

INTERDISCIPLINARY DIPLOMA IN GENDER, CULTURE AND DEVELOPMENT STUDIES (SIX MONTHS / PART-TIME)

Eligibility

- Successful completion of UG Certificate Course in Women's Studies
- Any graduate with at least 2 papers in women's studies
- Graduates with more than 10 years of experience in Women's studies/Women's movement

Modality of Course

The course must involve 100 hours of teaching. The same course may be floated as

- Six months Part-time for eligible candidates with 4 hours of teaching per week
- In an intensive mode (3 months- part-time) with 8 hours of teaching per week
- As a Six weeks course for postgraduates and research students as an introduction to gender, culture and development studies with 16 hours of teaching per week

Course Description

This course includes 5 papers of 2 credits (50 marks) each. For each paper there will be an internal evaluation for 25 marks and the external evaluation for 25 marks. The semester- end written examination will include 5 papers of 25 marks each. Each paper will consist of 20 teaching hours. Every participant will have to undertake fieldwork/research as part of every course (25 internal marks in each course)

Total Marks: 250

Passing Marks: 40% in every course

Medium of Instruction of the Course: English and Marathi

Rationale of the Course:

Since the 1980s, Women's Studies has been an important field of research and teaching in universities in India and internationally.

- a) The UGC guidelines state that the development of Women's studies through teaching programmes at under-graduate and post graduate level will enable to expand the base of Women's Studies.

- b) A qualification in Women's Studies is being viewed as a useful addition to existing qualification and skills by government departments, social research agencies and professions.
- c) Over the last ten years several students have completed a certificate in Women's Studies and feel the need to upgrade their knowledge in this area
- d) Several college teachers and researchers seek an advanced introduction to the interdisciplinary areas of gender, culture and development studies
- e) Some students may choose to follow this advance courses with Master's programme in Women's Studies.

Location and Mode of Study:

This course can be taken at the University or any of the designated off campus centres. Information regarding the Centres will be sent out to all colleges in the month of April every year.

Special effort will be made to establish linkages between the Computer Centre of the college and the Krantijyoti Savitribai Phule Computer Lab, so that information related to the course and follow-up links may be established.

Paper I

Introducing Gender Studies: Concepts and Contexts

Objective of the Paper:

- To develop an understanding that concepts are socially constructed. This is to address the common trend widely present in our educational culture to 'learn' or 'memorise' concepts as 'givens'.
- To understand how concepts emerge and develop in gender studies in particular will help students to develop not just a deeper understanding of the concepts, their limits and possibilities, but also would equip them to use them.
- To understand the links between Women's Movements and Women's Studies and the emergence of concepts in that context.
- To understand the relationship between commonsense concepts and gender studies concepts. This is very important because many of the concepts that will be discussed in this course will also be those used in our everyday life.
- The last few decades have seen concerted and very rich interrogation and rethinking of key concepts used in social sciences. The course would seek to both introduce concepts and trace their development.

Module I

Women's Studies and Women's Movements: Mapping Journeys

Understanding the relations between state, women's movements and women's studies – legacies, perspectives and challenges.

Readings:

1. Agnihotri Indu and Mazumdar Vina (1995) 'Changing Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30(29), July 22:1869-1878.
2. Desai, Neera, Mazumdar Vina and Bhansali Kumudini (2003) 'From women's education to women's studies: The long struggle for legitimacy' in *Narratives From the Women's Studies Family*, ed., Jain Devaki and Rajput Pam, New Delhi: Sage, 44-77.
3. John, Mary E. (2008) 'Introduction' in *Women's Studies in India: A Reader*, New Delhi: Penguin.
4. Mazumdar Veena (2010) *Memories of a Rolling Stone*. New Delhi: Zubaan (pp.64-103).

