marks)
4. Write short notes on 'Sexual Harassment- Myth and Reality (6 marks)
5. Write short notes on 'Gender Difference in Vocabulary (6 marks)

1. Explain how sexuality is socially constructed (20 marks)

Answer

Sexuality is not merely a biological instinct. It also includes a person's desires, intimate relationships, sexual identity, ideas about acceptable behaviour, and the meanings attached to the body. To say that sexuality is socially constructed means that society influences how people understand, express and regulate these matters. Biology matters, but biology alone cannot explain why the same behaviour is praised in one setting and condemned in another. Family rules, religious beliefs, education, law, media and unequal power relations all shape what people learn about sexuality.

A child gradually learns gendered expectations from ordinary situations. Boys may be encouraged to show confidence and pursue relationships, while girls may be taught modesty, silence and responsibility for family honour. These messages are repeated through stories, jokes, clothing rules, peer pressure and warnings about reputation. They do not operate equally for everyone. Caste, class, disability, age, religion and whether a person lives in a village or a city can affect opportunities for friendship, privacy, marriage and choice. Thus, social construction is a continuous process rather than one lesson taught at a particular age.

Norms, history and cultural variation

Ideas of respectable or improper sexuality differ among societies and also change within a society. Rules about courtship, marriage, public affection and divorce have changed across generations. Arranged marriages remain important for many Indian families, but relationships formed through education, work and digital communication have also become more visible. What counts as a suitable partner may be influenced by caste and community boundaries rather than personal affection alone. A historical or cultural comparison therefore shows that sexual norms are learned and contested, not fixed instructions provided by nature.

Social institutions reinforce some choices and restrict others. Families often monitor daughters more closely than sons because a girl's conduct is connected with ideas of family honour. Schools may avoid open discussions about consent, contraception and reproductive health, leaving students to depend on rumours or unreliable online content. Religious communities can offer belonging and ethical guidance, but some interpretations may also discourage discussion of diverse experiences. Laws defining marriage, age of consent, sexual violence and protection from discrimination establish public standards. These standards themselves change through social debates and court decisions.