

## **Post Graduate Course in Women Studies**

**Duration: 4 Semesters**

### **Preamble**

The course will entail the understanding of women's history, development and the regional discourses of the gender issues. This course will make students skilled in the field of community development, gender planning, entrepreneurship development, financial management and digital literacy. Students can engage in research nationally and internationally.

### **1.Introduction**

The Post Graduate in Women Studies is an interdisciplinary programme. The syllabus is organized according to NEP 2020. There will be a scope for multiple exit and entry. The duration of the PG programme is 2 years or 4 semesters. Students who desire to undergo 2-year PG programme will be allowed to exit after completion of the 1st year with a PG diploma certificate after completion of one year.

The programme focuses on the gender critique of social sciences by emphasizing the academic writings of feminist scholars in India. The lived experiences of women are studied with varied concepts, frame works, theories and methodologies. In the present times, the gender perspective will draw attention to the inequality, biasness and its implications in the society. The course is designed with a feminist approach in order to be enlightened with women's experiences and to create repositories of women's knowledge

### **2. Qualification descriptors for the graduates**

Knowledge and Understanding( Maximum 3)

- Knowledge of society, social structures and the processes.
- Understanding the dynamics of egalitarian and equal society.
- Acquire a good command in languages ( Regional and Indian language)

Skills & Techniques (Maximum 3)

- Aptitude for field work and creation of a rapport with the society.
- Techniques for soft skill development

- Entrepreneurship development and management skills(health, mental health and finance)

Competence (Maximum 3)

- Information and Technology.
- Flair to work for society.
- Capacity for critical thinking

### **3. Program Outcomes (POs)**

PO1 Build an ability to carry out research work independently both, in institutional and social life.

PO2 Acquire knowledge and skills to embark upon the mission of gender advancement.

Po3 Acquire practical knowledge that may help in demonstrating the creation of innovative ideas in specialized areas like law, health and mental health.

PO4 Develop an understanding of the local, regional and global issues.

PO5 Integrate knowledge from other disciplines for a better understanding of gender issues.

PO6 Deliver skills of problem solving, critical thinking and practical knowledge.

PO7 Foster the spirit of capacity building.

PO8 Deliver expertise in Feminist Research Methodology.

PO9 Provide job opportunities in the women and child sectors with various government and non-government organisations like in NGOs, in various government schemes, as counselors in various organizations, as feminist counselors and in the industrial sector .

PO10 The course will focus on interpretation, conceptualization and application of the principles of women studies in areas related to public policy, gender discourse and governance.

PO11 The course will enhance knowledge dissemination in the field of Information and Technology.

PO12 Students will be sensitized, motivated and made conscious of the legislations regarding women/gender in everyday life practice.

PO13 Equip students in understanding the various aspects of language

PO14 Awakening the mind, thought and culture.

PO 15 Developing soft skills and other entrepreneurial skills.

PO 16 Developing financial management skills.

#### 4. Programme Structure

Total Credits requirement: 87

Structure of the Curriculum

Course Category	No. of Courses	Credits per course	Total Credits
1. Core Courses	15(Ability Enhancement Courses, Value Added Courses)	3/4	58
2.Optional	4 (Skill Enhancement Courses)	3/4/2	15
3.Internship	1	2	2
4.Open Elective (CBCS)	2 (Multidisciplinary courses)	3	6
5. Research Project and Dissertation	1	6	6
. Total Credits			87

#### Courses of the First Semester (First Year)

Code	Course Name	L	T	P	CH	CR
WSMA401	Reconstructing Indian Women's History	3	1	0	4	4
WSMA402	Women Studies and Allied Disciplines	3	1	0	4	4
WSMA403	Feminist history and feminist theories	3	1	0	4	4

<b>WSMA404</b>	<b>Gender, Media and Practice</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>
<b>WSMA405</b>	<b>Information, communication Technology</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>
	<b>CBCS</b>					<b>3</b>