Module II

Concepts and Contexts I

Patriarchy

Gender

Readings:

1. Bhasin Kamala (2000) *Understanding Gender*, New Delhi: Zubaan.
2. Chakravarti Uma (2003) *Gendering Caste: Through a Feminist Lens*, Kolkotta: Stree (pp 81-92).
3. Nareevadi Rajneethi: Sangharsh or Mudde (2001), Delhi University, (Hindi).
4. Ortner Sherry (1996) 'The Problem of "Women" as an Analytic Category' in *Making Gender: The Politics and Erotics of Culture*, Boston: Beacon Press.
5. V. Geetha (2002) *Gender*, Kolkotta: Stree (pp1-38).

Module III

Concepts and Contexts II

Constructing normative Sexuality

Femininities and masculinities

Readings:

1. Kumar Udaya, (1997) 'Self, Body and Inner Sense: Some reflections on Sree Narayana Guru and Kumaran Asan' in *Studies in History*, August, 13: 247-270.
2. Menon Nivedita (2007) 'Introduction' in *Sexualities: Issues in Contemporary Indian Feminism*, New Delhi: Women Unlimited.

3. Sharma Maya (2007) *Navab Se Nandani: Aurat-Marad Ki Pahachan Se Pare Jeevan*, New Delhi: Nirantar.
4. V. Geetha (2002) *Gender*, Kolkotta: Stree (pp 38-51).

Module IV

Concepts and Contexts III

Sexual Division Of labour

Public /Private (to cover Domestic Labour)

Readings:

1. Datta Bisakha (ed) (2001) *And Who Will Make the Chapatis? A Study of All-Women Panchayats in Maharashtra*, Kolkata: Stree Publications.
2. Hansen' Kathryn (1988) 'The Virangana In North Indian History: Myth and Popular Culture, *Economic and Political Weekly*, Vol XXIII No 18, pp Ws25-34.
3. Lerner Gerda (1987) *Creation of Patriarchy (Women and History)*, London: Oxford University Press (chapter Six on Veiling the Woman).
4. Nongbri Tiplut (2000) Khasi Women and Matriliny: Transformations in GenderRelations in *Gender Technology and Development* ,vol. 4 no. 3 359-395
5. Palriwala, Rajni, (1991) 'Transitory Residence and Invisible Work: Case Study of a Rajasthan Village' in, *Economic and Political Weekly*, 26(48), pp. 2763-2771.
6. Tawa Lama and Stephanie, The Hindu Goddess and Women's Political Representation in South Asia: Symbolic Resource or Feminine Mystique? At <http://www.csh-delhi.com/team/downloads/publiperso/STLR-RIS.pdf>
7. V. Geetha (2002) *Gender* ,Kolkotta: Stree (pp 51-136)

Module V:

Exercises

Using Concepts – through analysis of archival materials , films, literary texts , advertisements, news paper clippings , comic books , or field work .

Paper II

Political Economy of Gender

Objectives of the Paper:

- To develop an understanding of the inter relationships between politics, economics and inequity ;
- To exploring different perspectives and feminist critique of concepts such as production, social reproduction, reproduction

- To understand globalisation and its gender implications at the local and national levels through an exploration of sites of women's work...Feminist critiques of the development paradigm and policies with special reference to India
- To situate Gender within a political economy perspective through a study of economic and political behaviours, thus enabling students to develop a critical theoretical understanding of economics,
- To interrogate economic doctrines and policies, and ways in which politics and economy combine to strengthen and reproduce gender inequity, even in situations when new avenues open for women.
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Module 1

Understanding political economy and its gender implications.

Concept of political economy, the symbiotic interrelationship between the domains of politics and economics, different perspectives of Production, Reproduction and Social Reproduction, including the feminist critique.

This unit will introduce students to the dominant perspectives, definitions and the patriarchal underpinnings of such perspectives.

