



**FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN
WOMEN'S STUDIES
DIBRUGARH UNIVERSITY**

- **THE PREAMBLE**

Women's Studies through its teaching, training, research, scholarship and advocacy has had a far-reaching impact on modern academia as well as in policy making and implementation process. Gender Equality, one of the important Sustainable Development Goals (SDG 5), cannot be achieved unless the individuals are made aware of the fact that development of the nation and a society is not possible if women do not get equal access to resources and opportunities. Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

Women's Studies as an academic discipline incorporates analytical perspectives and empirical study through feminist methods and aims to equip the students in promoting a gender equal society. Due to its interdisciplinary approach, Women's Studies has developed dynamic partnership with other disciplines. It places lived experiences and narrative of women's lives in the center and examines the socio-cultural constructs of gender, and the way various factors such as power, class, caste, gender intersect with each other.

Women's studies programs play an important role in prioritising diversity, equity, and inclusion which is also a significant aspect of the NEP 2020. As an academic discipline committed to identifying systemic oppression and promoting social equity, women's studies programs can help in promoting women's empowerment and a gender equal society by giving insights into the ways in which social injustices can be addressed to achieve gender equality.

The main purpose of the Four-Year Undergraduate Programme in Women's Studies is to develop and disseminate knowledge regarding gender issues, enable the students with skills

and values to endorse gender equality and address gender discrimination, field-based training and research relevant for promoting women's empowerment and a gender equal society.

INTRODUCTION:

Women's Studies is an academic discipline uses an interdisciplinary approach to investigate women's contributions, gender discrimination as well as how the social status of women has changed over time and the cultural constructs of gender by developing a dynamic partnership with other disciplines such as History, Sociology, Literature, Political Science, Psychology.

Women's Studies as an academic discipline has provided new and improved perspectives on major themes – women's issues, gender, sexuality, caste to name a few – that have a significant impact and role to play in society. It has also long been a part of the larger feminist movement in India. The discipline since 1975 had highlighted issues such as wage discrimination, general oppression of women, unemployment among women, the social scientists as well as policy makers were not acutely aware of the various issues of women and therefore, there was no urgency among them to act on these issues. Further, the path breaking report - *Towards Equality* (1974) had specially emphasized women's increasingly distressing conditions in the spheres of health, employment, societal status and political participation, bringing these issues to the forefront. The findings prompted *Indian Council of Social Science Research* (ICSSR) to fund research projects in universities, which was another major development in the trajectory of women's studies programs. In 1974, a unit for research on women was set up in the *SNDT Women's University*, Bombay, officially becoming a centre in 1985.

University Grants Commission (UGC) was also instrumental in institutionalizing women's studies as an interdisciplinary discipline in higher education. For instance, UGC, along with IAWS organized a seminar in 1985 on the importance of funding Women's Studies Centres, that would be independent and on par with other departments and faculties. Emphasis was also laid on research and teaching. In 1986 UGC also brought out the guidelines for **Development of Women's Studies in Indian Universities and Colleges**. As a result, Women's Studies Centres were established in Universities and Colleges across the country that started teaching programmes in Women's Studies, research and extension activities on various women and gender issues to promote gender equality.

The Four Year Under Graduate Programme (FYUGP) in Women's Studies in Dibrugarh University adapted as per the recommendations of NEP 2020 will also be of either three- or four-year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the programme will be provided to the students. The four-year undergraduate programme in Women's Studies will allow the student an opportunity to experience the full range of holistic and multidisciplinary learning experience, along with the chosen Major and Minor choices of the students.

- **AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN WOMEN'S STUDIES:**

The aims of Four Year Under-Graduate Programme (FYUGP) in Women's Studies are:

- To provide students the knowledge, skills, expertise in the field of Women's and Gender Studies.
- To familiarize the students with concepts related to women and gender studies and their relevance in the field of academics, media and other spaces of work where the lens through women and gender studies play a vital role to promote women's empowerment and gender equality
- To engage in research in women and gender studies at the levels of policy and practice
- To facilitate students with the skills required for employment opportunities

- **GRADUATE ATTRIBUTES OF THE FYUGP IN WOMEN'S STUDIES:**

Graduate attributes include both disciplinary knowledge related to the particular discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Women's Studies are:

Disciplinary Knowledge: The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Women's Studies. They should be able to demonstrate the attribute of understanding of the foundations of Women's Studies as an academic discipline and its specific purposes and perspectives, so that they may be able to identify the way gender relations operate in social life.

Further, they should also be able to get the knowledge regarding gender perspectives and how to address the different socio-economic, political and cultural aspects which mould gender and gender roles in society to establish a sustainable and gender equal society.

Critical Thinking: The graduates in Women's Studies are expected to develop a critical and analytical thinking to address gender discrimination in the society and thereby developing the skills to have a gender perspective.

Information/Digital Literacy: The ability of using information and communication technology should be developed by the graduates in general and particularly in different learning situations. They should develop the ability to access, use and analyse data collected from relevant information sources through the use of ICT. The graduates should be able to interact and communicate through virtual mode effectively on any issues, particularly issues related to women and gender.

Research related Skills: The graduates should have the ability to demonstrate the attribute of research in Women's Studies to address various gender and women issues and thereby having a far-reaching impact on policy level to promote a sustainable and gender equal society. They should be able to develop basic research skills to conduct research by identifying the problem, formulating research design, collecting data through relevant tools and techniques, analysing the data by using appropriate techniques and writing the dissertation/project report by maintaining the research ethics.

Moral and Ethical Awareness: In their day-to-day life, the graduate students should be able to exhibit value based, moral and ethical practices. They should be able to recognize and address ethical issues related to any work in general and in particular related to Women's Studies. They should be able to adopt unbiased and honest, and gender sensitive actions in all aspects of work by avoiding unethical behaviour

Reflective Thinking and Problem Solving: The graduates should develop the ability to understand and use their own experiences and skills to meet challenges in the field of Women's Studies and in day-to-day life. Moreover, they should be able to solve women and gender issues and other different problems of day-to-day life in various situations.

Communication Skills: The graduates in Women's Studies should have the ability to present and express information, thoughts, views clearly and concisely to communicate effectively on any issues and particularly issues related to Women's Studies. Besides, they should also be able to demonstrate effective communication skills in dealing with classroom practices.

Co-operation and Multicultural Competence: The students should be able to work efficiently as a team by respecting each other and appreciating diversity to embrace inclusive and multi-cultural society.

