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ವಿಶ್ವವಿದ್ಯಾಲಯ



**RAICHUR
UNIVERSITY**

**SYLLABUS
M.A Women's Studies**

With effect from:2023-2024

M.A Women's Studies

Syllabus Structure

Ist Semester

| Paper | Title | Credits | Marks |
|--------|--|---------|-------|
| HCT1.1 | Understanding Gender and Basic Concepts in Women's Studies | 5 | 100 |
| HCT1.2 | Mapping Women's Movements in India | 5 | 100 |
| HCT1.3 | Waves of Feminist Theories | 5 | 100 |
| HCT1.4 | Women's Health and Well being | 5 | 100 |
| SCT1.1 | (a) Education: Gender Perspective (b) Gender Entrepreneurship and Skill Development | 5 | 100 |
| Total | | 25 | 500 |

IInd Semester

| Paper | Title | Credits | Marks |
|--------|--|---------|-------|
| HCT2.1 | Gender, Economy and Work | 5 | 100 |
| HCT2.2 | Doing Feminist Research | 5 | 100 |
| HCT2.3 | Revisiting History: Feminist Perspectives | 5 | 100 |
| HCT2.4 | Feminist Jurisprudence | 5 | 100 |
| SCT2.1 | (a) Feminist Counselling (with Practical) (b) Gender Construction in Folk Culture | 5 | 100 |
| OET2.1 | (a) Emerging Gender issues (b) Feminist Jurisprudence | 2 | 50 |
| Total | | 27 | 550 |

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|--|---------|----------------------|-----------------------|-------------|--|
| Course Title: Understanding Gender and Basic Concepts in Women's Studies | | Course Code: HCT1.1 | | Semester: I | |
| Scheme of Instruction | | | Scheme of Examination | | |
| Total Duration: | 60 Hrs | Maximum Score | 100 | | |
| Periods/Week | 4 | Internal evaluations | 20 | | |
| Credits | 5 | End Semesters | 80 | | |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs | | |

Course Objectives:

1. To provide the knowledge about the concepts, Genesis and Growth of Women Studies as an academic discipline.
2. To familiarize students about the Global and Indian women's Movements.
3. To sensitize the students towards Gender issues and to create awareness about the role of women organizations in changing profile of Indian Women.

Course Outcome:

1. After completion of this paper student will equip with the Key concepts, Gender issues, Feminist Movements and the Genesis and Growth of women's studies.
2. Learners will understand the need and importance of women's studies, as an academic discipline in Indian Scenario.
3. This paper would provide the opportunity to the students to use Gender as a lens to examine the Society.

| Model | Course Contents | Instruction Hours |
|-------|--|-------------------|
| I | Key concepts: Understanding Gender-Sex and Gender, Masculinity and Femininity, Socialization of Gender, Gender roles, Stereotype, Discrimination, Equity and Equality Dynamics of Patriarchy- Public and Private divide, Gender division of Labour, Domination & Control, Subordination, Oppression, Androcentrism. | |
| II | Emergence of Women's Studies: Introduction of Women's Studies – Definitions, Objectives, Scope of Women's Studies. Feminist Movements in the west and the Genesis of Women's Studies. Relevance of UN interventions for the promotion of Gender equality and Women's Studies. Women's Studies as an academic discipline, Need and Importance of Women's Studies in Higher Education, Interdisciplinary approach. | |
| III | Women's Studies in India: Origin and Growth of Women's Studies in India- publication of "Towards Equality" report and the emergence of debates on the status of Indian Women. Women's Movements in post colonial India and the evolution of Women's Studies in India. | |
| IV | UGC Programs- Guidelines, Establishment of Cells and Centre for Women's Studies. Women's Studies as an academic discipline in Indian Universities. Challenges of Women's Studies in India. | |
| V | Women's Studies as an action Programs: Role of agencies in changing Profile of Indian Women-Department of Women and Child welfare, National Commission for Women (NCW), State commission for Women (SCW) Indian Association for Women Studies (AIWS), ANVESHNI research institute for women. | |

Reference:

1. Mary John, (2008). Women's Studies in India: A Reader. Penguin: New Delhi
2. Mies, Maria Indian Women and Patriarchy. Delhi: 1980.
3. Maithreyi Krishna Raj Women Studies in India – Some Perspectives (Bombay: Popular Prakasham, 1986).
4. Desai, Neera and Maithreyi Krishnaraj. Women and Society in India. Delhi: Ajantha, 1987.
5. Krishnaraj, Maithreyi (Edc). Women and Development: The India Experience. Mumbai, Rawat, 1988.
6. Omvedt, Gail. Violence against Women: New Movements and New Theories in India. New Delhi: 1990.
7. Veen Mazumdar: Emergence of the Indian Association of Women Studies-IAW News Letter- January 1991.
8. Patel .Vibhuti : Women's Challenges of the New Millenium- Gyan Publication House Delhi2002.
9. SanghariKum Kum : Recasting Women, Ratgas University. Press-1990.
10. Neera Desai and Vibhuti Patel: India Women Change and Challenges.
11. Altekhar.A.S., The Position of Women in Hindu Civilization, New Delhi, 1978 (Motilal Banarasidas).
12. Maithreyi Krishna Raj Contribution to Women's Studies (Bombay, SNTD, 1991)
13. Shramashakthi, A report on the status of women (Govt. of India, 1989).
14. Sangeetha Purushothaman, The Empowerment of Women in India (Sage Publications, New Delhi, 1998).
15. Upadhyay H.C., Status of Women in India Vol. I & II, (New Delhi: An mol Publications, 1991).

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|---|---------|----------------------|-----------------------|-------------|--|
| Course Title: Mapping Women's Movements in India. | | Course Code: HCT 1.2 | | Semester: I | |
| Scheme of Instruction | | | Scheme of Examination | | |
| Total Duration : | 60 Hrs | Maximum Score | 100 | | |
| Periods/Week | 4 | Internal evaluations | 20 | | |
| Credits | 5 | End Semesters | 80 | | |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs | | |

Course Objectives:

1. This course will introduce students to the history of liberty, equality, freedom and justice.
2. Take the students through the trajectory of the women's movement in the west.
3. Will focus on mapping the different phases of the Indian Women's Movement.