#### **Courses of the Second Semester (First Year)**

<b>Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CH</b>	<b>CR</b>
<b>WSMA406</b>	<b>Health , Policy and Management: Gender Perspectives</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>
<b>WSMA407</b>	<b>Legal Empowerment and Gender Justice</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>
<b>WSMA408</b>	<b>Gender planning and Development</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>
<b>WSMA409</b>	<b>Financial Management : Basics of Accountancy and Finance</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>3</b>
<b>WSMA410</b>	<b>Women Studies and Research Methodology</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>

#### **Courses of the Third Semester (Second Year)**

<b>Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CH</b>	<b>CR</b>
<b>WSMA501</b>	<b>Gender and Education</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>
<b>WSMA502</b>	<b>Skill development for Women</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>4</b>
<b>WSMA503</b>	<b>Mental Health Management</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>
	<b>CBCS</b>					<b>3</b>

### Optional

Code	Course Name	L	T	P	CH	CR
WSMA504	Cyber Feminism and Cyber Security	2	1	1	4	4
WSMA505	Gender and Violence	2	1	1	4	4

### Courses of the fourth Semester (Second Year)

Code	Course Name	L	T	P	CH	CR
WSMA506	Gender and Climate Change	3	1	0	4	4
WSMA507	Gender, Ethnography and North East India	2	1	1	4	4
WSMA508	Dissertation	0	0	0	0	6

### Optional

Code	Course Name	L	T	P	CH	CR
WSMA509	Gender and Governance	2	1	1	3	3
WSMA510	Learning Language (Sanskrit)	1	1	0	2	2
WSMA511	Learning Language (Bodo)	1	1	0	2	2

### 5. Evaluation Plan :

1. Based on classroom and field work .
2. Regular assignments, paper presentations and report writing at regular intervals
3. Occasional aptitude tests.
4. Skill and creative work.
5. Continuous examinations

## **WSMA401 Reconstructing Indian Women's History**

**(L=3, T=1, P=0, CH=4, CR=4)**

### **Course Outcomes**

CO1. The course will provide an understanding on women in history in the Indian context which will enable the reconstruction of history keeping in mind the gender perspective.

CO2. The students will be enlightened about the knowledge of women's role in nation making.

CO3. Students will be enlightened about issues like women and ethnicity, customary laws, women in conflict situation with special reference to Northeast India.

### **Content**

To help students develop an understanding of the status of women in India from the colonial period to the modern era

Unit 1: First phase of women's movement in India (1850–1915): Social reform movements in colonial and contemporary India: movement against widow immolation and child marriage and in favour of widow remarriage; modernity and Indian women; women as agents: contesting discourses on marriage and marital rights

Unit 2: Second phase of women's movement in India (1915–1947): women in the freedom movement: from the private to the public sphere; the 'common' woman and the 'new' woman; Kamini Roy, Pandita Ramabai, Anandibai Joshi, Tarabai Shinde, Saraladevi Chaudhurani, Haimavati Sen and Sarojini Naidu, Annie Besant, Chandraprabha Saikiani, Pushpalata Das.

Unit 3: Contemporary phase of women's movement in India (post-1947): feminist class-consciousness; caste and women; religion and feminism; ecofeminism; women and development; women and violence; trafficking in women; women's political participation.

Unit 4: Indian Feminism: thinkers and activists; women in ancient Indian thought: Vedas, Upanishads and Smritis (Arthashastra and Manusmriti); women in the era of the Bhakti Movement (Meera Bai, Akka Mahadev), Women in modern India (Revolutionary thinkers : Begum Rokeya Sakhawat Hussein, Tara Bai Shinde)

**Text books:**

- i.Maitrayee Chaudhuri (ed). Feminism in India, (Kali for Women and Women Unlimited, New Delhi, 2004).
- ii.Suruchi Thapar. Women in the Indian National Movement: Unseen Faces and Unheard Voices, 1930-42 (Sage, New Delhi, 2006)
- iii.Tanika Sarkar, A Book of her own, A life of her own, Autobiography of a Nineteenth Century Women, (History Workshop Journal, 1993).
- iv.Uma Chakravarti. Gendering Caste through a Feminist Lens, (Stree, Calcutta,2006).

