

**SYLLABUS OF THE UG PROGRAMME IN
EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED603 / GEED202: GENDER AND EDUCATION
CREDIT: 6**

[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome :

On completion of the course, the students will be able to:

1. explain the meaning and nature of gender and its related terms.
2. describe the gender biases and gender inequality in family, school and society.
3. describe the gender issues related to school education.
4. analyse the laws and policies related to gender equality.

**Unit-1: INTRODUCTION TO GENDER AND ITS
RELATED TERMS:**

- 1.1. Sex and Gender: meaning and concept
- 1.2. Difference between sex and gender.
- 1.3. Gender role: Concept and nature.
 - 1.3.1. Types of gender role.
- 1.4. Patriarchal and Matriarchal: Concept and nature.
 - Gender role in patriarchal and matriarchal society
- 1.5. Social construct of Gender.
- 1.6. Gender Segregation: concept and nature
 - Types of gender Segregation: Horizontal & vertical
- 1.6.1. Gender segregation and education.
- 1.7. Gender marginalisation in education
 - Meaning, concept and nature
 - Causes of gender marginalisation in education
 - Measures for inclusion in education
- 1.8. Gender stereotyping: Meaning and concept
 - Issues and concern related to gender stereotyping in Indian society
 - Gender stereotyping and education.
- 1.9. Self silencing: concept and nature

Unit-2 : GENDER AND SOCIETY

2.1

Gender biases: Meaning and concept

2.1.1 Gender biases in

- The family
- The school environment
- The society.

2.2.

Gender socialization: Meaning and concept.

2.2.1. Gender socialization

- Role of the family
- Role of the school
- Role of the society
- Role media and popular culture (film and advertisement)

2.3

Gender inequality in education in terms of

- Caste
- Religion
- Region

2.4

Issues related to women/girl child:

- A. Female foeticide and infanticide
- B. Sex ratio
- C. Honour killing
- D. Dowry
- E. Child marriage

Unit-3 :

GENDER INEQUALITY IN THE SCHOOL:

3.1

Gender discrimination in the

- Construction and dissemination of knowledge.
- Text books
- Hidden curriculum.

3.2

Gender inequality and school

- Infrastructure
- Curricular and co-curricular activities.

3.3

Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.

3.4

Gender and equality:

- Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality.

3.5

Gender inclusive approach

- Single sex school
 - Child friendly school
 - Girl friendly school
- Their significance in inclusive education.

Unit-4 :

LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY:

4.1

Introduction to laws related to women and social justice

- Dowry
- Remarriage
- Divorce
- Property rights
- Trafficking.

4.2

Women reservation bills: History and current status.

4.3

Articles of Indian constitution related to education from gender equality perspective.

4.4

Educational policies and programmes from gender equality perspective.

**Syllabus of the UG Programme in Education Dibrugarh
University B.A. Education 2nd semester (Generic Elective)
GEED - 201, 6th Semester DSEED – 601 (Honours) &
EDDSEN 605/GEEDN602 (Non Honours)**

CREDIT : 6

Marks 100 (In-Semester : 20, End Semester : 80)

HUMAN RIGHTS EDUCATION

I	Introduction to Human Rights	M	L	P	T
1.1.	Concept of Human Rights: Meaning, Definition, Nature and Scope	20	(16) 2		4
1.2.	Theories of Human Rights: Natural, Liberal, Marxist and Social Theory		4		
1.3.	Constitutional Perspectives: Fundamental Rights and Duties and their correlation		4		
1.4.	Universal Declaration of Human Rights, 1948		2		
1.5.	Human Rights Movement in India: National Freedom Movement, Dalit and Women's movement		4		
II	Understanding and Dealing with Violation of Human Rights		(20)		
2.1.	Societal:		4		
2.1.1.	Violence against women: Causes, Consequences and Protection		4		

2.1.2.	Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse)	2
2.1.3.	Poverty with related to causes, types and consequences	2
2.1.4.	Population Growth with related to causes, consequences and Protection	3
2.2.	Political:	
2.2.1	Terrorism with related to concept, types, causes and measures	3
2.2.2.	Regionalism with related to causes and consequences	2
III	Introduction to Human Rights Education	20 (18) 2
3.1.	Concept, Objectives, Principles and need for Human Rights Education in India	3
3.2.	Factors promoting to Human Rights Education	4
3.2.1.	Positive Attitude	
3.2.2.	Pro-social Behaviour	
3.2.3.	Elimination of Prejudice	
3.2.4.	Promotion of peace	
3.3.	Human Rights Education in different levels of Education	2
3.3.1.	Elementary Primary	
3.3.2.	Secondary	
3.4.	Curriculum of Human Rights Education	2