Course Outcome:

1. The course will help students to understand the current scenario in India and to trace transitions within the women's movement.
2. Through the course, students will be enabled to develop a critical understanding of present society from a gendered lens and understand the growth of the women's movement in India and Karnataka in particular.

| Model | Course Contents | Instruction Hours |
|-------|---|-------------------|
| I | Tracing the history of liberty, equality, freedom and justice. Waves of the Feminist Movement in west; (First Wave, Second Wave and Third Wave). | |
| II | Women as beneficiaries and in need of protection. Women's issues in colonial India: sati, bride price, child marriage and the concerns brought about with teenage mothers, education, plight of widows, religious dedication and prostitution, etc. | |
| III | Social reform movement and women in colonial India - Abbaka Rani, Rani of Jhansi, Anandi bai Joshi, Rasundari Devi, Rukmabai, Pandita Ramabai, Durgabai Deshmukh, Savitribai Phule, etc. | |
| IV | Gender and the Nation. Gandhi and Women. Participation in Nationalist movement. Women leaders. Post-Independence and the birth of the Autonomous Women's Movement. Women's issues, movements and growth of NGOisation. | |
| V | History of Women's Movement in Karnataka: Issues and Concerns. Contemporary women's movements. Social media: movements and challenges. | |

Reference:

1. Agnihotri Indu and Vina Mazumdar. 1995.'Changing terms of Political Discourse: Women's Movement in India 1970s – 1990s' EPW, Vol. XXX, No.29, July 22.
2. Feminist Experience: The Women s Movement in Four Cultures. London: Allen and Unwin. Bystydzienski Jill M and Sekhon Joti (eds.)
3. Democratization and Women's Grassroots Movements. New Delhi: Kali for Women. Desouza Shaila. 2005.

4. *Situating Feminism: From Thought to Action*. London: Sage. Forbes Geraldine. 1999.
5. *Women in Modern India*. Cambridge University Press. Forbes Geraldine. 2005.
6. *Women in Colonial India: Essays on Politics, Medicines and Historiography*. New Delhi: Chronicle Books. Gandhi Nandita and Nandita Shah. 1992.
7. *The Issues at Stake: Theory and Practice in the Contemporary Women s Movement in India*. New Delhi: Kali for Women. Government of India. 2011.
8. *Feminism and Nationalism in the Third World*. Verso Books. Kannabiran K. 1995.
9. The Judiciary, Social Reform and Debate on Religious Prostitution in Colonial India, in *Economic and Political Weekly*, Vol.30 (43) 59-61. Khullar Mala. 2005.
10. *Writing the Women's Movement a Reader*. New Delhi: Zubaan. Krishnraj Maitreyi.2012.
11. The Women's Movement in India: A 100 year History. *India: Social Change* Vol. 42 (3) Sage, 325-333. Kumar Radha. 1993.
12. *The History of Doing 1800 – 1990*. New Delhi: Kali for Women. Murthy Laxmi & Rajashri Dasgupta. 2013.
13. *Our Pictures, Our Words: A Visual Journey through the Women's Movement*. New Delhi: Zubaan Sarkar S.& Tanika Sarkar (eds.).2008.
14. *Women and Social Reform in Modern India: A Reader*, Indiana University Press Spender Dale.1983.
15. *The State and the Women s Movement in India: A Report*. 1995. New Delhi: Indian Association of Women's Studies. Wilson Elizabeth.1986.
16. *Hidden Agendas: Theory, Politics and Experience in the Women's Movement*. London: Tavistock Publications. Zubaan Archive. 2006.

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|--|---------|-----------------------|-------------|
| Course Title: Waves of Feminist Theories | | Course Code: HCT 1.3 | Semester: I |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration : | 60 Hrs | Maximum Score | 100 |
| Periods/Week | 4 | Internal evaluations | 20 |
| Credits | 5 | End Semesters | 80 |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs |

Course Objectives:

1. The course will investigate contemporary feminist thought from a variety of disciplinary perspectives and theoretical orientations.
2. The focus is on key issues in feminist theory such as the sex/gender debate, sexual desire and the body and the construction of masculinity among others.
3. This course aims also to think through the ways in which these issues intersect with race, class, colonialism and the nation. We will discuss

Course Outcome:

1. The course will facilitate students to understand feminism and feminist consciousness.
2. The students will have a detailed understanding of different waves of feminism such as liberal, radical and black feminism.
3. It familiarizes students with key contributions of pioneers in feminism.

| Model | Course Contents | Instruction Hours |
|-------|---|-------------------|
| I | Understanding Feminism – origins and history of feminism – who is a feminist – feminist consciousness – being a woman/ becoming a woman - Why theory? | |
| II | First wave of feminism - Liberal feminism and focus on individualism, liberty, equality, rationality - Marxist feminism and class, alienation, domestic labour, production-reproduction, Socialist feminism and Dual system & unified system theory – critique | |
| III | Second wave of feminism - Radical Feminism – the personal is political – debate on abortion, reproduction, sexuality, pornography - Sisterhood and Sexual Oppression - Radical Rejection of Patriarchy - Feminism of Difference - Politics of the Private Sphere. | |
| IV | Third wave of feminism - Questioning Universals - Black feminism and the issue of race – intersectionality - Post-Structural/Post-Modern Feminism and the Rejection of Grand Narrative and Essentialism - Difference and Deconstruction – Backlash against feminism - Queer Theory/perspectives – Psychoanalytic feminism - Masculinities – Ecofeminism – Feminist standpoint theory. | |
| V | Focus on key feminist texts – The Feminine Mystique (Betty Friedan), A Vindication of the Rights of Woman (Mary Wollstonecraft), In Search of Our Mother’s Gardens (Alice Walker), The Second Sex (Simone de Beauvoir), The Beauty Myth (Naomi Wolf), The Subjection of Women (J S Mill), Origins of the Family, Private Property and the State (F. Engels) etc. | |

Reference:

1. Ann Fausto Sterling, "Should There Be Only Two Sexes?" In *Sexing the Body* 2000.
2. Bell Hooks, "Theory as Liberatory Practice" *Yale Journal of Law & Feminism* 4:1, 1991- 1992.
3. Charlotte Bunch. "Not by Degrees: Feminist Theory and Education" 1979.
4. Chris Beasley, *What is Feminism?*, Australia, Allen & Unwin, 1999.
5. Kamla Bhasin, *What is Patriarchy?*, Kali For Women, New Delhi, 1993.
6. Maithreyi Krishnaraj, (Ed). *Feminist Concepts: Part 1, 2, and 3, Contribution to Women's Studies Series 7*. Research Centre for Women's Studies, SNDT Women's University, Bombay, 1990.
7. Simone de Beauvoir, *The Second Sex*, Translated & Edited by H. M. Parshley, London, Vintage, 1997.