Readings:

1. Banerjee Nirmla (2011) 'Socio-Economic Analysis Of Reproduction' in Nirmla Banerjee, Samita Sen et al (eds) *Mapping the Field: Gender Relations in Contemporary India*, Vol: 1, Kolkata: Stree.
2. Beneria Lourdes (2007) 'Accounting For Women's Work : The Progress of Two Decades' in Nalini Vishvanathan et al, *The Women, Gender and Development Reader*, New Delhi, Zubaan.
3. Beneria Lourdes and Sen Gita (2007) 'Accumulation, Reproduction and Women's Role in Economic Development: Boserup Revisted' in Nalini Vishvanathan et al, *The Women, Gender and Development Reader*, New Delhi, Zubaan.
4. Irene Tinker (1990) 'The Making of a Field: Advocates, Practioners, and Scholar' in, Irene Tinker [edited], *Persistent Inequalities: Women and World Development*, OUP, pp 27-53.
5. Jane S. Jaquette (1990) 'Gender and Justice in Economic Development in, Irene Tinker [edited] *Persistent Inequalities: Women and World Development*, OUP, pp 54-69.

Module II

Gender, Work and Livelihoods

This unit will examine the gender dimensions of both conceptual understandings of work as well as actual sites of women's work.

- Definitions of work and the feminist critique. It will look at issues of invisibility of women's work; ways of estimating women's work and methodological issues involved.
- Domains of women's work: agriculture, informal sector, domestic work.
- New domains and emerging sectors of opportunities- software industry, call centres etc.

1. Agarwal Bina (2008) 'Why do women need independent rights in land?' in Mary John (ed) *Women's Studies in India: a Reader*, Penguin, 175-183.
2. Halder Baby (2006) *A life Less Ordinary*, (Translated by Urvashi Butalia in English), New Delhi: Zubaan.
3. Janaki by day-Jane by night, (film)
4. Jeemol Unni (2011) 'Women's Work- Measurement, Nature and the Informal Sector' in Nirmala Banerjee, Samita Sen et al (eds) *Mapping the Field: Gender Relations in Contemporary India*, Vol1, Kolkotta: Stree.
5. Jhabvala Renana and Subramaniam RKA (ed) (2000) *The Unorganised Sector: Work Sector and Social Protection*, Sage, New Delhi.
6. Kabeer Naila (1998) 'Jumping to Conclusions? Struggles over meaning and method in the study of household economics' in, Cecile Jackson and Ruth Pearson [edited] *Feminist Visions of Development: Gender, Analysis and Policy*, Routledge, pp 91-107.
7. Krishnaraj Maitreyi (2008) 'Women's work in Indian Census: Beginnings of change', in Mary John (ed) *Women's Studies in India: a Reader*, Penguin, 168-174.
8. Mies Maria (1981) Dynamics of Sexual Division of Labour and Capital Accumulation: Women Lace Worker of Narasapur in *Economic and Political Weekly*, Vol. 16, No. 10/12.
9. Shramshakti: Report of the National Commission on Self Employed Women and Women in the Informal Sector, Government of India, 1988.

Module III

Feminist Critiques of Development

Inter linkages between developmental paradigms and gender issue such as feminization of poverty, different developmental approaches of WID, WAD, GAD, critical examination the ways in which they influence policy and programme formulation, such as the current thrust on microfinance.

Readings:

1. Charlton, Sue Ellen(2007) 'Development as History and Process' in Vishvanathan Nalini et al, *The Women, Gender and Development Reader*, New Delhi, Zubaan.
2. John Mary E (2008) 'Feminism, Poverty and Globalisation' in John Mary (ed.), *Women's Studies in India: A Reader*, Penguin, 194-202.
3. K Kalpana (2008) The Vulnerability of Self – Help: Women and Micro Finance in South India, IDS Working Paper, (available at <http://www2.ids.ac.uk/gdr/cfs/pdfs/Wp303.pdf>).
4. Kanchi Aruna (2011) 'Women and Agriculture in the Nineties' in Banerjee Nirmala, Sen Samita et al (eds) *Mapping the Field: Gender Relations in Contemporary India*, Vol-1 Kolkotta : Stree.
5. Lombardo Emanuela and Meier Petra (2006) 'Gender Mainstreaming in the European Union: Incorporating a Feminist Reading?' in *European Journal of Women's Studies*, Vol. 13 [2], p151-166.
6. Martha MacDonald (1998) 'Gender and Social Security Policy: Pitfalls and Possibilities' in *Feminist Economics*, Vol - 4, Issue -1, pp 1-25.
7. Pearson Ruth (1998) 'Nimble Fingers' Revisited: Reflections on women and Third World industrialization in the late twentieth century', in Jackson Cecile and Pearson Ruth (ed) *Feminist Visions of Development: Gender, Analysis and Policy*, Routledge, 171-188.
8. Pearson Ruth (2003) 'Feminist Responses to Economic Globalization: Some Examples of Past and Future Practice' in *Gender and Development*, Vol. 11, No. 1, May, pp25-3.
9. Tinker Irene (ed) (1990) *Persistent Inequalities: Women and World Development*, OUP.