**Reference Books:**

- i.Bharati Ray (ed.). From the Seams of History. Essays on Indian Women (Oxford University Press, New Delhi, 1995)
- ii. Geraldine Forbes. Women in Modern India, New Cambridge History of India (Cambridge University Press, Cambridge, 1996)
- iii.Kumkum Sangari and Sudesh Vaid (ed.). Recasting Women. Essays in Colonial History (Kali for Women, New Delhi, 1989)
- iv. Kavita Daiya. Violent Belongings: Partition, Gender and National Culture in Postcolonial India (Temple University Press, Philadelphia, 2008)
- v. Kumkum Roy (ed). Insights and Interventions: Essays in Honour of Uma Chakravarti (Primus Books, Delhi 2011).
- vi.Kumkum Roy. Women in Early Indian Societies (Manohar Publishing, New Delhi 2002)
- vii. Kamla Bhasin. "What is Patriarchy?" (Kali For Women, New Delhi.,1993).
- viii. Maria Miles. Indian Women and Patriarchy (Concept Publishing Company, New Delhi, 1980).
- ix. Samita Sen. Women and Labour in Late Colonial India. The Bengal Jute Industry (Cambridge University Press, Cambridge, 1999).
- x. Vandana Shiva. Staying Alive: Women, Ecology and Survival in India (Kali for India, New Delhi,1986).

## **WSMA402      Women Studies and Allied Disciplines**

**(L=3, T=1, P=0, CH=4, CR=4)**

### **Course Outcomes**

CO1. The course will help students to gain knowledge on the basic concepts and ideologies of women studies and gender studies.

CO2. The course will help to understand the interdisciplinary nature of the subject.

CO3. This course will highlight the importance of women studies in higher education of India.

### **Content**

The Course is aimed at introducing the students to the basic concepts and ideologies of Women's Studies and its emergence as an academic discipline.

Keywords: Gender/Sex, Feminism, Patriarchy, Women's Studies,

Unit 1: Introduction to basic concepts in Women's Studies: sex, gender, gender role, stereotype, ideal, femininity and masculinity, dynamics of patriarchy; origin of patriarchy; patriarchy as an embodiment of the masculinist ideal.

Unit 2: Necessity and development of women's studies. Women's studies and feminism. Women's movement to academic/curriculum development in women's study.

Unit 3: Women's studies as an academic discipline in the West: scope and nature; the goals of women's studies.

Unit4: Women's Experiences and challenges faced by Women's Studies Centers. Growth and changing perspectives of women's studies and research.

**Unit5: The concept of LGBTQIA+**

**Text books:**

- i. Mary E John (ed) Women Studies in India: A Reader (Penguin Books, New Delhi 2008)
- ii. Maithreyi Krishna Raj. "Women Studies in India: Some Perspectives". (Popular Prakasham, Bomb, 1986).
- iii. Sheila Ruth. Issues in Feminism: An Introduction to Women's Studies (Mayfield Publishing Company, California, 1990).

**Reference Books:**

- i) Gerda Lerner. The Creation of Patriarchy (Oxford University Press, New Delhi, 1986)
- ii) Joseph Bristow. Sexuality (Routledge, London, 2007)
- iii) V Geetha. Theorizing Feminism : Gender. (Kolkata, Stree, 2006).
- (iv) Veena Majumdar. "Report on the committee on the Status of Women: Towards Equality". (Journal of Women Studies 1974).

**WSMA403      Feminist history and Feminist theories**

**(L=3, T=1, P=0, CH=4, CR=4)**

**Course outcomes**

CO1. This course will give an idea of women's movement in the west.