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|---|---------|-----------------------|-------------|
| Course Title: Women's Health and Well being | | Course Code: HCT 1.4 | Semester: I |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 60 Hrs | Maximum Score | 100 |
| Periods/Week | 4 | Internal evaluations | 20 |
| Credits | 5 | End Semesters | 80 |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs |

Course Objectives:

1. Gain a critical awareness of the social and political forces that shape women's health;
2. Articulate the links between constructions of gender and health, with a particular focus on women and women's bodies;
3. Consider how medical and popular knowledge about health is implicated in the social reproduction of gender difference and gender roles;

Course Outcome:

1. Examine historical concepts that influence women's health.
2. Apply theories and models to assess how behavioral science, psychology, or sociology impact integrative wellness for women.
3. Assess how gender-related multicultural and diversity issues impact women's health across the lifespan.
4. Utilize evidence-based behaviors and strategies for the protection and promotion of women's wellness and prevention of gender specific health issues.

| Model | Course Contents | Instruction Hours |
|-------|--|-------------------|
| I | The medicalization of women's health: The politics of "women's health", The medicalization of female sexuality, Women and medicalization, From medicalization to healthism, The corporatization of women's health. | |
| II | Representing gender and women's health: Representations of gender and health in the biomedical sciences, Representations of gender and health in popular culture, Appearance-related health issues in the media: Cosmetic surgery. | |
| III | The politics of reproduction: The politics of birth CRITICAL THINKING, Reproductive "choice", Caste and reproductive "choice", Reproductive technologies. | |
| IV | Diversity and experiences of health and health care: Intersectional approaches to health care, Indigenous women's experiences of health care, women's experiences of health care, Sexual diversity and experiences of health care. | |
| V | The social determinants of women's health: Violence against women, Structural violence and social suffering, Challenging gendered constructions of work and work safety, Domestic labour in the global economy, Globalization, gender, and health. | |

Reference:

1. Jejeebhoy, S. J., & Santhya, K. G. (2014). Sexual and reproductive health: Current status and future needs. In S. J. Jejeebhoy, P. M. Kulkarni, K. G. Santhya et al. (Eds.), *Population and Reproductive Health in India: An Assessment of the Current Situation and Future Needs* (pp. 175–246). New Delhi, India: Oxford University Press.
2. Jejeebhoy, S. J., Raushan, M., et al. (2019). *Situation of adolescents in Jharkhand: Findings from a state-wide survey*. Mumbai, India: Dasra.
3. Mishra VK, Retherford RD: Women's Education Can Improve Child Nutrition in India. *NFHS Bulletin* 2000, 15
4. Torondel, B., Sinha, S., Mohanty, J. R., Swain, T., Sahoo, P., Panda, B., . . . , Das, P. (2018). Association between unhygienic menstrual management practices and prevalence of lower reproductive tract infections: A hospital-based cross-sectional study in Odisha, India. *BMC Infectious Diseases*, 18(1),
5. Banerjee, S. K., Andersen, K. L., Warvadekar, J., & Pearson, E. (2013). Effectiveness of a behavior change communication intervention to improve knowledge and perceptions about abortion in Bihar and Jharkhand, India. *International Perspectives on Sexual and Reproductive Health*, 39(3), 142–151.
6. IIPS (International Institute for Population Sciences) & ICF. (2017). *National family health survey (NFHS-4), India, 2015–16*. Mumbai, India: IIPS.
7. IIPS (International Institute for Population Sciences) & Population Council. (2010). *Youth in India: Situation and needs 2006–2007*. Mumbai, India: IIPS.
8. Jejeebhoy, S. J., Santhya, K. G., & Zavier, A. J. F. (2014). Demand for contraception to delay first pregnancy among young married women in India. *Studies in Family Planning*, 45(2), 183–201.
9. MOHFW (Ministry of Health and Family Welfare). (2017b). *The assisted reproductive technology (regulation) bill, 2017*.
10. MOHFW (Ministry of Health and Family Welfare). (2019). *The Surrogacy (Regulation) Bill, 2019*.
11. Moore, A. M., Stillman, M., Shekhar, C., Kalyanwala, S., Acharya, R., Singh, S., Alagarajan, M. (2019). Provision of medical methods of abortion in facilities in India in 2015: A six state comparison. *Global Public Health*.
12. Santhya, K. G., & Dasvarma, G. L. (2002). Spousal communication on reproductive illness among rural women in southern India. *Culture, Health and Sexuality*, 4(2), 223–26.
13. Sheela, S. (2016) 'Surrogacy and Gender Justice', *Governance Now*, September 16-30, 7(16): 40-42.
14. Sheela, S. (2018) 'A Transnational Feminist View of Surrogacy Biomarkers in India'. Singapore: Springer Nature Singapore Pte Ltd.

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|---|---------|-------------------------|-------------|
| Course Title: Education: Gender Perspective | | Course Code: SCT 1.1(a) | Semester: I |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 60 Hrs | Maximum Score | 100 |
| Periods/Week | 4 | Internal evaluations | 20 |
| Credits | 5 | End Semesters | 80 |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs |

Course Objectives:

1. This course aims to understand and examine how education and schooling are deeply 'gendered' constructs and experiences.
2. It draws on feminist engagement and critiques of education, schooling and state policies to probe how gendered constructions of knowledge and learner shape educational transaction as expressed in curriculum, textbooks and pedagogy.

Course Outcome:

1. Explain key concepts related to gender and different feminist perspectives on education;
2. Demonstrate familiarity with key policies, issues and debates around gender and education in contemporary India;
3. Examine gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversation.

| Model | Course Contents | Instruction Hours |
|-------|---|-------------------|
| I | Understanding Gender: Concepts and Lived Experience, conceptualizing knowledge, education and schooling, exploring contested aims and understandings of education, knowledge and learning; idea of an educated person; how women have grappled with knowledge, Education as a Means of Socialisation and Social Control, (re)/production and transmission of knowledge, learning and social relations, social transformation. | |
| II | Ideal of educated women: colonial, social reformist and nationalist responses, Conceptualizing Gender inequality in schooling: Issues of access, enrolment, drop out; Limits of the discourse of access, Unequal access with respect to formal/non-formal, public/private, rural/urban, caste, tribe, religion and states, Gender and education in policy discourse in India, Educating the girl child in the era of globalization: Inter/national Policy Discourse and Initiatives; Role of international donors, Indian State and NGO's | |
| III | Gendered texts: Curriculum, Textbooks and nation, Teacher attitudes and classroom processes, Producing the Gendered Self, Nurturing Masculinities and Femininities, Gender, Nation and Education. | |
| IV | Women's employment in education in India, Care, teaching and 'feminization' of teaching profession (?), Women's participation and employment in non-formal education, NGOs and movement-based | |