3.5.	Methods and Activities of Teaching Human Rights education	6
3.5.1.	Teaching in Formal Mode	
3.5.2.	Non-Formal Training	
3.5.3.	Counselling	
3.6.	Limitation of Human Rights Education	1
IV	Agencies of Human Rights Education	20 (16) 4
4.1.	Role of Global Efforts (United nations, UNESCO Vienna Declaration and Programme of Action)	4
4.2.	Role of National Efforts (National Human Rights Commission (NHRC) and State Human Right Commission (SHRC)	4
4.3.	Role of Efforts of NGO (Local, National and Global)	2
4.4.	Role of Mass Media: Print and Electronics	2
Total		80 70 10

As Per New Syllabus of Dibrugarh University, Dibrugarh
(Approved under report to Under Graduate Board and Academic
Council and Notified vide Ref. No. DU/DR-A/6-1/20/74 dated 20.01.2020)

ENVIRONMENTAL STUDIES

*2 Credit Ability Enhancement Compulsory Course
For all Under-Graduate Degree Programmes in the Choice Based Credit System
For 2nd Semester B.A./B.Com./B.Sc. Honours & Non-Honours Syllabus*

by

**Dr. P.K. Pandey
Dhrubajyoti Kalita**



MAHAVEER PUBLICATIONS

Contents

[As per New and Revised Syllabus of Dibrugarh University]

Page No.

Preface

Rules and Regulations etc. of Environmental Studies

Contents

Unit 1 :

The Multidisciplinary nature of environmental studies: Definition, scope and importance; Need for public awareness.

... 13- 24

Unit 2 :

Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems-a) Forest Resources: Use and over-exploitation, deforestation. Timber extraction, mining, dams and their effects on forests and tribal people. b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, and salinity. e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. f) Land resources: Land as a resources, land degradation, man-induced landslides, soil erosion and desertification; Role of an individual in conservation of natural resources; Equitable use of resources for sustainable lifestyles.

... 25 - 43

Unit 3:

Ecosystems: Concept of an ecosystem; Structure and function of an ecosystem; Producers, consumers and decomposers; Energy flow in the ecosystem; Ecological succession; Food chains, food webs and ecological pyramids; Introduction, types, characteristics features, structure and function of the following ecosystem: a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

... 44 - 52

Unit 4:

Biodiversity and its conservation: Introduction – Definition: genetic, species and ecosystem diversity; Biogeographically classification of India; Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values; Hot-spots of biodiversity – India; Threats to biodiversity: habits loss, poaching of wildlife, man-wildlife conflicts; Endangered and endemic species; Conservation

of biodiversity: in-situ Ex-situ conservation of biodiversity.

Unit 5:

Environmental Pollution: Definition, Causes, effects and control measures of : a. Air pollution b. Water pollution c. Soil pollution d. Noise pollution e. Thermal pollution f. Nuclear hazards; Solid waste Management: Causes, effects and control measures of urban and industrial wastes – biodegradable and non biodegradable wastes; Role of an individual in prevention of pollution; Disaster Management: Floods, earthquake, cyclone and landslides.

Unit 6:

Social Issues and the Environment: From Unsustainable to Sustainable development; Water conservation, rain water harvesting, watershed management; Resettlement and rehabilitation of people, its problems and concerns; Environmental ethics; Climate change, global warming, acid rain, ozone layer depletion, unclear accidents and holocaust; Wasteland reclamation; Consumerism and waste products; Environmental Legislation; Public awareness.

Unit 7:

Human Population and the Environment: Population growth, variation among nations; Population explosion – Family Welfare Programme; Environment and human health and hygiene (including Sanitation and HIV/AIDS) etc.; Role of Information Technology in Environment and Human Health.

Question Bank

Solved paper 2013

Solved paper 2014

Solved paper 2015

Solved Paper 2016

Solved Paper 2017

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GE.

B3 GE
Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.