• **PROGRAMME LEARNING OUTCOMES**

An undergraduate student of Women's Studies should be able to:

PLO 1. Develop knowledge of major concepts, theoretical perspectives, and recent trends in the field of Women's Studies

PLO 2. Demonstrate knowledge on the role, status, and contributions of women in various aspects of the society and promoting a sustainable, gender equal and gender sensitive society,

PLO 3. Demonstrate skills to map and analyse various aspects, issues, debates from gender perspectives

PLO 4. Develop and apply knowledge, skills, and theories of Women's Studies to promote women's empowerment, gender sensitivity, and gender equality to establish an inclusive and sustainable society

PLO 5. Develop skills and competencies for public engagement and career development

TEACHING LEARNING PROCESS:

The FYUGP IN Women's Studies allows to use wide-ranging pedagogical methods and techniques both within classroom and beyond by applying classroom learnings to the everyday lives and bringing field experiences to the classroom

- Lecture
- Tutorial
- Power point presentation
- Screening, discussion, and review of documentary/movies/videos on related topic
- Project Work/Dissertation
- Group Discussion and debate
- Poster Making
- Seminars/workshops/conferences
- Field visits and Report/Excursions
- Mentor/Mentee

TEACHING LEARNING TOOLS:

- Projector
- Projector Screen
- Smart Television
- LCD Monitor
- WLAN
- White/Green/Black Board

ASSESSMENT:

- Home assignment
- Project Report
- Class Presentation: Oral/Poster/Power point
- Group Discussions
- In semester examinations
- End Semester examinations

DIBRUGARH UNIVERSITY, RAJABHETA, DIBRUGARH – 786004
FYUGP in Women's Studies as per UGC Credit Framework of December, 2022

Year	Semester	Course	Title of the Course	Total Credit	
Year 01	1 st Semester	C - 1	Conceptualizing Women's Studies	4	
		Minor 1	Gender, Culture and Society	4	
		GEC - 1	Emerging Gender Issues	3	
		AEC 1	Modern Indian Language	4	
		VAC 1	Understanding India	2	
		VAC 2	Health and Wellness	2	
		SEC 1	Women and Entrepreneurship	3	
	22				
	2 nd Semester	C - 2	Women's Movement in the West	4	
		Minor 2	Women in North East India	4	
		GEC 2	Women and Human Rights	3	
		AEC 2	English Language and Communication Skills	4	
		VAC 3	Environmental Science	2	
		VAC 4	Yoga Education	2	
		SEC 2	Micro finance and Self-Help Group Management	3	
22					
The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 44 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during 1st and 2nd Semester					
Year 02	3 rd Semester	C - 3	Women's Movement in India	4	
		C - 4	Gender and Development	4	
		Minor 3	Women, Work and Employment	4	
		GEC - 3	Women in North East India	3	
		VAC 3	Digital and Technological Solutions / Digital Fluency	2	
		AEC - 3	Communicative English / Mathematical Ability	2	
	SEC - 3	Women and Rural Development	3		
	22				
	4 th Semester	C - 5	Feminist Theories I	4	
		C - 6	Women in Indian Society	4	
		C - 7	Education: Gender Perspective	4	
		C - 8	Gender and Media	4	
		Minor 4	Gender Analysis Tools and Techniques	4	
		Community Engagement (NCC /NSS /Adult Education /Student mentoring / NGO /Govt. Institutions, etc)	2		
22					
Grand Total (Semester I, II, III and IV)				88	

The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 88 Credits on completion of Semester IV provided, they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term				
Year 03	5 th Semester	C – 9	Feminist Theories I	4
		C – 10	Women and Law	4
		C – 11	Women in Indian Society	4
		C – 12	Women and Health	4
		Minor 5	Locating Gender in North-East India: Issues and Challenges	4
			Internship	2
Year 03	6 th Semester	C – 13	Feminist Theories II	4
		C – 14	Revisiting History: Feminist Perspectives	4
		C – 15	Gender, Politics, and Power	4
		C – 16	Doing Field Research with Gender Perspectives	4
		Minor – 6	Feminist Thinkers	4
			Project	2
Grand Total (Semester I, II, III and IV, V and VI)				132
The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 132 Credits on completion of Semester 6				
Year 04	7 th Semester	C – 17	Gender, Governance, and Public Policy	4
		C – 18	Gender, Sustainable Development and Environment	4
		C – 19	Feminist Research Methodology	4
		Minor – 7	Gendering Science and Technology	4
			Research Ethics and Methodology	4
			Research Project – I (Development of Project / Research Proposal and Review of Related literature) / DSE Course in lieu of Research Project	2
	8 th Semester	C – 20	Gender & Violence	4
		C – 21	Gender in South Asia	4
		C – 22	Gender Construction in Language and Literature	4
		Minor – 8	Managing NGOs/CSOs with Gender Perspective	4

		Dissertation (Collection of Data, Analysis and Preparation of Report) / 2 DSE Courses of 3 credits each in lieu of Dissertation	6
			22
Grand Total (Semester I, II, III and IV, V, VI, VII and VIII)			176
The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research) (4 years) after securing the requisite 176 Credits on completion of Semester 8			

Abbreviations Used:

- **C = Major**
- **GEC = Generic Elective Course / Multi Disciplinary Course**
- **AEC = Ability Enhancement Course**
- **SEC = Skill Enhancement Course**
- **VAC = Value Added Course**

**FOUR-YEAR UNDER GRADUATE PROGRAMMES (FYUGP) IN WOMEN'S STUDIES AS
PER NEP-2020 GUIDELINES**

First Semester

Course Title : **Conceptualising Women's Studies**
Course Code : **WSC1**
Nature of Course : **Major**
Total Credits : **4 credits**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.)**

Course Objective: The instructional objectives of this Course are:

1. To introduce the concept Women's Studies as an academic discipline and its specific purposes and perspectives
2. To explain the basic concepts related to Women's Studies
3. To demonstrate gender social organisation

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs.)
Unit – I (20 Marks)	Concepts in Women's Studies-A <ul style="list-style-type: none"> ▪ Sex and Gender ▪ Gender Socialisation ▪ Patriarchy ▪ Sexual Division of Labour ▪ Femininity and Masculinity 	13	02	-	15
Unit – II (20 Marks)	Concepts in Women's Studies-B <ul style="list-style-type: none"> ▪ The Public and the Private Dichotomy ▪ Gender Stereotyping ▪ Gender Discrimination ▪ Gender Roles 	13	02	-	15
Unit – III (20 Marks)	Need and Emergence of Women's Studies <ul style="list-style-type: none"> ▪ Women's Studies as an Academic Discipline- in West, India ▪ Experience and Challenges of Women's Studies Centres ▪ UGC initiatives on Women's Studies 	13	02	-	15

Unit – IV (20 Marks)	Learning Gender and Women's Studies <ul style="list-style-type: none"> ▪ Kinship and Gender ▪ Gender, Power, and Body ▪ National Committees and commissions for Women – NCW, HRC, Dept of Women and Child Development, State Women's Development Corporations. 	13	02	-	15
Total:		52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination - **10 Marks**
- Others (Any one) - **10 Marks**
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

Learning Outcomes:

On completion of this Course, a student will be able to –

- develop the conceptual understanding of various key concepts of Women's Studies
- identify the way gender relations operate in social life.
- acquire knowledge on Women's Studies as an interdisciplinary academic discipline

Suggested Readings:

1. Agarwal, B. (Ed.) (1988). *Structures of Patriarchy: State, Community and Household in Modernizing Asia.*, New Delhi: Kali for Women
2. Bhasin, K. (2004). *What is Patriarchy?* New Delhi: kali for Women
3. Bhasin, K. (2004). *Exploring Masculinity.* New Delhi: kali for Women
4. Gamble, Sarah. (2001). *The Routledge Companion to Feminism and Post feminism.* London: Routledge.
5. Jain, Devaki & Pam Rajput. (2003). *Narratives from the Women's Studies Family: Recreating Knowledge.* New Delhi.: Sage Publications
6. Kramer, Laura, (2004). *The Sociology of Gender,* New Delhi: Rawat Publications

7. Lerner, Gerda. (1986). *The Creation of Patriarchy*. USA: Oxford University Press.
8. Menon, Nivedita. (2012). *Seeing Like A Feminist*. Gurgaon: Zubaan and Penguin Books India
9. Poonacha, Veena. (1999). *Understanding Women's Studies*. Mumbai, RCWS.
10. Rege, Sharmila. (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage
11. Reiter, Rayna. R. (1975). *Toward an Anthropology of Women*. New York: Monthly Review Press
12. Sharma, Usha. (2004). *Gender Mainstreaming and Women's Rights*. Delhi; Authors press.
13. *The Polity Reader in Gender Studies*. (2002). Polity Press, Blackwell Publishers Ltd.

First Semester

Course Title : **Gender, Culture and Society**
Course Code : **MINWS1**
Nature of Course : **Minor**
Total Credits : **4 credits**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.)**

Course Objective: The instructional objectives of this Course are:

1. To introduce the concept of gender as a social and cultural construct
2. To explain the dynamics of culture and how it plays an interpretative role in the performativity of gender.
3. To demonstrate historical, cultural, sociological and/or political approaches to the study of gender

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs.)
Unit – I (20 Marks)	Understanding Gender in Culture and Society <ul style="list-style-type: none"> ▪ Gender and Culture ▪ Gender and Society 	13	02	-	15

	<ul style="list-style-type: none"> ▪ Gender and Caste 				
Unit – II (20 Marks)	Gender Relations in Social Institutions <ul style="list-style-type: none"> • Education and Gender • Religion and Gender • Family, Kinship, and Gender 	13	02	-	15
Unit – III (20 Marks)	Historical Insight into the Representation of Women in Socio-Cultural context of India <ul style="list-style-type: none"> • Devadasi • Dalit Women • Tribal Women 	13	02	-	15
Unit – IV (20 Marks)	Current Socio-Cultural Issues of women in India <ul style="list-style-type: none"> ▪ Honour Killings ▪ Witch Hunting ▪ Female Genital Mutilation 	13	02	-	15
Total:		52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination -
- Others (Any one) -
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

10 Marks

10 Marks

Learning Outcomes:

On completion of this Course, a student will be able to –

- The learners will be in a position to understand gender as a social and cultural construct and dynamics of culture and how it plays an interpretative role in the performativity of gender.

- They will develop knowledge regarding historical, cultural, sociological and/or political approaches to the study of gender and also familiarise them with different socio-cultural aspects which mould gender and gender roles

Suggested Readings:

1. Barnard, Alan and Jonathan Spencer (Ed.).(2002). *Encyclopedia of social and cultural anthropology*. Taylor & Francis.
2. Bhasin, K. (2004). *Exploring Masculinity*. New Delhi, Women Unlimited.
3. Desai, Neera & Usha Thakkar. (2001). *Women in Indian Society*. National Book Trust, New Delhi.
4. Ghail, M. Mac & Haywood C.(2007). *Gender, culture and society: contemporary femininities and masculinities*. Palgrave Macmillan.
5. Juschka, Darlene M. (Ed.).(2001). *Feminism in the Study of Religion: A Reader*. CONTINUUM, London.
6. Kermorgant, Catherine Rubin. (2014). *Servants of the Goddess: The Modern Day Devdasis*. Noida: Random House India
7. Kramer, Laura, (2004). *The Sociology of Gender*, New Delhi. Rawat Publications
8. Mishra, P.K. (2000). *Women in South Asia: Dowry Death and Human Rights Violations*. Delhi: Authorpress
9. Leela Dube. (1997) *Women and Kinship, Comparative Perspectives on Gender in South and South-East Asia*. Tokyo: UNU Press,
10. Karuna Chanana (2001). *Interrogating Women's Education Bounded visions, Expanding Horizons, Jaipur: Rawat Publications*

First Semester

Course Title	:	Emerging Gender Issues
Course Code	:	GECWS1
Nature of Course	:	Generic Elective Course (GEC)
Total Credits	:	3 credits
Distribution of Marks	:	80 (End-Sem.) + 20 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

1. To introduce various social issues from gender perspectives
2. To explain the feminist perspectives in understanding gender.
3. To demonstrate emerging gender issues of Women's Rights, Gender Based Violence, Gender and Media

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
Unit – I (20 Marks)	Women's Rights <ul style="list-style-type: none"> ▪ Economic Rights ▪ Political Rights ▪ Human Rights ▪ Legal Rights 	10	01	-	11
Unit – II (20 Marks)	Gender Based Violence <ul style="list-style-type: none"> • Domestic Violence • Child Marriage • Sexual Harassment • Rape 	10	02	-	12
Unit – III (20 Marks)	Gender and Media <ul style="list-style-type: none"> ▪ Gender and Mass Media Print Media Electronic Media ▪ Gender and Social media 	10	01	-	11
Unit – IV (20 Marks)	Understanding the Queer <ul style="list-style-type: none"> ▪ Class, Location and Gender Differences: Gay, Lesbian, Kothis and Hijras ▪ Queer rights ▪ Article 377 and beyond 	10	01	-	11

		Total:	40	05	-
					45

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination - **10 Marks**
- Others (Any one) - **10 Marks**
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

Learning Outcomes:

On completion of this Course, a student will be able to –

- acquire knowledge on emerging gender issues
- to analyse these issues through gender lens.

Suggested Readings:

1. Amy S. Wharton. (2005). “The Sociology of Gender: An Introduction to Theory and Research”. (KeyThemes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.
2. Devaki Jain and Pam Rajput (Ed). (2003). “Narratives from the Women’s Studies Family: Recreating Knowledge, Sage, and New Delhi.
3. Jasbir Jain (Ed). (2005). “Women in Patriarchy: Cross Cultural”. Rawat Publications, Jaipur.
4. Kumkum Sangari and Sudesh Vaid. “Recasting Women: Eassy in Colonial History”.
5. Lerner, Gerda. (1986). “The Creation of Patriarchy”. Oxford University Press, New a. Delhi.
6. Maithreyi Krishna Raj. (1986). “Women Studies in India: Some Perspectives”. Popular Prakasham, Bombay.
7. Mala Khullar, (Ed). (2005). “Writing the Women’s Movement: A Reader”. Zubaan, a. Kali for Women, New Delhi.
8. Mies, Maria. (1980). “Indian Women and Patriarchy”. Concept Publishing Company, New Delhi.