Co2: This course will provide theoretical knowledge of the subject

Co3: The theories will help to develop a critical understanding of the subject

**Content :**

To introduce feminist thoughts of different schools to the students and to provide them a feminist perspective to understand women's experience.

Unit 1: Feminism: Rise of feminism in west. Introduction to key thinkers: John Stuart Mill, Mary Wollstonecraft, Friedrich Engels; women's campaigns in the 19th and 20th centuries (in the West); basic ideas of gender studies

Unit 2: Three Waves of Feminism. First wave feminism: Virginia Woolf, Rosa Luxemburg; Second Wave Feminism: Simon De Beauvoir, Gloria Steinem, Third Wave Feminism : Judith Butler, Naomi Wolf

Unit 3: Radical feminism: Shulamith Firestone, Kate Millet, Mary Daly, Marxist Feminism: Margaret Benston, Dalla Costa Salma James, Zaretsky, Socialist feminism : Alison Jaggar, Juliet Mitchell, Irish Young, and Sheila Rowbotham and Liberal feminism: Mary Woolstone Craft, Harriet Taylor, J.S Mill, Betty Friedan

Unit 4: Psychoanalytic Feminism: Dorothy Dinnerstein, Nancy Chodorow, Existential Feminism: Simon De Beauvoir.

### **Unit 5: Queer theory and Feminism.**

#### **Text Books:**

- i) Jane Pilcher and Imelda Whelan. Fifty Key Concepts in Gender Studies, (Sage, California, 2004).
- ii) Mary Eagleton (ed.). Feminist Literary Theory: A Reader (Basil Blackwell, Oxford, 1988)
- iii) Rosemarie Tong. Feminist Thought: A More Comprehensive Introduction (Westview Press: United States of America, 2009)

#### **Reference Books :**

- i) Engels, Friedrich. "The Origin of Family, Private Property and the State". (Pathfinder Press, New York. 1979) (1884 tr. 1902).
- ii) Firestone, Shulamith. "The Dialectic of Sex: The Case for Feminist Revolution". (William Morrow, New York, 1970)
- iii) Freeman, Jo, (ed).. "Women: A Feminist Perspective". (Palo Alto, Mayfield, California, 1975)
- iv) Judith Butler. Bodies That Matter: On the Discursive Limits of Sex (Routledge, New York, 1993)
- v) Judith Butler. Gender Trouble: Feminism and the Subversion of Identity (Routledge, New York, 1999)
- vi) Judith Butler and Joan W Scott, eds. "Feminist Theorize the Political". (Routledge, New York, 1992)

## **WSMA404      Gender, Media and Practice**

**(L=2, T=1, P=1, CH=4, CR=4)**

### **Course Outcomes**

CO1. This course will enable the students to critically analyze the representation of women in media.

CO2. This course will enhance knowledge of the students on media and social development, idea of alternative media and media as an agent of change.

CO3. The course will provide competence in report and journalistic writing for print and visual media.

### **Content**

To help students critically analyze the representation of women in media, literature and folk traditions

Keywords: Representation, Media, Advertisement, Tradition, Folklore

Unit 1: Representation of women in print media: newspapers; magazines; books; novels; short stories; image of women in electronic media; television; film; radio; advertisement and internet: study in feminist's perspectives; the role of media in the construction and reconstruction of traditions, male gaze, stereotype.

Unit 2: Media and social development: formulating media message and carrying out media campaigns; alternative media: folk art, street play and theatre; women as agents of change.

Unit 3: Representation of women in literature and oral literature: trends in women's writing of Assam; stories of nationalism and stories of women – exploring the parallels and contrasts; Assamese women's writing – a journey from victimhood to assertion. Representation of women in folk traditions of Assam; women in proverbs, folksongs, folktales, and oral histories.

Unit 4: Writing for Media: Web stories, blogging, articles, photo feature, documentation.