Module IV

State, Economy and Issues of Governance

Inter relationship between economic policies and their gender impact, globalization, liberalisation and structural adjustment in the Indian context, Policies and programmes in the post liberalisation phase, changing nature and role of the state and the implications for poor women in particular. Examples of resistance and alternative approaches such as SEWA and the Chipko movement.

Readings:

1. Agarwal Bina (1996) 'The gender and environment debate. Lessons from India' in N.Rao et al, (eds) *Sites of change, the structural context for empowering women in India*, FES and UNDP, 203-252.
2. Banerjee, Nirmala (1996) 'Structural adjustment programme and women', in N.Rao et al, (eds) *Sites of change, the structural context for empowering women in India*, FES and UNDP, 133-145.

3. Cagatay Nilufer (2003) 'Gender Budgets and Beyond: Feminist Fiscal Policy in the Context of Globalization' in *Gender and Development*, Vol. 11, No. 1, May, pp 15-24.
4. Ghosh Jayati, (1996) 'Human development report 1995: a consideration from an Indian perspective', in N.Rao et al, (eds) *Sites of change, the structural context for empowering women in India*, FES and UNDP, 17-28.
5. Sharma Kumud, (2008) 'Women in struggle: a case study of the Chipko movement', John Mary (ed) *Women's Studies in India: A Reader*, Penguin, 194-202.
6. UNIFEM & National Institute of Public Finance and policy, Gender Budgeting in India's Economic Empowerment.

Module V:

Project

The projects may include gender budgeting, measuring/documenting women's work, work in new sectors, audio visual documentation of forms of labour, protests at the local level.

Paper III

Introduction to Gender and Culture

Objective of the course:

- To recognize that the term "culture" has a range of meanings and that the manner in which culture is comprehended in a particular context has implications for how gender is constructed, or in other words
- To understand the interlinkages between the notions of culture and gender
- To explore how Culture is a popular and widely used term with a large variety of meanings. While a description of culture as meaning making practice might suggest that everybody participates in the shaping of culture, a closer examination of the ground reality reveals that the involvement in and engagement with culture for different groups of people is different.
- To underline how Commonsense based on the experience of inhabiting culture seems to suggest that culture specific definitions for acceptable behaviour by women are much more stringent and elaborate when compared to men. To explore why and how Culture seems to affect women much more than it does men.
- To examine how the women's movement has sought to rewrite cultural meanings in order to strengthen women's position within culture.

Module 1

Locating Women within the Nature-Culture Binary

Culture as a concept primarily distinguished from nature, nature regarded as already existing or spontaneous, culture thought of as a human creation, symbolic levels at which women are aligned either with nature or culture, women assigned to one or the other pole of the nature-culture binary and to what effect.