First Semester

Course Title	:	Women and Entrepreneurship
Course Code	:	SEC110
Nature of Course	:	Skill Enhancement Course (SEC)
Total Credits	:	3 credits
Distribution of Marks	:	80 (End-Sem.) + 20 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

4. To introduce various social issues from gender perspectives
5. To explain the feminist perspectives in understanding gender.
6. To demonstrate emerging gender issues of Women's Rights, Gender Based Violence, Gender and Media

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
Unit – I (20 Marks)	Concept of Women Entrepreneurship <ul style="list-style-type: none"> ▪ Nature and development of Women Entrepreneurship ▪ Entrepreneurial traits, types, culture and structure ▪ Developmental Women Entrepreneurs and the future Entrepreneurship 	10	01	-	11
Unit – II (20 Marks)	Entrepreneurship Skills- Issues and Challenges <ul style="list-style-type: none"> • Learning the Entrepreneurship Skills- how to start a business • Policies, Schemes, and Institutional finances to entrepreneurs • Problems faced by Women Entrepreneur 	10	02	-	12
Unit – III (20 Marks)	Women Employment Opportunities <ul style="list-style-type: none"> • Livelihood support for women Employment opportunities: Various agencies – Income • Generating Programme – IRDP - Rural Credit 	10	01	-	11

	& women's Self-help Groups - Skill Development and Technology Transfer - Technologies for Women –				
Unit – IV (20 Marks)	Impact on Women's Development Programs and policy measures and Women's Entrepreneurship <ul style="list-style-type: none"> • International levels • National level • State Levels 	10	01	-	11
Total:		40	05	-	45

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination -
- Others (Any one) -
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

10 Marks

10 Marks

Learning Outcomes:

On completion of this Course, a student will be able to –

- understand the role of women entrepreneurship in different facets of society
- examine various livelihood supports for women Employment opportunities.

Suggested Readings:

1. Jose Paul, N. Ajith Kumar. Entrepreneurship Development
2. P.Saravanavel, Entrepreneurship Development
3. M.A. Khan, Entrepreneurship Development Programmes in India-
4. Vasanth Desai, Dynamics of entrepreneur Development and Management
5. Hisrich, Robert D., Michael Peters and Dean Shepherded, Entrepreneurship.
6. Peter F. Drucker, Innovation and Entrepreneurship, Innovation and Entrepreneurship
7. Donald L. Sexton & Raymond, W. Smilor, The Art and Science of Entrepreneurship
8. Clifford M.Baumbach & Joseph R.Mancuso, Entrepreneurship

Second Semester

Course Title	:	Women's Movement in the West
Course Code	:	WSC2
Nature of Course	:	Major
Total Credits	:	4 credits
Distribution of Marks	:	80 (End-Sem.) + 20 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

1. To introduce the nature and growth of women's movement in the Western countries, covering a range of issues pertinent to women's emancipation, dignity and status.
2. To explain the major historical developments of women's movement in their onward march to freedom and equality.
3. To demonstrate chronological canvas of the linear development of various women's movements across the world in different socio-cultural and political milieu.

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs.)
Unit – I (20 Marks)	History of Women's Movement in the West <ul style="list-style-type: none"> • Origin of Women's Movement • Enlightenment and the quest for women's rights • Impact of the French Revolution • Seneca falls Convention and Declaration of Sentiments 	13	02	-	15
Unit – II (20 Marks)	Suffrage movement and the rise of Feminism <ul style="list-style-type: none"> • Suffrage Movement in US • Suffrage Movement in UK • Suffrage Movement in other parts of the world • Suffrage Organisations and Associations 	13	02	-	15
Unit – III (20 Marks)	Waves of Feminism <ul style="list-style-type: none"> • First Wave • Second Wave • Third Wave 	13	02	-	15
Unit – IV (20 Marks)	Women Movement in recent times <ul style="list-style-type: none"> • Women's Rights • Gender-based violence 	13	02	-	15

	I. Domestic Violence II. Sexual harassment III. War and Peace				
	Total:	52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination - **10 Marks**
- Others (Any one) - **10 Marks**
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

Learning Outcomes:

On completion of this Course, a student will be able to –

- analyse the historical developments of women’s movement in the West.
- understand the nature and growth of women's movement in the Western countries, covering a range of issues pertinent to women's emancipation, dignity and status

Suggested Readings:

1. Bell Hooks, 1982, *Ain't I A Woman*, London, Sydney, Pluto Press
2. Mumtaz, Khawar, and Farida Shalield, eds. 1987. *Women of Pakistan: Two Steps Forward, One Step Buck?*, London : Zed.
3. Monica Threlfal I, ed., 1996, *Mapping the Women's Movement'*, Verso, London, New York.
4. Maxine Molyneux, 1998, 'Analysing Women's Movements', in Cecile Jackson and Ruth Pearson (eds) *Feminist Vision of Development*, London, Routledge.
5. Saskia Wieringa, ed., 1995, *Subversive Women: Women 's Movements in Africa, Asia, Latin America and the Caribbean*.
6. Knott, Sarah and Taylor Barbara. 2005. *Women, Gender and Enlightenment*
7. Angela Gilliam, *Women’s Equality and National Liberation*, in Chandra Talpade Mohanty,
8. Ann Russo and Lourdes Torres (eds.), *Third World Women and the Politics of Feminism*
9. (Bloomington and Indianapolis: Indiana UP, 1991), 215-236.
10. Cheryl Johnson-Odim, *For their freedoms: The Anti-imperialist and International Feminist*
11. *Activity of Funmilayo Ransome-Kuti of Nigeria*, *Women’s Studies International Forum* 32
12. (2009): 51–59.
13. Francisca de Haan, —Eugénie Cotton, Pak-Den-ai and Claudia Jones: *Rethinking*
14. New Jersey 1996; first ed. 1990), 117-132.