**Text Books—**

- i. Jasbir Jain and Sudha Rai. Films and Feminism: Essays in Indian Cinema. (Rawat: Delhi, 2002)
- ii. S.Tharu. and K. Lalitha. Women Writing in India, I, II. (The Feminist Press: New York, 1991)
- iii. Sue Thornham. Women Media and Feminism. (Edinburgh University: California, 2007)

**Reference books**

- i) Bathla, Sonia Women, Democracy and the Media: Cultural and Political Representation in the Indian press. (Sage, New Delhi,1998)
- ii) Bina Agarwal (ed.) Structures of Patriarchy. (Kali for Women: New Delhi, 1988)
- iii) Creedon, PJ (ed) Women in Mass communication. (Sage: Newbury Park,1993)
- iv) Liesbet Van Zoonen. Feminist Media Studies. (Sage: London 2006)
- v) Pamela J. Creedon. (ed.) Women in Mass communication: Challenging Gender Values (Sage: New Burg Park, 1989)
- vi) Ruth Finnegan. Literacy and Orality. (Oxford University Press, 1988)

**WSMA405 Information, Communication & Technology****(L-1, T-1, P-1, Cr-3)****Course Outcomes**

CO1. The course will help students to understand the role and importance of Computer and Information Technology.

CO2. The course will also focus on literacy and skill development in the field of computer technology, particularly for female students.

CO3. The course will help students to analyse the data with the help of SPSS.

**Content**

The course will help students to understand the role and importance of Computer and Information Technology. The course will also focus on literacy and skill development in the field of computer technology, specifically for girl students.

Keywords: Computer Software, Hardware, Internet, SPSS, HTML, CSS

Unit 1: Basic understanding of a computer system, Input and Output devices, Hardware and Software, Concept of computing.

Unit 2: Introduction to Internet, LAN, MAN, WAN, WWW, HTTP, URL, Web Browser

Unit 3: Microsoft Word, Excel, Power Point.

Unit 4: Communication and Collaboration

Unit 5: IBM SPSS

Unit 6: Introduction to web technology, HTML5, CSS3

Unit 7: Mini Project

### **Text Books:**

- i. Dodge Mark, Swinford Echo, Couch Andrew, Schorr Ben M., Melton Beth, Rusen Ciprian Adrian, Legault Eric. Microsoft Office Professional 2013 Step by Step. (PHI Learning, 2014)
- ii. Jane Margolis and Allan Fisher, Unlocking The Clubhouse: (Women in Computing,, MIT press, 2002)
- iii. P.K. Sinha, Computer Fundamentals, BPB Fundamentals,(Courses of the Second Semester,2004)

### **Reference Books:**

- i) Ruth Wood field. Women, Work and Computing. (Cambridge University Press: UK, 2000)
- ii) Tanenbaum Andrew S. Computer Networks. (Pearson Professional Education. 2002)

**WSMA406 Health, Policy and Management: Gender Perspectives (L=2, T=1, P=1, CH=4, CR=4)**

**Course Outcomes**

CO1. The course will help students to critically analyze health and gender issues.

CO2. The students will get an idea of women's occupational health, mental health and reproductive health status.

CO3. The students will be able to critically analyse the health policies and legal issues related to women's health.

CO4 : Students will develop skills to promote health awareness and wellness in the community.

**Content.**

To help students critically analyze health as a gender issue.

**Keywords:** Health, Hazards, Public Health, Skills to Promote Health Awareness

Unit 1: Basic concepts and ideas related to understanding of health and illness in society through the gender lens: Health as a social, economic and political issue; variations in health status of males, females and the third gender.

Unit: 2 : Disease and disability : occupational health, heart disease, cancer, anemia, sexual health and diseases, preventive and communicable diseases related to HIV/AIDS, cancer, stroke, chronic obstructive pulmonary disease (COPD), autoimmune diseases, substance abuse, violence, reproductive health, sexually transmitted diseases (STDs), environmental health, chronic disabling conditions, viral and infectious diseases.