Readings:

1. Menon Nivedita (2006) 'How Natural is Normal? Feminism and Compulsory Heterosexuality' in Narrain Arvind & Bhan Gautam (Eds) *Because I Have a Voice: Queer Politics in India*. Delhi: Yoda Press.
2. Narayan Uma (1997) *Dislocating Cultures: Identities, Traditions, And Third World Feminism*, Routledge (Excerpt).
3. Ortner Sherry (1974) 'Is Female to Male as Nature is to Culture?' in M. Z. Rosaldo and L. Lamphere (eds), *Woman, culture, and society*. Stanford, CA: Stanford University Press, pp. 68-87. (Can also be downloaded from http://www.radicalanthropologygroup.org/old/class_text_049.pdf) (Excerpt).
4. Shiva Vandana (1989) *Staying Alive: Women, Ecology and Survival*. New Delhi: Zed Press (Excerpts).

Module II

Women, Culture and Nation-Building

Distinctive meaning of culture in the Indian context, historical reasons connected with our, the complex ways in which an association was built between women and culture in India also laid the foundation for conceptualising the Indian nation.

Readings:

1. Banerjee Sumanta (1989) 'Marginalisation of Women's Popular Culture in Nineteenth Century Bengal' in Sangari Kumkum and Vaid Sudesh (ed.) *Recasting Women: Essays in Indian Colonial History*, New Delhi: Kali for Women (Excerpt).
2. Chakravorty Uma (1989) 'Whatever Happened to the Vedic *Dasi*: Orientalism, Nationalism and a Script for the Past' in Sangari Kumkum and Vaid Sudesh (ed.) *Recasting Women: Essays in Indian Colonial History*. New Delhi: Kali for Women (Excerpt).
3. Radha Kumar (2000) 'Shah Bano' in *The History Of Doing: An Illustrated Account Of Movements For Women's Rights And Feminism In India, 1800-1990*. New Delhi: Zubaan.
4. V.Geetha (1998) Periyar, Women and an Ethic of Citizenship' in *Economic and Political Weekly*, 33:17, April 25, pp WS 9 –15.

Module III

Cultural Essentialism and Gender

Readings:

1. Anand Patwardhan's film "Father, Son and Holy War"
2. Don Hazen - Tate Hausman - Tamara Strauss - Michelle Chihara (eds) (2001) *Solutions for a Safer World: AlterNet*.
3. Excerpts from Manusmriti
4. Film "Skin Deep" by Reena Mohan (Film produced by Majlis)
5. Meanings of 'essentialism' and Cultural essentialism, and its implications for the lives of women and men, impact of cultural essentialism on popular understanding of the relation between gender and culture.
6. Val Moghadam: Islamic FEMINISM AND ITS DISCONTENTS: NOTES ON A DEBATE at http://www.iran-bulletin.org/women/Islamic_feminism_IB.html

Module IV

Rewriting Cultural Understanding

Challenges by the women's movement to dominant forms of discrimination and cultural practices, analyses of cultural legitimacy to women's subordination, rewriting and re-interpretation of cultural mores.

Readings:

1. Baxi Upendra, Dhagamwar Vasudha, Kelkar Raghunath and Sarkar Lotika (2008), 'An Open Letter to the Chief Justice of India' in John Mary (ed) *Women's Studies in India: A Reader*. New Delhi: Penguin.
2. Chakravorty Uma and Gill Preeti (2002) 'Introduction' in *Shadow Lives: Writings on Widowhood* (eds.) Delhi: Zubaan (Excerpt).
3. Dev Sen Nabaneeta (2008) 'Alternative Interpretation of the Ramayana: Views from Below' in John Mary (ed) *Women's Studies in India: A Reader*. New Delhi: Penguin.
4. Tharu Susie & Lalita K. (1997) (eds.) 'Introduction' in *Women Writing in India- Volume 1*. Delhi: Oxford University Press.

Module V

Exercise on Reading Cultural Meanings

The students may select any discussion or debate in recent times or in the past few decades that highlight differing understanding of what culture means in relation to women. For eg, the controversy around the shooting of the film "Water" or the controversy around the film "Fire" or regarding the comments made by the actress Khusboo on the need for having safe sex or the attack on girls at the Mangalore pub.