Second Semester

Course Title	:	Women in North- East India
Course Code	:	MINWS2
Nature of Course	:	Minor
Total Credits	:	4 credits
Distribution of Marks	:	80 (End-Sem.) + 20 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

1. To introduce crucial factors at play determining the status of women in north east India along with the way women are affected by natural calamities, political conflicts and other situations of distress.
2. To explain the status of women across the varied inter- sectionalities in north-east India
3. To demonstrate the different ways in which lives of women are affected by the geographical, socio-cultural and political factors, despite being relegated to the background

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs.)
Unit – I (20 Marks)	Women’s movement in North- East India <ul style="list-style-type: none"> • Manipur (NupiLan, Nisha Bandis-ban of alcohol, Meira Paibis- Women Turchbearers, Irom Sharmila, The Face of Anti-AFSPA Movement) • Meghalaya (Mother’s Union, Ka Synjuk Kynthei, Ka Synjuk Ki Kynthei Riewlun – Tribal Women Welfare and development Association of Meghalaya, Ka Seng Longkmie Laitumkhrah) • Assam (Assam Pradeshik Mahila Samiti, Chandraprabha Saikiani, Puspalata Das, Kanaklata Barua) • Nagaland (Naga Mothers’ Association) 	13	02	-	15

	<ul style="list-style-type: none"> Mizoram (Mizo Hmeichhe Insuikhawm Pawl) 				
Unit – II (20 Marks)	Women in socio economic development of North East India <ul style="list-style-type: none"> Women Workforce Participation Emergence of Self- Help Groups, NGOs Women Entrepreneurship and economic development Income generation schemes for rural women Women Participation in Decision Making Credit Facilities, Ministry of Development of Northeast Region (M-Doner) And The Northeast Council 	13	02	-	15
Unit – III (20 Marks)	Position of different categories of North East Women <ul style="list-style-type: none"> Indigenous women in North East India Condition of women of tea garden community Process of marginalisation of women in minority communities 	13	02	-	15
Unit – IV (20 Marks)	Women in conflict situation in NE India role of women in insurgency <ul style="list-style-type: none"> AFSPA and women Women in the peace process Impact of conflict on women 	13	02	-	15
Total:		52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Others (Any one) -
 - Group Discussion

(20 Marks)

10 Marks

10 Marks

- Seminar presentation on any of the relevant topics
- Debate

Learning Outcomes:

On completion of this Course, a student will be able to –

- analyse the status of women across the varied inter- sectionalities in north-east India
- examine the different ways in which the lives of women are affected by the geographical, socio-cultural and political factors, despite being relegated to the background.

Suggested Readings:

1. Banerjee, Paula (Ed.). (2008). *Women in peace politics*, Volume 3 of South Asian peace studies. New Delhi: SAGE Publications Ltd.
2. Banu, Z. (2001). *Tribal Women Empowerment and Gender Issues*. New Delhi: Kanishka Publishers
3. Biswas, Prasenjit & C. Joshua Thomas. (Ed.). (2006). *Peace in India's North-East: meaning, metaphor, and method: essays of concern and commitment*. New Delhi.: Daya Books, Regency Publications,
4. Deka, Meeta (2013). *Women's Agency and Social Change: Assam and Beyond*, New Delhi: Sage
5. Devi, Dr. Mira. (1996). *Asamiya Upanyasat Naribad*. Lokayat Prakashan, Guwahati, Assam.
6. Dutta, Anuradha & Ratna Bhuyan. (2007). *Genesis of Conflict and Peace: Understanding Northeast India Views & Reviews (2Vols.)*. New Delhi.: Akansha Publication House
7. Dutta, Anuradha & Ratna Bhuyan. (2008). *Women and peace: chapters from Northeast India*. New Delhi : Akansha Publication House
8. Goswami, Roshmi et al. (2004). *Women in Armed Conflict Situations*, Guwahati: NEN.
9. Kaniampady, Elizabeth.(2003). *Status of Women Working in Tea Plantations*. New Delhi: Akansha Publishing..
10. Mahanta, Aparna (Ed.). (2004). *Human Rights and Women of North East India*. Centre for Women's Studies, Dibrugarh University.
11. Medhi, Kunja (Ed.). (1996). *Status of Women and Social Change*. Guwahati: WSRC, Gauhati University.
12. Rohman , Wakidur. (2005). *Historical Development of Legal Literature on Customary Laws in Assam*. New Delhi: Kalpaz Publications.
13. Saho, R K & Tripathy S N. (Ed.).(2006). *Self Help Groups and Women Empowerment*. New Delhi: Anmol Publications
14. Sharma, Dipti. (1993). *Assamese Women in the Freedom Struggle*, Calcutta: Punthi – Pustak.

Second Semester

Course Title	:	Women and Human Rights
Course Code	:	GECWS2
Nature of Course	:	Generic Elective Course (GEC)
Total Credits	:	3 credits
Distribution of Marks	:	80 (End-Sem.) + 20 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

1. To introduce students to women and human rights, origin of women's human rights, legal institutions and issues and challenges in this area and recent areas in the context of women's human rights
2. To explain women's rights at the domestic and international settings
3. To demonstrate various substantive areas of rights - from reproductive rights to health rights - at the domestic level

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
Unit – I (20 Marks)	Women's Rights as Human Rights: History and Theory <ul style="list-style-type: none"> ▪ Origin of Women's Rights ▪ Theoretical Approaches to Women's Human Rights ▪ Feminist Perspectives on Women's Human Rights 	10	01	-	11
Unit – II (20 Marks)	Women's Rights as Human Rights: Legal Instruments <ul style="list-style-type: none"> • UDHR • Covenants and Conventions • MDG • SDG 	10	02	-	12
Unit – III (20 Marks)	Women's Human Rights: Issues and Challenges <ul style="list-style-type: none"> • Women's Rights, Culture and Customs • Women's Rights and the Global Economy • Women's Rights and Global Trafficking 	10	01	-	11
Unit – IV (20 Marks)	Women's Human Rights in Recent Times <ul style="list-style-type: none"> • Women Rights and Health • Women's Rights and the Environment 	10	01	-	11

	• Women's Rights in Times of War				
Total:		40	05	-	45

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination - **10 Marks**
- Others (Any one) - **10 Marks**
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

Learning Outcomes:

On completion of this Course, a student will be able to –

- analyse and examine global women's right issues and assess policy approaches to women's rights issues and provide policy recommendations
- critically assess policy approaches and solutions for global women's rights issues

Suggested Readings:

1. Engel, International Human Rights and Feminisms: When Discourses Keep Meeting
2. United Nations, Policy Brief #7: Recommendations on Women's Human Rights and Gender Equality
3. al-Hibri, Islam, Law and Custom
4. Aimen, Dear Lady Gaga, 'Burqa' Sends the Wrong Message (The Washington Post)
5. Abu-Lughod, Topless Protests Raise the Question: Who Can Speak for Muslim Women (The Nation)
6. BBC News articles online located at the following sites:
7. European Court Upholds French Full Veil Ban: <http://www.bbc.com/news/world-europe-28106900>
8. Islamic Veil Across Europe: <http://www.bbc.com/news/world-europe-13038095>
9. Cook and Dickens, Human Rights Dynamics of Abortion Law Reform
10. World Health Organization (WHO), Fact Sheet No.348: Maternal Mortality
11. Hellsten, Rationalizing Circumcision
12. World Health Organization (WHO), Fact Sheet No.41: Female Genital Mutilation

13. Demetriades & Esplen, The Gender Dimension of Poverty and Climate Change Adaptation
14. Arora-Jonsson, Virtue and Vulnerability: Discourses on Women, Gender, and Climate Change
15. United Nations, Women and Water
16. MacDonald, Women and the Right to Water (speech United Nations Human Rights Council)
17. Cohen, Green & Wood, Wartime Sexual Violence: Misconceptions, Implications and Ways Forward
18. Cohen, Female Combatants and the Perpetuation of Violence
19. Kristoff & WuDunn, Half the Sky
20. Sadasivam, The Impact of Structural Adjustment on Women
21. Goetz & Gupta, Who Takes the Credit: Gender, Power, and Control over Loan Use in Rural Credit Programs in Bangladesh
22. Guinn, Defining the Problem of Trafficking

Second Semester

Course Title : **Women, Micro finance, and Self-Help Group Management**
Course Code : **SEC210**
Nature of Course : **Skill Enhancement Course (SEC)**
Total Credits : **3 credits**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.)**

Course Objective: The instructional objectives of this Course are:

1. To introduce students the concepts of self-help groups and micro-finance
2. To explain the its impact self-help groups and micro-finance on women's empowerment
3. To demonstrate role played by various financial institutions in enabling women to establish themselves as agents of rural development.