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| | interventions; discourses of women's involvement in community empowerment and school improvement; PTAs/MTAs | |
| V | Approaches to Women's Education - Education for achieving quality of life, equality of opportunities, and equity; Women's education-gender bias in enrolment-Curriculum content Dropouts negative capability in education-Values in education-Vocational education recent-Trends in Women's education. | |

Reference:

1. Agrawal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.
2. Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.
3. Arya Sadhna (1999), Women, Gender Equality and the State, New Delhi, Deep & Deep Publications.
4. Bakshi, S.R. (2002), Empowerment of Women and Politics of Reservation, Guwahati, DVS Publishers.
5. Dakshi, S.R. (1999), Welfare and Development of Women, New Delhi, Deep & Deep Publications.
6. Gupta Mukta (2000), Women and Educational Development, Guwahati, DVS Publishers.
7. Joshi, S.T (2003), Women and Development: The changing scenario, Guwahati, Nivedita Book Distributor.
8. Joshi, S.T. (1999), Women and Development-The Changing Scenario, New Delhi, Mittal Publications.
9. Kanhere U. S. (1987), Women and Socialisation, New Delhi, Mittal Publications.
10. Menon Latika.(1998), Women Empowerment and Challenge of Change, New Delhi, Kanishka Publishers.
11. Narasimhan Sakuntala(1999), Empowering Women, New Delhi, Sage Publications.
12. Ranganathan Sarala (1998), Women and Social order: A Profile of Major Indicators and Determinants, New Delhi, Kanishka publishers.
13. Seth Mira (2001), Women and Development, New Delhi, Sage Publications

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|---|---------|-------------------------|-------------|
| Course Title: Gender Entrepreneurship and Skill Development | | Course Code: SCT 1.1(b) | Semester: I |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 60 Hrs | Maximum Score | 100 |
| Periods/Week | 4 | Internal evaluations | 20 |
| Credits | 5 | End Semesters | 80 |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs |

Course Objectives:

1. Understand the role of women entrepreneurship in different facets of society.
2. Know the various livelihood supports for women Employment opportunities.

Course Outcomes:

1. To impart basic knowledge of entrepreneurship and small business, prerequisites of starting own venture and the support available from various government and non-government institutions
2. Elucidate the role of various developmental schemes supporting women entrepreneurship.

| Model | Course Contents | Instruction Hours |
|-------|--|-------------------|
| I | Concept of Entrepreneurship - Nature and Development of Entrepreneurship - Entrepreneurial decision process - Entrepreneurial traits – types - Culture and structure - competing theories of Entrepreneurship - Entrepreneurial motivation - Establishing Entrepreneurial Systems - development of woman entrepreneurs and the future of entrepreneurship | |
| II | SELF ASSESSMENT AND THE ENTREPRENEURIAL PROCESS Identifying and evaluation the opportunity - developing a business plan - resources required and the managing the enterprise. Strategic orientation - commitment to opportunity – resources - control of resource and management structure. Entrepreneurial Careers – education – training - Entrepreneurial Ethics. | |
| III | THE BUSINESS IDEA Sources of new ideas: The unexpected - incongruities - process need - industry and market structures – demographics - changes in perception - new knowledge - the bright idea – Consumers - existing companies - distribution channels - Government and Research and Development - Purposeful innovation and principles of innovation. | |
| IV | METHODS OF GENERATING IDEAS Linear techniques for idea Generation: Matrix and Morphological Analysis - Force Field Analysis - Attribute Listing – Scamper - Alternative Scenarios - Forced or Director Association - Decision Trees - Value Analysis etc – Intuitive Techniques: Imagery - Brainstorming- Analogy – Dreams – Drawing - Meditation etc; Product Planning and development Process: Establishing evaluation criteria - idea Stage; Concept Stage - Product Development Stage and Test marketing; Stage Group Innovation: Establishing role in creative groups - Taking the lead in Group problem solving - Business Innovation with a purpose - vision and strategy | |

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| V | SPECIAL ASPECTS IN ENTREPRENEURSHIP Intrapreneurship - International Entrepreneurship: Problems and Opportunities - Entrepreneurship in Rural sectors and Service Institutions - Ecological Niches - Legal aspects. | |
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Reference:

1. Entrepreneurship - Starting, Developing, and Management a new Enterprise – Hisrich and – Peters- Irwin
2. Innovation and Entrepreneurship – Practice and Principals - Peter F. Drucker Affiated Affiliated East-west press Ltd
3. Entrepreneurship Development – Principles Policies and Programmes - P. Saravanel- Ka Ess pee Kay publishing House.
4. Entrepreneurship Development in India - Dr. C.B. Gupta, Dr. N.P. Sirivasan sultan Chand and Sons.
5. The Creative Edge -William C. Miller & Addison Wesley.

II nd Semester

| Paper | Title | Credits | Marks |
|------------------|---|----------------|--------------|
| HCT2.1 | Gender, Economy and Work | 5 | 100 |
| HCT2.2 | Doing Feminist Research | 5 | 100 |
| HCT2.3 | Revisiting History: Feminist Perspectives | 5 | 100 |
| HCT2.4 | Feminist Jurisprudence | 5 | 100 |
| SCT2.1(a) (b) | (a)Feminist Counseling (with Practical) (b)Gender Construction in Folk Culture | 5 | 100 |
| OET2.1(a) (b) | (a) Emerging Gender issues (b) Feminist Jurisprudence | 2 | 50 |
| Total | | 27 | 550 |

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|--|---------|-----------------------|--------------|
| Course Title: Gender, Economy and Work | | Course Code: HCT2.1 | Semester: II |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 60 Hrs | Maximum Score | 100 |
| Periods/Week | 4 | Internal evaluations | 20 |
| Credits | 5 | End Semesters | 80 |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs |

Course Objectives:

1. The course focuses on the gendered division of work and inequalities arising out of it.
2. It also examines the vulnerability of women and women's work in the context of globalization.
3. It also draws upon the need for gender segregated data and appropriate policies to address it.