Paper IV

Cultural Politics of Representation

Objective of the Course:

- Introduce the learners to the ways in which the meaning and value of the artistic or literary work is related to the everyday lives, beliefs, practices and politics of women across different strata of society.
- Examine the boundaries of what is considered to be “artistic” or “creative” in order to explore ways in which women’s expressions -- from modes of relating within the family to their work, their festive songs and modes of forging political solidarities -- may all be understood simultaneously in creative, gendered, and wider political terms too.
- Explore the various ways in which women remain creative and work with a sense of the aesthetic – in everyday, ritual and faith-based contexts; in modern written expressions; in performance and in politics.
- To outline the issue of representation as basic to the very act of conceptualizing the world, because people know and understand the world and reality through the act of naming it.
- To understand that, aesthetic judgments are integrally linked to the practical concerns of life; aesthetic norms are informed by the politics of everyday life, and consequently gender too.

Module 1

Modes of Classification

Evolution of aesthetic categories; distinction between high culture and low culture or popular culture, between classical-canonical and the topical, between the written and the oral etc.; situation of expressions by diverse groups of women within these binaries.

Readings:

1. Appadurai Arjun (1999) ‘Public Culture’ in Das Veena (ed) *Oxford India Companion to Sociology and Social Anthropology*, Oxford University Press: New Delhi.
2. Niranjana Tejaswini and others (eds) (1993) ‘Introduction’ in *Interrogating Modernity: Culture and Colonialism* Kolkata: Seagull Books (Excerpt).
3. Pramod K. Nayar (2010) *An Introduction to Cultural Studies*, Viva Books (Excerpt).

Module II

Gendered Performances

Examination of folk songs of different regions; story-making and telling; gossip and networking, oral narrative traditions.

Readings:

1. Gloria Goodwin Raheja (ed) (2003) *Songs, Stories, Lives: Gendered Dialogues And Cultural Critique*. New Delhi: Kali for Women (Excerpt).
2. Hansen Kathryn (2011) *Stages of Life: Indian Theatre Autobiographies*, Anthem Press (Excerpt).
3. Rao Vidya (2011) *Heart to Heart: Remembering Nainaji*, Delhi: Harper Collins.

Module III

Religion and the Early 'Feminist' expressions

The power of faith and the feminist possibilities emerging from immersion in religion, women's religious networks, songs and rituals, Bhakti movement , dalit saints and conversion.

Readings:

1. Chakravarti Uma (2000) *Rewriting History: The Life And Times Of Pandita Ramabai*, New Delhi: Zubaan.
2. Madhushree Datta's Film "Scribbles on Akka".
3. Punjabi Kavita (ed) (2011) 'Introduction' in *Poetics and Politics of Sufism and Bhakti in South Asia: Love Loss and Liberation*. Hyderabad: Orient Blackswan.
4. Zelliott Eleanor and Rohini Mokashi Puneekar 2005(ed) *Untouchable Saints: An Indian Phenomenon*, Manohar Publishers (Excerpt).

Module IV

Experience of Women in Creative Practices

Memoirs and autobiographies of women performers, engagement with the creative processes societal perspectives on women performers.

Readings:

1. Dasi, Binodini (1998) *My Story and My Life as an Actress*, (Trans. Rimli Bhattacharya), New Delhi: Kali for Women.
2. Film “Bhoomika”.
3. Film “Sardari Begum”.
4. Khote Durga (2007) *Durga Khote: An Autobiography*. Delhi: Oxford University Press.
5. Pinto Jerry (2006) *Helen: The Life and Times of an H-Bomb*. Delhi: Penguin.

Module IV

Exercise

Students will select and examine representational practices by women other than the ones that have been discussed in the course. The students could choose to look at visual representations of women either by themselves or by men in paintings, photographs, advertisements, films, cartoons etc.