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
Unit – I (20 Marks)	Introduction <ul style="list-style-type: none"> ▪ Self Help Groups: Meaning, Formation and Norms ▪ Models of Self-Help Groups ▪ Micro Finance: Meaning, Characteristics and its Importance ▪ Self Help Group - Bank Linkage 	10	01	-	11

	<ul style="list-style-type: none"> ▪ Self Help Groups as Change Agents- Implications for Extension 				
Unit – II (20 Marks)	Role of Financial Institutions in Rural Development <ul style="list-style-type: none"> ▪ National Bank for Agricultural and Rural Development (NABARD) ▪ Micro-credit Initiative ▪ Initiative for High-tech Agriculture ▪ Industrial Development Bank of India (IDBI) 	10	01	-	11
Unit – III (20 Marks)	Role of Rural Industries Programmes <ul style="list-style-type: none"> ▪ Micro-credit Initiative ▪ SIDBI Report on Small-Scale Industries Sector (1999) ▪ National Scheduled Castes Finance and Development Corporation (NSFDC) ▪ Micro-credit Initiative ▪ Needs Assessment and Opportunity Profiles ▪ Accountability to the Beneficiaries 	10	02	-	12
Unit – IV (20 Marks)	Case Studies <ul style="list-style-type: none"> ▪ Green Belt Movement ▪ SEWA ▪ Grameen Bank ▪ DWCRA Self-Help Groups 	10	01	-	11
Total:		40	05	-	45

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination -
- Others (Any one) -
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

10 Marks

10 Marks

Learning Outcomes:

On completion of this Course, a student will be able to –

- analyse and examine the concepts of self-help groups and micro-finance

- critically assess various financial institutions that play significant role towards enabling women to establish themselves as agents of rural development.

Suggested Readings:

1. Krishnan.C. (2000), Role of Rural Banks in the Rural Development, Printwell Publishers, Jaipur.
2. Misra,I. (2004), Micro Credit for Macro Impact on Poverty. National Publishing House, New Delhi.
3. Mukundhan.N., Soundari, .M.H. (2008), Emerging Dimensions in Self Help Groups, Dominant Publishers and Distributors ,New Delhi.
4. Purushottam.P. (2009), Institutional Credit for Rural Livelihoods - -4 Study of SGSY in the Regions of High Poverty, National Institute of Rural Development, Hyderabad.
5. Hyderabad.
6. Rajareddy, K., and Krishnamurthy, J.V. (2006) Swayam Sahaya Sanghalu - Velugu
7. Needalu- Case Study Analysis, APMAS, Hyderabad
8. Singh, B.K. (2006), Women Empowerment Through Self Help Groups, Adyayan Publishers, New Delhi.
9. Sreeramulu, G (2006), Empowerment of Women Through Self Help Groups, Kalpaz Publications, Delhi

Third Semester

Course Title	:	Women's Movements in India
Course Code	:	WSC3
Nature of Course	:	Major
Total Credits	:	4 credits
Distribution of Marks	:	80 (End-Sem.) + 20 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

1. To introduce the nature and growth of women's movement in the India covering a range of issues pertinent to women's emancipation, dignity and status.
2. To explain the major historical developments of women's movement in their onward march to freedom and equality.
3. To demonstrate a chronological canvas of the linear development of various women's movements across in India in different socio-cultural and political milieu.

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs.)
Unit – I (20 Marks)	Origin of Women’s Movement in India <ul style="list-style-type: none"> • Social Reform Movement <ul style="list-style-type: none"> ▪ Sati ▪ Women’s Education ▪ Widow Remarriage ▪ Polygamy ▪ Child marriage 	13	02	-	15
Unit – II (20 Marks)	Women’s Movement during India’s Freedom Struggle <p>Women’s organisations Women’s participation in national movement</p> <ul style="list-style-type: none"> ▪ Gandhi ▪ Subhash Chandra Bose ▪ Women’s movement for electoral rights 	13	02	-	15
Unit – III (20 Marks)	Women’s Movement in Post – Independent India. <ul style="list-style-type: none"> ▪ Anti- Price rise ▪ Anti- arrack ▪ Dowry ▪ Sati ▪ Rape 	13	02	-	15
Unit – IV (20 Marks)	Women’s Movement in recent times <ul style="list-style-type: none"> ▪ Environment movements: Chipko, Narmada Bachao Andolan ▪ Uniform Civil Code ▪ #Metoo movement ▪ Queer movement ▪ Civil Society organisations. 	13	02	-	15
Total:		52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF IN-SEMESTER ASSESSMENT:**(20 Marks)**

- One Internal Examination -
- Others (Any one) -
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

10 Marks**10 Marks****Learning Outcomes:**

On completion of this Course, a student will be able to –

- develop the understanding of the nature and growth of women's movement in the India
- identify the issues pertinent to women's emancipation, dignity and status.
- acquire knowledge on the major historical developments of women's movement in their onward march to freedom and equality.

Suggested Readings:

1. Basu, Amrita (Ed.). (1995). *The Challenge of Local Feminisms: Women's Movements in Global Perspective*. New Delhi: Kali for Women
2. Basu, Aparna & Bharati Ray. (2008). *Women's Struggle: A History of the All India Women's Conference 1927-2002*. New Delhi : Manohar Publishers
3. Desai, Neera & Usha Thakkar. (2001). *Women in Indian Society*. New Delhi : National Book Trust
4. Gandhi, Nandita & Shah, Nandita. (1992). *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women
5. Kumar, Radha. (1998). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. New Delhi : Kali for Women
6. Nayar, Sushila & Kamla Mankekar (Ed.). (2002). *Women Pioneers in India's Renaissance*. New Delhi: National Book Trust
7. Premalatha, P.N. (2003). *Nationalism and Women's Movement in South India, 1917-1947*. New Delhi: Gyan Publishing House
8. Menon, Nivedita (ed). (2001). *Gender and Politics in India*, New Delhi: OUP
9. Omvedt, Gail, 1993, *Rewriting Revolution: New Social Movements and the Socialist Tradition in India*, New York, East Gate.
10. Ray, Raka. (2000). *Fields of protest: Women's Movements in India*, New Delhi: Kali for Women.