Course Outcomes

1. The students will understand the concept of work, nature of women's work and trends in women's employment.
2. The course will enable mapping of women in various sectors, globalization and women's work.
3. It discusses new economic policy and its impact on women's employment, emerging issues of women etc.

| Model | Course Contents | Instruction Hours |
|-------|---|-------------------|
| I | Concept of Work: Understanding the concept of work – Unpaid domestic work and care giving - Gender role expectations and work - Gendered division of domestic labour -Estimating Women's Work | |
| II | Nature of Women's Work: Work in the private sphere and in the public sphere - Women's representation in the workforce - Women's contribution through unpaid work - Work and the access to power and resources – Trends in Women's employment (formal, informal, selfemployment) | |
| III | Mapping Women in Various Sectors: Organized sector and unorganized sector - Women in the corporate world - Women entrepreneurs – SelfHelp Groups and women's cooperatives. | |
| IV | Globalization and Women's Work: Impact of globalization on women's work - Gender implications of tourism – Exploitation of Women | |
| V | Women's Employment: New Economic Policy and its impact on Women's Employment - Training, skills and income generation - Employment in Export Processing Zones- Migration of women – Challenges/ Workplace harassment | |

Reference:

1. Gupta, Abha and Sinha, Smita (eds.) Empowerment of Women: Language and Other Facets, Mangal Deep Publications, Jaipur, 2005.
2. Hearn, Jeff, The Gender of Oppression: Men, Masculinity and the Critique of Marxism, Wheatsheaf Books, Sussex, 1987.

3. Judge, P.S., Mapping Social Exclusion in India: Caste, Religion and Borderlands, Cambridge University Press, Delhi, 2014.
4. Khullar, Mala, (ed.), Writings in Women's Studies: A Reader, Zubaan Publications, New Delhi, 2005.
5. Lal, Malashri & Kumar, Sukrita Paul (eds.), Women's Studies in India: Contours of Change, IAS, Shimla, 2002.
6. Lotika Sarkar, 1995, Women's Movement and the Legal Process, Occasional Paper No. 24 Centre for Women's Development Studies, New Delhi.

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|---------------------------------------|---------|-----------------------|--------------|
| Course Title: Doing Feminist Research | | Course Code: HCT2.2 | Semester: II |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 60 Hrs | Maximum Score | 100 |
| Periods/Week | 4 | Internal evaluations | 20 |
| Credits | 5 | End Semesters | 80 |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs |

Course Objectives:

1. To describe the differences between research methodology and feminist research methodology. ▪
2. To develop the attitude and activism about the feminist research.
3. Understanding the need and significance of doing feminist research.
4. Developing a critical understanding of the basic aspects of Feminist research methodology.
5. Developing an understanding of how to engage with feminist research approach while studying social world.

Course Outcomes

1. Assess critically different methods and techniques of doing research in a systematic and scientific manner.
2. Expose learners to the main components of a research framework and demonstrate knowledge on the research process.

| Model | Course Contents | Instruction Hours |
|-------|--|-------------------|
| I | Research: An Introduction, Research: Meaning, nature and Importance, Characteristics. Social Research: Meaning, nature and Importance, Steps of Research: Identify the Problem, Evaluate the Literature, Create Hypotheses, The Research Design, Data Collection, Data Analysis, The Reportwriting | |
| II | Research Methods and Design Research Methods: Descriptive research, Experimental research, Fundamental research, applied research Types of Research: Quantitative Research, Qualitative Research. Research Design Quantitative Research – Experimental, Descriptive, Comparative, Survey, Co – relational, Qualitative research – Ethnography, Case Study, Phenomenology, Historical Analysis, Grounded Theory, Mixed Research - Exploratory, Explanatory, Mixed research include both Qualitative and Quantitative research, Focus Group Discussion, Questioner, Interview. | |
| III | Feminist Research Methodology: An Overview Feminist Research : Meaning and Nature and Methods, Feminist Research Methodology : Scope and Limitations, The significance of feminist research methodology as a research paradigm, Features of Feminist Research, Aspects of Feminist Research, Ethics in Feminist Research | |
| IV | Feminist Research: Some Concepts, Feminist Methodology, Feminist Epistemology, Feminist Standpoint, Feminist Empiricism, Feminist Ethnography, Feminist Method, Feminist Post structural Theory | |

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|---|---|--|
| V | Research Report, Research reporting- General format, Styles of report writing, Bibliography; footnote-Format and styles of referencing, Rules for typing the report, Proof reading, Synopsis. | |
|---|---|--|

Reference:

1. Denzin N. & Lincoln Y. (Ed.) : Handbook of Qualitative Research, Sage Publications, California
2. Harding S. (ed.) Feminism and Methodology, Indiana University Press, Bloomington
3. Hesse- Biber S. (ed.): Handbook in Feminist Research: Theory and Praxis, Sage Publications, California
4. Keller, E.F. & Longino, H. : Feminism and Science, Oxford University Press, Oxford
5. Oakley A. : Experiments in Knowing: Gender and Method in the Social Sciences, Polity Press, London
6. Ramazanoglu C. and Holland Janet : Feminist Methodology: Challenges and Choices, Sage Publications, New Delhi
7. Stanley L. (Ed.): Feminist Praxis: Research Theory and Epistemology in Feminist Sociology, Routledge press, London
8. Visvesaran, K. : Fictions of Feminist Ethnography, Oxford University Press, New Delhi
9. Arksey, Hillary & Harris, David. : How to Succeed in Your Social Science Degree. Sage publication, Los Angeles.
10. Clough, Peter & Cathy Nutbrown : A Student's Guide to Methodology, Sage Publications, London
11. Glendinning Eric H. & Holmstrom, Beverly : Study Reading. Cambridge University Press, Cambridge.
12. Hamp-Lyons Liz & Heasley Ben. : Study Writing, Cambridge University Press, Cambridge
13. Henn, Matt, Mark Weinstein & Nick Foard : A Critical Introduction to Social Research, Sage Publications, London.
14. Kamler Barbara & Thomson Pat : Helping Doctoral Students Write, Routledge, London and New York.
15. Marvasti, Amir B. : Qualitative Research in Sociology: An Introduction, Sage Publications, London

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|---|---------|-----------------------|--------------|
| Course Title: Revisiting History: Feminist Perspectives | | Course Code: HCT 2.3 | Semester: II |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 60 Hrs | Maximum Score | 100 |
| Periods/Week | 4 | Internal evaluations | 20 |
| Credits | 5 | End Semesters | 80 |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs |

Course Objectives:

1. This course will introduce students to feminist social history.
2. The course aims to enable students to further develop their skills in critical analysis and
3. understand the role that this exclusion of women from history has played in shaping the understanding of society.