✓ **Unit-I: Concepts in Feminism-** sex/gender distinction, Patriarchy, Gender Socialisation, Sexual Division of Labour, Private-Public Dichotomy, Biologism versus social constructivism, Feminism

✓ **Unit-II: Approaches to the study of Feminism**
Liberal, Socialist, Marxist, Radical feminism and Third World Approach

Unit-III Genesis of Feminist Movements in the West:

Seneca Falls Convention; Black Feminist Movement, Suffragist Movement in USA, Britain and France; the French Revolution and the Declaration of the Rights of Women and Female Citizen

Unit-IV: Genesis of Feminist Movement in the East:

Feminism and the Communist Revolution in China-Issues and Debates
Movement for Women's Emancipation-Rosa Luxemburg, Alexandria Kollontai
Feminist issues and women's participation in anti-colonial and national liberation movements in India

Unit-V: The Indian Experience:

Contemporary issues in Feminism: Environment, Domestic Violence, Rape, Dowry, Sexual Harassment at Workplace, Right to Property and Customary versus Constitutional Law; Gender Relations in India: Family- Matrilineal and Patrilineal; Women and Work

Reading List:

- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.
- Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
- Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

C5 = Modern Western Philosophy

Objectives: This paper attempts to introduce students with the problems of Modern Western Philosophy and to develop systematic and critical understanding.

Unit I

Marks: 25

1. Descartes Mind-body, Theory of Knowledge ✓
2. Spinoza: Substance, Attributes and Modes

Unit II

Marks: 25

1. Leibnitz: Monadology, Pre-established Harmony
2. Locke: Refutation of Innate Ideas, Theory of Knowledge ✓

Unit III

Marks: 25

1. Berkeley: Esse Est Percipi, Denial of Matter (Immaterialism) ✓
2. Hume: Impressions and Ideas, Causality and Self

Unit IV

Marks: 25

1. Kant: Criticism, Synthetic A Priori Judgement, Space and Time ✓
2. Hegel: Dialectic Method and Objective Idealism

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested readings:

1. Connor, D.J. (1964): *A Critical History of Western Philosophy*, MacMillan, New York
2. Thilly, Frank (1956): *History of Philosophy*, Central Publishing House, Allahabad
3. Masih, Y (1996): *A Critical History of Western Philosophy*, Motilal Banarsidass
4. Pujari, Bandana: *Paschatya Darsanat Abhumuki*
5. Bhattacharjee, Jyotsna: *Darsanar Parichaya*
6. Baruah, Girish: *Paschatya Darsana*

C6: INDIAN ETHICS

(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objectives: This paper intends to acquaint students with the basic ethical concepts of Indian Philosophy and develop critical thinking.

C6 - Indian Ethics

Unit I

1. Ethics of Vedas: Ṛta and Ṛṇa, Yajña
2. Ethics of Upanisads: Śreyah, Preyah, Niśreyah

Marks: 25

Unit II

1. Ethics of Bhagawat Gitā: Svabhāva, Svadharma, Sthitaprajña
2. Highest Goal; Synthesis of Karma, Jñāna and Bhakti Marga.
3. Niskāma Karma Yoga and Lokasamgraha

Marks: 25

Unit III

1. Dharma: Meaning and Classification
2. Varnāśramadharma, Puruṣārtha, Law of Karma

Marks: 25

Unit IV

1. Cārvāka Ethics
2. Buddhist Ethics: Eight fold path, Pañcaśīla
3. Jaina Ethics: Triratna, Anuvrata and Mahāvrata

Marks: 25

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested Readings:

Books name

1. Joshi, Prof. H.M (2000): *Traditional and Contemporary Ethics-Western and Indian*, Bharatiya Vidya Prakashan
2. Radakrishnan S, (1929): *Indian Philosophy*, Vol. I, Oxford University Press
3. Sarmah, C.D. (1962): *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Private Limited, New Delhi
4. Chatterjee, S.C. & Datta, D.M. (1984): *An Introduction to Indian Philosophy*, Calcutta University, Calcutta
5. Rachel, J. (1986): *The Elements of Moral Philosophy*, McGraw-Hill
6. Bilimoria, Purushottama (2007): *Indian Ethics: Classical Traditions and Contemporary Challenges*, New Delhi, Oxford University Press
7. Gauhati Viswavidyalaya: *Bharatiya Darsana*
8. Bhattacharyya, Jyotsna: *Bharatiya Darsana*
9. Pujari, Bandana: *Bharatiya Darsana*
10. Devi, Anjali: *Bharatiya Darsana*

C7: WESTERN ETHICS

(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

C7 - western Ethics

Objectives: This paper intends to introduce students with different ethical concepts of Western Philosophy and to develop critical understanding