Third Semester

Course Title	:	Gender and Development
Course Code	:	WSC4
Nature of Course	:	Major
Total Credits	:	4 credits
Distribution of Marks	:	80 (End-Sem.) + 20 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

1. To introduce how gender can be an important index of development
2. To explain about the emerging debates of gender and development.
3. To demonstrate the how the various schemes and policies on gender and development impact the multiple genders

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs.)
Unit – I (20 Marks)	Women in the development debate <ul style="list-style-type: none"> ▪ WID-WAD-GAD, ▪ UNDP and gender development, ▪ gender development index (GDI), ▪ Gender Empowerment measures (GEM), ▪ Sustainable Development 	13	02	-	15
Unit – II (20 Marks)	Globalisation and Women <ul style="list-style-type: none"> ▪ Impact of structural adjustment policies (SAP) on women, ▪ Feminization of labour and feminization of poverty, ▪ Gender mainstreaming, ▪ Gender budgeting, ▪ Gender audit 	13	02	-	15
Unit – III (20 Marks)	Women and education <ul style="list-style-type: none"> ▪ Total literacy mission, National Perspective 	13	02	-	15

	<ul style="list-style-type: none"> ○ Plan for Women's Education ▪ Impact of science and technology ▪ Women Employment ▪ Women Empowerment ▪ Present status of women's education in India. 				
Unit – IV (20 Marks)	Women and Health <ul style="list-style-type: none"> ▪ Maternal Mortality Rates ▪ Nutrition, Fertility ▪ Reproductive health and reproductive rights ▪ Family planning, ▪ Access to health care services. 	13	02	-	15
Total:		52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination - **10 Marks**
- Others (Any one) - **10 Marks**
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

Learning Outcomes:

On completion of this Course, a student will be able to –

- develop an understanding of the diverse areas of development - health, education, market, environment through a gender perspective.
- identify the issues pertinent to women and development.
- acquire knowledge on the debates on women, gender, and development

Suggested Readings:

1. Chanana, Karuna (Ed.). (1988). *Socialisation, Education and Women; Explorations in Gender*
2. *Identity*. New Delhi: Orient Longman,.
3. Ferguson, Kathy E. & Monique Mironesco. (2008). *Gender and globalization in Asia and the Pacific: Method, Practice, Theory*. University of Hawaii Press.

5. Gupta, Jyotsna Agnihotri. (2000). *New Reproductive Technologies, Women's Health and*
6. *Autonomy; Freedom or Dependency?* New Delhi: Sage Publications
7. Kumari, Sumitra (Ed.).(2006). *Dynamics of Women Empowerment.* New Delh :Alfa
8. Publications
9. Mitra, Charulatha. (2003). *Women's Development Goals: Reshaping Globalization.*
10. New Delhi: Authorspress
11. Patel, Bibhuti. (2002). *Women Challenges of the New Millennium.* New Delhi.: Gyan
12. Publishing,
13. Roy, Debal K Singha. (1995). *Women, New Technology and Development: Changing Nature*
14. *of Gender Relations in Rural India.* New Delhi: Manohar Publications
15. Soni, Balbir. (2007). *Empowerment of Women Workers: The Unorganized Sector.*
16. New Delhi: Dominant Publishers and Distributors
17. Vidya, K.C. (2007). *Political Empowerment of Women at the Grassroots.* New Delhi.:
18. Kanishka Publishers

Third Semester

Course Title	:	Women, Work, And Employment
Course Code	:	MINWS3
Nature of Course	:	Minor
Total Credits	:	4 credits
Distribution of Marks	:	80 (End-Sem.) + 20 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

1. To introduce with women's experiences and status in a range of work settings
2. To explain and evaluate legal, institutional, and public policy responses to issues such as the segregation of work by race and gender, pay equity, the feminization of poverty, sexual harassment, and the restructuring of work and family roles about the emerging debates of gender and development.
3. To demonstrate the workforce diversity requirement

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs.)
Unit – I (20 Marks)	Theoretical Perspective: <ul style="list-style-type: none"> ▪ Fredrick Engels, ▪ Rosa Luxemburg, 	13	02	-	15

	<ul style="list-style-type: none"> ▪ Sandra Whiteworth, ▪ Esther Boserup 				
Unit – II (20 Marks)	Concept of Work – <ul style="list-style-type: none"> ▪ Productive and non – productive work – ▪ Use value and market value 	13	02	-	15
Unit – III (20 Marks)	Gender Division of Labour – <ul style="list-style-type: none"> ▪ Mode of Production – ▪ Women in organized and unorganized sector. 	13	02	-	15
Unit – IV (20 Marks)	New Economic Policy and its impact on Women’s Employment <ul style="list-style-type: none"> ▪ Globalization ▪ Structural Adjustment Programs 	13	02	-	15
Total:		52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination -
- Others (Any one) -
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

10 Marks

10 Marks

Learning Outcomes:

On completion of this Course, a student will be able to –

- develop an understanding various theoretical knowledge on women and work.
- identify the issues pertinent to women and work.
- acquire knowledge on women's experiences and status in a range of work settings.

Suggested Readings:

1. Teresa L. Amott and Julie A. Matthaei. Race, Class, Gender, and Women's Work: A conceptual Framework
2. Katrina M. Uhly & Linda M. Blum. Feminist Theories of Work
3. Vicki Smith. Sociology of Work: An Encyclopedia
4. Aruna Rao, Joanne Sandler, David Kelleher, Carol Miller. Gender at Work: Theory and Practice for 21st Century Organizations
5. Elizabeth Garnsey. Women's Work and Theories of Class Stratification

Third Semester

Course Title : **Women in North- East India**
Course Code : **GECWS3**
Nature of Course : **Generic Elective Course (GEC)**
Total Credits : **3 credits**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.)**

Course Objective: The instructional objectives of this Course are:

1. To introduce crucial factors at play determining the status of women in north east India along with the way women are affected by natural calamities, political conflicts and other situations of distress.
2. To explain the status of women across the varied inter- sectionalities in north-east India
3. To demonstrate the different ways in which lives of women are affected by the geographical, socio-cultural and political factors, despite being relegated to the background

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
Unit – I (20 Marks)	Women's movement in North- East India <ul style="list-style-type: none"> • Manipur (NupiLan, Nisha Bandis-ban of alcohol, Meira Paibis- Women Turchbearers, Irom Sharmila, The Face of Anti-AFSPA Movement) • Meghalaya (Mother's Union, Ka Synjuk Kynthei, Ka Synjuk Ki Kynthei Riewlun – Tribal Women Welfare and development) 	10	02	-	12