Course Outcomes

1. Students will learn about the women's contribution to Indian history.
2. Students will learn to analyze critically the process of writing history.
3. They will develop the skills to use unconventional research tools to understand women's contribution in the society.

| Model | Course Contents | Instruction Hours |
|-------|---|-------------------|
| I | In search of our past: Gender as a critical category in historical analysis. Debates in Feminist Historiography. | |
| II | Understanding history from unconventional sources (photos, diaries, recipe books, clothes, jewelry and other personal objects) | |
| III | Re-writing History: Contributions of feminists to the rediscovery of women's voice in history: Indian feminist contributions to rewriting history. Module | |
| IV | Selection of texts and analytical skill development. Gender Analysis of school history texts | |
| V | Famous women historians, Rani channamma, Rani abbakka, Rajiya sultna, Begum rukayya, Ra sundri devi, Ahalyabai Holkar, Pandit ramabai, Romila Thapar, Umachakravaty, Latmani. | |

Reference:

1. Chakravati Uma. 2007. Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India. New Delhi: Tulika Books.
2. Geetha V. and S Rajdurai. 1998. Towards Non-brahmin Millenium, Culcutta: Samay,
3. Lerner Gerda. 1986. 'The Creation of Patriarchy'. In Women and History. New York: Oxford University Press.
4. Moon M. and Pawar Urmila. 1989. We also made history, New Delhi:
5. Zubaan Morgan S. (ed), 2006. The Feminist History Reader, London: Routledge.

6. Omvedt Gail. 2004. Dalits and Democratic Revolution: Dr. Ambedkar and Dalit Movements in Colonial India, New Delhi: Sage.
7. Ray Bharati. 1995. From the seams of History: Essays on Indian Women. New Delhi: Oxford University Press.
8. Roy Kumkum. 2010. The Power of Gender and the Gender of Power: Explorations in Early Indian History. New Delhi: Oxford University Press.
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10. Sangari Kumkum and Sudesh Vaid (eds.).1989. Recasting Women: Essays in Colonial History. New Delhi: Kali for Women.
11. Scott Joan Wallach (ed). 1996. Feminism and History. New York: Oxford University Press.

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|--------------------------------------|---------|-----------------------|--------------|
| Course Title: Feminist Jurisprudence | | Course Code: HCT 2.4 | Semester: II |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 60 Hrs | Maximum Score | 100 |
| Periods/Week | 4 | Internal evaluations | 20 |
| Credits | 5 | End Semesters | 80 |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs |

Course Objectives:

1. To introduce students to key writings, concepts, principles and discourses in feminist jurisprudence;
2. To enable the students to critically examine statutes and judgments through the feminist lens; and
3. To facilitate informed discussions and deliberations among students on law and gender justice in India.

Course Outcomes

1. This paper aims to explore and understand the students about constitutional, legal rights and amendments in India.
2. It highlights the special women's rights, personal laws and laws relating to crimes against women.
3. Gaining knowledge of laws, special concern to women, creating awareness and bringing into practice in their own life situation.

| Model | Course Contents | Instruction Hours |
|-------|---|-------------------|
| I | Gender Justice and Feminism: Concepts and Dimensions, Growth of feminism and Feminist Jurisprudence Impact and Contribution of Feministic Jurisprudence, land mark judgements. | |
| II | Gender Justice: Constitutional and Legal Perspective Equality provisions in the Constitution of India - Preamble, Fundamental Rights and Directive Principles. Unequal position of the women in personal laws: an overview Hindu Laws: Marriage and Property Muslim Laws: Marriage and Property Christian Laws: Marriage and Property Uniform Civil Code towards gender justice | |
| III | Concept of Gender Justice: International Perspective Convention on the political rights of women Convention of elimination of all kind of discrimination against women, 1979 Convention on traffic in women and children, 1949 Recommendation of WTO on sex oriented Tourism Women and Inheritance Rights: An Overview | |
| IV | Law: Vehicle of Discrimination, Specific Issues Reproduction and Motherhood: Fetal Rights: A New Assault on Feminism Right to Abortion promoting Equality Surrogate Motherhood: | |
| V | Consent Brought Rape Laws: unfavorable towards women Marital Rape Rape: A property Crime Problem of Consent Rape in the Feminist Eyes Exploitation and sexual harassment at workplace Feminist Perspectives on Environment issues and Legal Response Courts and Feminism | |

Reference:

1. Jennifer Pierce, *Gender Trials: Emotional Lives in Contemporary Law Firms*, University of California Press, 1996, 978-0520201088
2. D. Kelly Weisberg, *Feminist Legal Theory: Foundations*, Temple University Press, 1993, 978-1566390293 (FLT on syllabus)
3. Anne M. O. Griffiths, *In the Shadow of Marriage: Gender and Justice in an African Community*, University of Chicago Press, 1998, 978-0226308753
4. Adrien Wing, *Critical Race Feminism: a Reader*, 2nd edition, NYU Press, 2003, 978-0814793947
5. Vandana Shiva, 1989 *Staying Alive: Women, Ecology and Development*. London: Zed Books.
6. Nomita, Agarwal, *Women and Law in India*, New Century Publications, Delhi, 2002.
7. Rashm Agarwal, and B.V.L.N. Rao, *Gender Issues- A Road Map to Empowerment*, Shipra Publication, New Delhi, 2004.
8. Kamala Bhasin,, *Understanding Gender*, Kali for Women, New Delhi, 2000. Maitrayee Choudhry, (ed.), *Feminism in India*, Kali for Women, New Delhi, 2004

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|---|---------|--------------------------|--------------|
| Course Title: Feminist Counselling (with Practical) | | Course Code: SCT 2.1 (a) | Semester: II |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 60 Hrs | Maximum Score | 100 |
| Periods/Week | 4 | Internal evaluations | 20 |
| Credits | 5 | End Semesters | 80 |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs |

Course Objectives:

1. To make students understand nature and sources of crisis intervention through counseling.
2. To introduce the theoretical basis of counseling skills.
3. To train the students as feminist counselors.

Course Outcomes

1. Distinguish between guidance, feminist and counselling.
2. Critically analyze ethical issues and debates in feminist counselling.
3. Assess boundaries of the different types of feminist counselling.
4. State the historical background and development feminist of counselling.

| Model | Course Contents | Instruction Hours |
|-------|---|-------------------|
| I | <p>Definition, nature and Scope of Counseling, Understanding Counselling as a Process, Meaning, nature, definition, & Scope of counselling, Personal Characteristics of counsellor</p> <ul style="list-style-type: none"> • Professional issues in counselling • Ethical issues in counselling <p>Psychoanalytic Feminist Perspective – From gender neutral counselling to Gender-sensitive counselling</p> | |
| II | <p>Stages and skills in the counselling process: – ways to initiate communication and build a counselling relationship; core conditions of counselling; ways to enhance communication; in-depth exploration, RCI guidelines of counselling, guidelines for psychological practice with girls and women (American Psychological Society Guidelines)</p> <p>Process and assessment in counselling: Stages of the counselling interview – Ivey’s Model</p> <p>Assessment – Personality, Cognition, Screening, and diagnostic tools</p> <p>Precounselling considerations – Setting goals, contraction, informed consent, formulation, and conceptualization</p> <p>Other components of considerations – Referrals, Confidentiality, verbatim recording analysis, interpretation, termination, reporting, follow-ups</p> | |
| III | <p>(Students are expected to administer any 6 of the following experiments by selecting a minimum of two experiments from each of the categories)</p> <p>ASSESSMENT OF PERSONALITY</p> <p>1) EPQ</p> | |

