

RUR New CBCS II Sem

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ವಿಶ್ವವಿದ್ಯಾಲಯ



**RAICHUR  
UNIVERSITY**

HCT 3 units  
SCT 3 17 questions format

OE - 3 units  
12 questions

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

**With effect from:2023-2024**

RUR  
II sem

**II nd Semester**

<b>Paper</b>	<b>Title</b>	<b>Credits</b>	<b>Marks</b>
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

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.

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	

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.	
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**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. Marvaṣṭi, Amir B. : Qualitative Research in Sociology: An Introduction, Sage Publications, London

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.
9. Sangari K. 1990. ' Mirabai and the Spiritual Economy of the Bhakti' Economic and Political Weekly, July 7, 1990, 1464-75 and July 14,1990,1537-52
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.

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

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	Definition, nature and Scope of Counseling, Understanding Counselling as a Process, Meaning, nature, definition, & Scope of counselling, Personal Characteristics of counsellor <ul style="list-style-type: none"> <li>• Professional issues in counselling</li> <li>• Ethical issues in counselling</li> </ul> Psychoanalytic Feminist Perspective – From gender neutral counselling to Gender-sensitive counselling	
II	<b>Stages and skills in the counselling process:</b> – 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) <b>Process and assessment in counselling:</b> Stages of the counselling interview – Ivey’s Model Assessment – Personality, Cognition, Screening, and diagnostic tools Precounselling considerations – Setting goals, contraction, informed consent, formulation, and conceptualization Other components of considerations – Referrals, Confidentiality, verbatim recording analysis, interpretation, termination, reporting, follow-ups	
III	(Students are expected to administer any 6 of the following experiments by selecting a minimum of two experiments from each of the categories) ASSESSMENT OF PERSONALITY 1) EPQ	

	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;"><b>Skill in Counselling</b></p> <p><b>Micro skills:</b> 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><b>Macro Skills in Counselling</b>          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.
12. SitaramJayaswal. "GuidanceandCounselling–An eclectic approach"– Prakash Kendra, Lucknow,1990.
13. Mukhopadhy, "GuidanceandCounselling"– (AMannual), Himalaya Publishing HouseLtd., NewDelhi, 1989.

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: Acharane – Veesh 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.
4. Kanaka Durga P.S., 2001, Gender Studies on folklore: trends and Prospects in (Ed.) B. Ramakrishna Reddy, Dravidian Folk and Tribal Lore, Dravidian University, Kuppam.
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, Prasaraṅga, Kannada University, Hampi

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.

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