	<p>Association of Meghalaya, Ka Seng Longkmie Laitumkhrah)</p> <ul style="list-style-type: none"> • Assam (Assam Pradeshik Mahila Samiti, Chandraprabha Saikiani, Puspalata Das, Kanaklata Barua) • Nagaland (Naga Mothers' Association) • Mizoram (Mizo Hmeichhe Insuikhawm Pawl) 				
<p>Unit – II (20 Marks)</p>	<p>Women in socio economic development of North East India</p> <ul style="list-style-type: none"> • Women Workforce Participation • Emergence of Self- Help Groups, NGOs • Women Entrepreneurship and economic development • Income generation schemes for rural women • Women Participation in Decision Making • Credit Facilities, Ministry of Development of Northeast Region (M-Doner) And the Northeast Council 	10	01	-	11
<p>Unit – III (20 Marks)</p>	<p>Position of different categories of North East Women</p> <ul style="list-style-type: none"> • Indigenous women in North East India • Condition of women of tea garden community • Process of marginalisation of women in minority communities 	10	01	-	11
<p>Unit – IV (20 Marks)</p>	<p>Women in conflict situation in NE India role of women in insurgency</p> <ul style="list-style-type: none"> • AFSPA and women • Women in the peace process 	10	01	-	11

	• Impact of conflict on women				
	Total:	40	05	-	45

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

(20 Marks)

- One Internal Examination - **10 Marks**
- Others (Any one) - **10 Marks**
 - Group Discussion
 - Seminar presentation on any of the relevant topics
 - Debate

Learning Outcomes:

On completion of this Course, a student will be able to –

- analyse the status of women across the varied inter- sectionalities in north-east India
- examine the different ways in which the lives of women are affected by the geographical, socio-cultural and political factors, despite being relegated to the background.

Suggested Readings:

1. Banerjee, Paula (Ed.). (2008). *Women in peace politics*, Volume 3 of South Asian peace studies. New Delhi: SAGE Publications Ltd.
2. Banu, Z. (2001). *Tribal Women Empowerment and Gender Issues*. New Delhi: Kanishka Publishers
3. Biswas, Prasenjit & C. Joshua Thomas. (Ed.). (2006). *Peace in India's North-East: meaning, metaphor, and method: essays of concern and commitment*. New Delhi.: Daya Books, Regency Publications.
4. Deka, Meeta (2013). *Women's Agency and Social Change: Assam and Beyond*, New Delhi: Sage.
5. Devi, Dr. Mira. (1996). *Asamiya Upanyasat Naribad*. Lokayat Prakashan, Guwahati, Assam.
6. Dutta, Anuradha & Ratna Bhuyan. (2007). *Genesis of Conflict and Peace: Understanding Northeast India Views & Reviews (2Vols.)*. New Delhi.: Akansha Publication House
7. Dutta, Anuradha & Ratna Bhuyan. (2008). *Women and peace: chapters from Northeast India*. New Delhi: Akansha Publication House
8. Goswami, Roshmi et al. (2004). *Women in Armed Conflict Situations*, Guwahati: NEN.
9. Kaniampady, Elizabeth. (2003). *Status of Women Working in Tea Plantations*. New Delhi: Akansha Publishing.
10. Mahanta, Aparna (Ed.). (2004). *Human Rights and Women of North East India*. Centre for Women's Studies, Dibrugarh University.
11. Medhi, Kunja (Ed.). (1996). *Status of Women and Social Change*. Guwahati: WSRC, Gauhati University.

12. Rohman, Wakidur. (2005). *Historical Development of Legal Literature on Customary Laws in Assam*. New Delhi: Kalpaz Publications.
13. Saho, R K & Tripathy S N. (Ed.). (2006). *Self Help Groups and Women Empowerment*. New Delhi: Anmol Publications.
14. Sharma, Dipti. (1993). *Assamese Women in the Freedom Struggle*, Calcutta: Punthi – Pustak.

Third Semester

Course Title : **Women and Rural Development**
Course Code : **SEC310**
Nature of Course : **Skill Enhancement Course (SEC)**
Total Credits : **3 Credits**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.)**

Course Objective: The instructional objectives of this Course are:

1. To introduce the basics of rural development and women.
2. To explain women's role and participation in various aspects of rural development.
3. To demonstrate women's contribution and participation in rural development.

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
Unit – I (20 Marks)	Women and Agriculture <ul style="list-style-type: none"> ▪ Gender roles in agriculture- Decision making in agriculture, Gender specific knowledge, and skills ▪ Women and land rights ▪ Access to resources, services, and institutions ▪ Policies and schemes 	10	01	-	11

Unit – II (20 Marks)	Women and Live-stock <ul style="list-style-type: none"> • Gender Roles in Livestock Farming • Access to Resources, Services, and Institutions • Gender Specific Knowledge and Skills • Decision making in Livestock farming • Occupational hazards and drudgery reduction • Policies and schemes 	10	02	-	12
Unit – III (20 Marks)	Women and Handloom <ul style="list-style-type: none"> ▪ Gender perspectives of handloom. ▪ Gender and economy of handloom. ▪ Policies and schemes 	10	01	-	11
Unit – IV (20 Marks)	Women and Handicraft <ul style="list-style-type: none"> ▪ Gender perspectives of handicrafts ▪ Gender and economy of handicrafts ▪ Policies and schemes 	10	01	-	11
Total:		40	05	-	45

Where,

L: Lectures

T: Tutorials

P: Practical

MODES OF IN-SEMESTER ASSESSMENT:

- One Internal Examination -
- Others (Any one) -
 - Group Discussion

(20 Marks)

10 Marks

10 Marks

- Seminar presentation on any of the relevant topics
- Debate

Learning Outcomes:

On completion of this Course, a student will be able to –

- develop an understanding on the basics of rural development and women.
- identify women's role and participation in various aspects of rural development.
- acquire knowledge on scopes of development of rural women

Suggested Readings

1. Castillo, C.T (1977), The Changing Role of women in rural societies: A summary of trends and issues, Seminar report No.12, Agricultural development Council, New York
2. Gopalan A and S.N. Saha, Gender in Agriculture Developed under AP CESS Research Scheme, Hyderabad: National Academy of Agricultural Research Management, August, 2003
3. United Nations (1975), World Conference of the United Nations Decade for Women: Equality, Development and Peace Document A/CONF.94/19. Nairobi, Kenya.
4. Galab, S. and Rao, C. (2003) Women self-help groups: poverty alleviation and empowerment.
5. Government of India (1998) Ministry of Rural Areas and Employment, Report of the Committee for Gender Equality in Land Devolution in Tenurial Laws, New Delhi
6. IFAD (2009) Gender and Livestock: Tools for Design. Rome: IFAD.
7. Shicai, S. and Jie, Q. (2009) Livestock projects in southwest China: women participate, everybody benefits. Leisa Magazine 25(3 Sept).
8. Castillo, C.T (1977) The Changing role of women in rural societies: A summary of trends and issues, Seminar report No.12, Agricultural Development Council, New York
9. Kabeer N (2003) Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: A Handbook for Policy Makers and Other Stakeholders. Ottawa: International Development Research Centre