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| | 2) 16 PF - Raymond B. Cattell 3) Big 5 - John, O. P., & Srivastava, S. 4) Anger Expressions - Charles D. Spielberger 5) Type A Personality | |
| IV | ASSESSMENT RELATED TO HEALTH 1) Students Stress Scale – Manju Agarwal 2) Coping Scale - Erica Frydenberg 3) Quality of Life - WHO 4) Psychological General Wellbeing Index - Olivier Chassany ASSESSMENT RELATED TO COUNSELLING 1) Problem Checklist - Herbert C. Quay 2) Study Skills – Dr Kanchana 3) Interest schedule - Sanjay Vohra 4) Depression Scale – Beck | |
| V | <p style="text-align: center;">Skill in Counselling</p> <p>Micro skills: Basic Communication Skills, establishing rapport, attending behaviour, Questioning, observation skills, Reflection of content, Reflection of feeling, Integrating, listening skills, Eliciting, Paraphrasing, and Summarizing case studies</p> <p>Macro Skills in Counselling Empathy, Self-disclosure, Review, Confronting, focusing on the interview, Reflection of meaning, influencing skills, Positive asset search, Capacity building, dealing with transference and Countertransference, and Identification of attitudes and feelings</p> | |
| Practical | Minimum 30 hrs of the visit to: 1. Visit to Child Guidance Counselling Clinic- 2. Visit to PPTTC (HIV/AIDS) Counselling centre- 3. Visit to Family Counselling Centre- 4. Visit the Guidance Counselling Center for victims/survivors of gender-based violence 5. Report on activities of Guidance and Counselling | |

Reference:

1. APA GUIDELINES, for Psychological Practice with Girls and Women, (2018), <https://www.apa.org/about/policy/psychological-practice-girls-women.pdf>
2. Gladding 2013; Counselling: A Comprehensive Profession 7th Edition
3. Barki B.G. & Mukhyopadhyay B 2008 Guidance and Counselling A Manual 10th reprint Sterling
4. Augustine Meier, and Micheline Boivin (2010), Counseling & Therapy Technique, Theory and Practice (Sage)
5. Rosemary A Thompson (2016). Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed. Routledge.
6. Nelson-Jones (2010). Basic Counselling Skills. Sage Publications.
7. Jacobs, M. (2004). Psychodynamic counselling in action. Sage Publications.
8. Corey. M. S & Corey G. (2015). Becoming a Helper. Cengage Learning

9. Nelson – Jones, R. (2004). Practical counselling and helping skills – Text and exercises for the life skills counselling model, 4th edition, Sage Publications.
10. NarayanaRao, “CounsellingandGuidance”–2ndEdition, Tata Mc.GrawHillPublishingLtd.,NewDelhi, 2000.
11. Masch. “PrinciplesofGuidanceand counseling”–SarupandSons,NewDelhi,2000.
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13. Mukhopadhyaya, “GuidanceandCounselling”– (AMannual), Himalaya Publishing HouseLtd., NewDelhi, 1989.

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|---|---------|--------------------------|--------------|
| Course Title: Feminist Counselling (with Practical) | | Course Code: SCT 2.1 (a) | Semester: II |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 60 Hrs | Maximum Score | 100 |
| Periods/Week | 4 | Internal evaluations | 20 |
| Credits | 5 | End Semesters | 80 |
| Instruction Mode | Lecture | Exam Duration | 3 Hrs |

Course Objectives:

1. To understand how people learn and internalize folk culture and on occasions challenge their own culture.
2. To understand Gender Construction in folk Culture
3. To Analyze the Family structure, Gender equality, Nature of the Folk society.

Course Outcomes

1. The Students will learn basic concepts of Folklore and Folk culture.
2. The Students will learn how people will internalize folk culture and on occasions challenge their own Culture.
- 3 The Students will learn how Folk culture influence in Gender Construction.

| Model | Course Contents | Instruction Hours |
|-------|---|-------------------|
| I | Definition of folk, folklore, characteristics of folklore, functions of folklore, scope of folklore, | |
| II | Popular Culture and Folk Culture: Meaning and Nature of Folk Culture, Definition, concept and Scope of Popular Culture, Popular Culture and Folklore, Little tradition and Great tradition. Genres of Folk Culture * Oral literature –Haradesi – Nageshi Songs, Myths, Proverbs and Riddles Social Folk Customs, Rituals and Traditions, Performing Arts – Parijat, Radhanata, Dappinata, Life Style | |
| III | Gender Issues in Folk Culture Meaning and Nature of Gender Issues Gender Issues in Folk Literature: Ballads - Kattala Dari Dura-sati Geetegalu - Krishnamurthy Hanur Oral epic: Bevana Hatti kalammana salu, Siri Kavya, Sankamma salu Folk poetry: Garati Hadu | |
| IV | Women Centric Folk Custom Devadasi System : Pataradavaru, Jogatiyaru, Basaviyaru, Bala basaviyaru, Patradavaru, Basavi - Shailaja Hiremath Transition of Matrilineal Society to Patrilineal Society Matrilineal Family – Bantaru Banta's Culture – Surendra Rao Folk Custom – Marriage, Customs of puberty (Rulumati) Folk Ritual – Folk Dieties, Karaga Ritual, Gullavana Ritual Karaga Sampradaya - M. Sumitra Henu Daivagalu – Shailaja Hiremath Gullvva: Aacharane – Veeresh Badiger Tradition – Siri Tradition | |
| V | Production Relations and Gender Construction in Folk Culture Nature of the productions in folk life, Agriculture, Hunting, Food Gathering, Animal husbandry culture and small-scale trade; Domination of male on production relations; Folk culture encounter with modernity and Globalization; Violence on women in rural areas and in metropolitan culture; Women struggle for socio-economic liberty from male dominant imperialist economy. | |

Reference:

1. Appadurai, Arjun, Frank J. Korom, Margret A. Mills, 1991 (Ed.) Gender, Genre and Power in South Asian Expressive Traditions, Philadelphia, university of Pennsylvania Press.
2. Claus, Peter J. and Frank J. Korom, 1991, Folkloristic and Indian Folklore, Udipi, Regional Resources Centre for Folk-performing Arts.
3. Dundes, Alan (Ed.), 1964, Text, Texture and Context, in Southern Folklore (quarterly), Vol.28.
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5. Kanaka Durga P.S., 2006, Transformability of Gender roles: Converging Identities in Personal and Poetic Narratives (Eds.)
6. Leela Prasad, Ruth, B. Bottingheimer and Lalitha Handoo, Gender and Story in India, Albany, State University of New York Press. Dorson, Richard M., 1972, Folklore and Folklife, Chicago: Chicago University, Press.
7. Shailaja Hiremath, 2022, 'Basavi' Re-provincializing Knowledge, Editor : Tharakeshwar V.B, Prasaranga, Kannada University, Hampi

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|--|---------|-------------------------|--------------|
| Course Title: (a) Emerging Gender issues | | Course Code: OET 2.1(a) | Semester: II |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 30 Hrs | Maximum Score | 50 |
| Periods/Week | 2 | Internal evaluations | 20 |
| Credits | 2 | End Semesters | 30 |
| Instruction Mode | Lecture | Exam Duration | 2 Hrs |

Course Objectives:

1. Developing gender sensitivity among students.
2. Enabling them to look into social issues from gender perspectives.
3. Students will develop a feminist perspective in understanding gender issues.
4. It allows students in identifying emerging gender issues in India and Karnataka.

Course Outcomes

1. Students should be able to develop feminist reflexivity in identifying and addressing gender issues.
2. They should be aware that gender is not synonymous with women only and that women are not a homogeneous category.
3. They should be actively engaging themselves in making individuals and institutions gender-sensitive.

| Model | Course Contents | Instruction Hours |
|-------|--|-------------------|
| I | Identifying the Prevalence of Gender in Day-to-Day Life, Understanding and Identification of the Use of Gender Insensitive Language-Sexist Content in School Textbooks and Media, Concept of Engendering, Strategic Gender Needs, Practical Gender Needs | |
| II | Violence within the Family: Female Foeticide, Female Infanticide, Child Marriage, Sexual Abuse of Children, Domestic Violence Dowry Related Violence, Killings in the name of 'Family Honour', Violence against the Female Body: Rape, Acid attack, Female Genital Mutilation. | |
| III | Rights of LGBTQAI+, Article 377 and beyond, Dalit and Indigenous Women, Women with Disabilities, Women Elders. | |

Reference:

1. Butler, Judith. (1990). Gender Trouble. Routledge. New York.
2. Butler, Judith. & Joan Scott. (eds.). 1992. Feminists Theorize the Political. Routledge. New York.
3. Cherry Smith. (1997). 'Queer Notions', in Sandra Kemp and Judith Squires (eds.). Feminisms. Oxford University Press. New York.
4. Connell, R W. (1987). Gender and Power. Polity Press. Cambridge.
5. Di Leonardo, Micaela. (ed.). (1991). Gender at Crossroads of Knowledge: Feminist Anthropology. In the Postmodern Era. University of California Press. California.

6. Geetha, V. (2007). Patriarchy. Tree Publications. Calcutta.
7. Gerda Lerner. (1985). Creation of Patriarchy. Oxford University Press. England.
8. Gunew, Sneja. (1991). A Reader in Feminist Knowledge. Routledge. New York.
9. Rubin, Gayle. (1984). "Thinking Sex: Towards a Political Economy of 'Sex'. In Carol Vance. (ed.). Pleasure and Danger. Routledge. New York.
10. Scott, Joan. (1988). Gender and the politics of history. Columbia University Press. New York.
11. Walby, Sylvia. (1986). Patriarchy at Work. University of Minnesota Press. Minneapolis.

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| Course Title: (b) Feminist jurisprudence | | Course Code: OET 2.1(b) | Semester: II |
| Scheme of Instruction | | Scheme of Examination | |
| Total Duration: | 60 Hrs | Maximum Score | 50 |
| Periods/Week | 2 | Internal evaluations | 20 |
| Credits | 2 | End Semesters | 30 |
| Instruction Mode | Lecture | Exam Duration | 2 Hrs |

Course Objectives:

1. To introduce students to key writings, concepts, principles and discourses in feminist jurisprudence;
2. To enable the students to critically examine statutes and judgments through the feminist lens; and
3. To facilitate informed discussions and deliberations among students on law and gender justice in India.

Course Outcomes

1. This paper aims to explore and understand the students about constitutional, legal rights and amendments in India.
2. It highlights the special women's rights, personal laws and laws relating to crimes against women.
3. Gaining knowledge of laws, special concern to women, creating awareness and bringing into practice in their own life situation.

| Model | Course Contents | Instruction Hours |
|-------|--|-------------------|
| I | Identifying the Prevalence of Gender in Day-to-Day Life, Understanding and Identification of the Use of Gender Insensitive Language-Sexist Content in School Textbooks and Media, Concept of Engendering, Strategic Gender Needs, Practical Gender Needs | |
| II | Violence within the Family: Female Foeticide, Female Infanticide, Child Marriage, Sexual Abuse of Children, Domestic Violence Dowry Related Violence, Killings in the name of 'Family Honour', Violence against the Female Body: Rape, Acid attack, Female Genital Mutilation. | |
| III | Rights of LGBTQAI+, Article 377 and beyond, Dalit and Indigenous Women, Women with Disabilities, Women Elders. | |

Reference

1. Jennifer Pierce, Gender Trials: Emotional Lives in Contemporary Law Firms, University of California Press, 1996, 978-0520201088
2. D. Kelly Weisberg, Feminist Legal Theory: Foundations, Temple University Press, 1993, 978-1566390293 (FLT on syllabus)

3. Anne M. O. Griffiths, *In the Shadow of Marriage: Gender and Justice in an African Community*, University of Chicago Press, 1998, 978-0226308753
4. Adrien Wing, *Critical Race Feminism: a Reader*, 2nd edition, NYU Press, 2003, 978- 0814793947
5. Vandana Shiva, 1989 *Staying Alive: Women, Ecology and Development*. London: Zed Books.
6. Nomita, Agarwal, *Women and Law in India*, New Century Publications, Delhi, 2002.
7. Rashm Agarwal, and B.V.L.N. Rao, *Gender Issues- A Road Map to Empowerment*, Shipra Publication, New Delhi, 2004.
8. Kamala Bhasin,, *Understanding Gender, Kali for Women*, New Delhi, 2000. Maitrayee Choudhry, (ed.), *Feminism in India, Kali for Women*, New Delhi, 2004