Unit I

Marks: 25

1. Nature, Scope and Utility of Ethics, Moral concept of Good, Ought and Right ✓
2. Moral and Non-moral action
3. Voluntary Action: its stages

Unit II

Marks: 25

1. Moral Consciousness: Characteristics and Elements ✓
2. Moral judgement: Its Nature and Object ✓
3. Postulates of Morality ✓

Unit III

Marks: 25

1. Aristotle: Virtue Ethics ✓
2. Teleological Ethics: Egoism and Altruism ✓
3. Kant: Deontological Ethics ✓

Unit IV

Marks: 25

1. Duty and Conflict of Duties
2. Theories of Punishment ✓
3. Capital Punishment and Euthanasia

Total Lectures of 1 hour duration: 70
Tutorial Classes of 2 hour duration: 14
Total Credits after Calculation: 06

Suggested Readings:

1. Aristotle, (1926): *Nicomachean Ethics*, Harvard University Press
2. Kant, Immanuel (1953): *Groundwork of the Metaphysics of Morals*, trns. H. J. Paton, London, Hutchinson
3. Warnock, Mary (1962): *J.S. Mill Utilitarianism*, Glasgow Collins
4. Frankena, William K. (1988): *Ethics*, Prentice Hall of India, Pearson
5. Mackenzie, J.S. (2005): *A Manual of Ethics*, Cosimo Classics
6. Lillie, William (1948): *An Introduction to Ethics*, Allied Publishers Limited
7. Sinha, J. N. (2009): *A Manual of Ethics*, New Central Book Agency
8. Baruah, Girish: *Nitishastra*
9. Roy, Hemanta: *Nitishastra*, Chandra Prakash, Guwahati
10. Devi, Anjali: *Nitishastra*

GE-3: FUNDAMENTALS OF INDIAN PHILOSOPHY

5 Lectures + 1 Tutorial = 6 Credits

Full Marks: 100

End-Semester Marks: 80

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (NON - HONOURS)
EDDSN505 / GEEDN502: GUIDANCE AND COUNSELLING
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :

1. describe meaning, nature, purpose and scope of guidance and counselling.
2. describe the characteristics and functions of guidance and counselling.
3. state the basic principles of guidance and counselling.
4. explain the types and areas of guidance and counselling.
5. use various tools and techniques of guidance in appropriate context.
6. explain the qualities and role of a counsellor.

Course Contents:

Unit	Content	Marks	L	P	T
I	Guidance: <ol style="list-style-type: none"> 1.1 Meaning, Nature, Definition and Scope of Guidance 1.2 Aims and Objectives of Guidance 1.3 Need of Guidance 1.4 Principles of Guidance 1.5 Philosophical, Psychological and Sociological bases of Guidance. 1.6 Types of Guidance : <ul style="list-style-type: none"> • Personal guidance & Social guidance • Educational guidance • Vocational guidance • Health guidance • Individual and Group Guidance Guidance at Various Levels: <ol style="list-style-type: none"> 1.7 Guidance at Pre-school education 1.8 Guidance at Elementary education level 1.9 Guidance at Secondary education level 1.10 Guidance at Higher education level 1.11 Importance of good guidance programme 	16	2 1 1 1 3 5 5 1		3
II	Counselling <ol style="list-style-type: none"> 2.1 Meaning, Nature and Scope of Counselling 2.2 Characteristics of good counselling process 2.3 Principles of Counselling 2.4 Types of Counselling <ul style="list-style-type: none"> • Directive Counselling • Non-directive Counselling • Eclectic Counselling 2.5 Counselling for adjustment 2.6 Relationship between Guidance, Counselling and Teaching 2.7 Role of Counsellor, Parents and Teachers in Secondary School. 	16	2 1 1 2 1 2 2 1		3