Paper V

State , Civil Society and Law

Objective of the Course:

- To provide a background to the understanding of women/gender and law in India
- To Give an introduction to the historical context in which rights are located, to the constitutional guarantee of equality and non discrimination
- To provide a space for thinking through the difficulties and complexities in securing constitutional guarantees
- To establish the connections between the feminist campaigns and advocacy, the formulation of legislation, and the struggles to put in place effective institutional mechanisms to work legislation.
- To offer an opportunity to explore issues of deliberative politics, state policy, constitutionalism, justice through projects and field work
- To offer an introduction to women’s studies perspectives on citizenship, social location, the law and the state.

Module I

Background to understanding law in independent India

Gender underpinning of formulation of law and justice in independent India

Debates since 19th century on the age of consent; enforced widowhood; child marriage; devadasi abolition; caste; untouchability etc.

Constituent assembly debates on women's equality and the rights enshrined in the Constitution

Readings:

1. B. R. Ambedkar, Castes in India
2. Constituent Assembly Debates on Women's Equality – Excerpts from B. Shiva Rao, Framing of India's Constitution: A Study, IIPA.
3. Jotirao Phule, Gulamgiri
4. Kalpana Kannabiran, "Voices of Dissent: Gender and Changing Social Values in Hinduism" in Hinduism in Modern Times edited by Robin Rinehart, ABC-CLIO, 2004 (for a simple review of debates around major issues of gender justice in colonial India).
5. Kannabiran Kalpana (1995) 'The Judiciary, Social Reform and the Debate on 'Religious Prostitution' in Colonial India' in Economic and Political Weekly, VOL 30 No. 43, pp.WS 59-WS 69 (on devadasi abolition and the legal expressions of it. This is the only article on the subject that involves a detailed analysis of case law. The others look at social reform debates).
6. Mohanty Manoranjan et al (eds) (2010) Weapon of the oppressed: Inventory of people's rights in India, Council for Social Development & Daanish Books, Pp 1-120 [for a compendium of different laws relevant to women in India].
7. Tarabai Shinde, Stree Purusha Tulana

Module II

Understanding Justice and law

Protective legislation, justice and the constitution

Texts of various legislations and landmark judgements of the High Courts and Supreme Court, Open letters and other materials on specific formulations of law

Feminist response and critique of protective legislation both in their formulation and practice

Readings:

1. Agnes Flavia (2012) Family Law II: Marriage, Divorce, and Matrimonial Litigation OUP, forthcoming (Excerpts).
2. Vasudha Dhagamwar (2004) Law, Power and Justice: Protection of Personal Rights under the Indian Penal Code, Sage. [Chapter on rape law reform].

Module III

Social exclusion and law

Critical review of the dynamic of disadvantage, marginality and exclusion with notions of citizenship, rights and justice , unravelling the intersections between gender and other forms of exclusion, the implications for citizenship and rights.

Readings:

1. Documents from Gujarat, Kashmir and Manipur
2. Publications on violence against dalit women; the Khairlanji case.
3. Vrinda Grover and Saumya Uma (2010) Kandmahal: The Law must change its course, MARG.
4. Work that looks at the impact of displacement on women, especially the Narmada Bachao Andolan case.
5. Writings on forced hysterectomies of women in Pune and the recent Suchita Srivastava case in Punjab.

Module IV

Women, family and law

Reduction of formal law concerning the family to “family laws”;
Family as foundational institution figuring in every branch of law—contract, commercial laws, international law etc.
Women’s movement and securing women’s rights within the family

Readings

1. Flavia Agnes (2010) Law, Justice, and Gender: Family Law and Constitutional Provisions in India, Delhi: Oxford University Press, (Excerpts: This is a comprehensive compendium, and is adequate to provide a good introductory exposure to family and related issues).
2. Kannabiran Kalpana (2006) The Three Dimensional Family, Remapping a multidisciplinary approach to family studies in *Economic and Political Weekly*, vol.41 No.42 Oct 21.
3. Narrain Arvind, Gupta Alok (2010) *Law like Love*, Yoda Press.

Module V

Working With Issues /Cases

Field based Project work/assignments to provide exposure to the ways in which the foregoing issues discussed in the modules play out on the ground.
Tracing, building legal campaigns or analyses of cases and judgements