	2.8 Concept of Occupational information, dissemination of occupation information and career counselling		2		
III	Tools and techniques of Guidance: 3.1 Basic concept of tools and techniques of Guidance 3.2 Types of Guidance techniques: <ul style="list-style-type: none"> • Counselling (Individual and group) 3.3 Organization of guidance services <ul style="list-style-type: none"> • Placement Services • Follow Up Services 3.4 Organization of counselling services <ul style="list-style-type: none"> • Centralization • Decentralization • Mixed form of counselling services 3.5 Basic tools of counselling services <ul style="list-style-type: none"> • Psychological test • Interview • Observation • Check list • Sociometry • Cumulative record card 	16	1 1 2 3 5		3
IV	Educational and Vocational Guidance: 4.1 Meaning and definition of Educational Guidance 4.2 Meaning and definition of Vocational Guidance 4.3 Characteristics of Educational and Vocational Guidance 4.4 Relationship between Educational and Vocational Guidance 4.5 Role of Vocational guidance in Occupational adjustment 4.6 Challenges and issues of guidance and counselling 4.7 Role of guidance and counselling for special groups	16	2 1 1 1 1 2 2		3
V	ORGANIZATION OF GUIDANCE AND COUNSELLING PROGRAMME 5.1 Principles of Organization of Guidance and counselling services at- <ul style="list-style-type: none"> • Elementary Level • Secondary Level • Higher Level 5.2 Qualities of a good counsellor 5.3 Role of Counsellor in counselling process. 5.4 Role of Teachers, Headmaster and Parents in Guidance and Counselling 5.5 Essentials information for Guidance and Counselling <ul style="list-style-type: none"> • Personal information-physical, intellectual, personality and academic achievement. • Educational information-scope and opportunity available. 	16	6 1 1 3 4		2
	Total	80	70		14

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- Group discussion on any one of the topics of the course.
- Seminar on any one of the topics of the course.
- Debate on any one of the topics of the course.
- Assignment on any one of the topics of the course.

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings :

1. Agarwala, R.(2006) . *Educational, vocational guidance and counseling* . New Delhi: Sipra Publication .
2. Bhatnagar, A and Gupta, N.(1999). *Guidance and Counselling – A Theoretical Approach*. New Delhi: Vikas Publishing house.
3. Gibson, Mitchell M, (1999). *Introduction to Counselling and Guidance*. University of Michigan: Merrill.
4. Gogoi, K.P. (2015). *A Text Book on Guidance & Counselling*. New Delhi: Kalyani Publishing House.
5. Jones, A. J. (1951). *Principles of guidance and pupil personnel work*. New York:McGraw-Hill.
6. Kochhar, S.K.(1985). *Educational and Vocational Guidance in secondary schools*. New Delhi: Sterling Publisher.
7. Berdie, R.F.(1963). *Testing in Guidance and Counselling*. New York: Mc Graw Hill.

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EDDSEN607 / GEEDN603: GENDER AND EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning and nature of gender and its related terms.
2. describe the gender biases and gender inequality in family, school and society.
3. describe the gender issues related to school education.
4. analyse the laws and policies related to gender equality.

Course Content:

Unit	Content	Marks	L	P	T
I	INTRODUCTION TO GENDER AND ITS RELATED TERMS:	20	20		4
	1.1.Sex and Gender: meaning and concept		2		
	1.2.Difference between sex and gender.				
	1.3.Gender role: Concept and nature.		2		
	1.3.1. Types of gender role.		1		
	1.4.Patriarchal and Matriarchal: Concept and nature.				
	• Gender role in patriarchal and matriarchal society		2		
	1.5.Social construct of Gender.		1		
	1.6.Gender Segregation: concept and nature		2		
	• Types of gender Segregation: Horizontal & vertical				
	1.6.1. Gender segregation and education.		2		
	1.7.Gender marginalisation in education				
	• Meaning, concept and nature		3		
	• Causes of gender marginalisation in education				
	• Measures for inclusion in education				
	1.8 Gender stereotyping: Meaning and concept				
	• Issues and concern related to gender stereotyping in Indian society		4		
	• Gender stereotyping and education.		1		
	1.9 Self silencing: concept and nature				

Generic Elective

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Gender and Violence

Course Objective: Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically

	Classes	Tutorials	Marks
1. Gender and Violence	8	1	20
1.1 Defining Gender Based Violence			
1.2 Perspectives of gendered violence (Individualistic, Social perspective and Functionalist Perspective)			
2. Structural and Situated Violence	12	2	20
2.1 Caste, Gender and Violence			
2.2 Domestic and Familial Violence			
2.3 Gender and the Conflict Situation			
2.4 Violence, Harassment and Workplace			
3. Sexual Violence	9	2	20
3.1 Nature of Sexual Harassment (legal Perspective)			
3.2 Sexually Transmitted Disease, female foeticide, Spousal violence			
3.3 Gendered Violence and Media			
4. Addressing Gendered Violence: Politics and Public Policy	9	2	20
4.1 Legislative measures in India for curbing sexual violence			
4.2 Domestic Violence Act 2005			
4.3 Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013			