Unit 3 : Public Health Policies : Medical research, gender bias in medical research health care system , understanding gender inequalities in public health policy, liberalization and impact on public health. Structural reform in health, access to health care services and medicines; health, social and family environment; reproduction span of woman; issues of old age, health care practices ,

Unit 4. Health awareness tools: Skills to promote health and wellness of women across their lifespan, empower women to make them informed about their health, disseminate knowledge about policy decisions , menstrual hygiene programme.

**Unit 5. Traditional knowledge system and health care practices: Yoga, meditation, traditional healing practices, medicinal herbs.**

Unit 6: Community work: Disease prevention and health promotion among adolescence, minors, elderly, incarcerated (Practical)

**Text Book:**

- i. Kevin White. An Introduction to the Sociology of Health and Illness. (Sage Publication: New Delhi, 2002)
- ii. Madhu Nagla. Gender and Health. (Rawat publication: Jaipur, 2013)
- iii. Rose Weitz. The Politics of Women's Bodies: Sexuality, Appearance and Behavior. (Oxford University Press: New York, 1998)
- iv. Susan Bordo. Unbearable Weight: Feminism, Western Culture and the Body. (University of California Press: Berkeley, 2003)

**Reference Books:**

- i. Bhargavi.V.Davar. Mental Health of Indian Women: A Feminists Agenda.(New Delhi: Sage Publication, 1999)
- ii. Bidyut Mohanty(ed). Panchayats Women and Health for All. (New Delhi: Concept, 2014)
- iii. K.Ajit Dalal and Subha Ray. Social Dimensions of Health. (Rawat Publications: Jaipur, 2005).
- iv. Krishna.Soman, "Women's Health and Rights to Health in Independent India: An Overview." Mapping the Field: Gender Relations in Contemporary India. Eds. Nirmala Banarjee, Samita Sen and Nandita Dhawan. (Stree: Kolkata, 2011)
- v. Mohan Rao (Ed). The Unheard Scream: Reproductive Health and Women Rights in India. (Zubaan: New Delhi, 2004)
- vi. Rosalind Pollack Petchesky. Gendering Health and Human Rights. (Jed Book: London, 2003)
- vii. Susane Sontag. Illness as Metaphor. (Mc. Graw- Hill Ryerson Ltd: Toronto, 1987)

viii. Tulsi Patel, (Ed.). Sex selective Abortion in India: Gender, Society and New Reproductive Technologies. (Sage: New Delhi, 2007)

ix. Van Hollen Cecilia. Birth on the Threshold: Childbirth and Modernity in South India. (Zubaan: New Delhi, 2003)

### **WSMA407 Legal Empowerment and Gender Justice.**

**(L=2, T=1, P=1, CH=4, CR=4)**

#### **Course Outcomes**

CO1.The students will be trained in legislations related to women.

CO2.The course will enhance knowledge on issues and challenges on institutionalization and implementation of laws among communities.

CO3.The course will integrate theory of laws with practice in the field i.e practical skills for legal awareness, community legal education pedagogy.

#### **Content-**

1. Legal rights of women, disabled and transgenders: International instruments ; Human Rights, CEDAW, Indian Constitutional Rights, laws related to women.

2.Feminist Jurisprudence: Conventional jurisprudence and feminist's critique, feminist gender debate, gender inequalities and law, issues and challenges accessing legal rights, women in custody

3.Legal Empowerment: Introduction to legal empowerment, using the law as a tool to secure women's right, individualistic approach, paralegals and legal empowerment, volunteer service, collective approach; Role of Mahila Samity, social activism.

4.Tools for legal awareness: practical skills sessions for community-driven data collection and analysis for advocacy, community legal education pedagogy, providing legal services remotely, mobilizing law among communities, skills of using legal procedures to defend the human rights of various marginalized groups.

### **Unit 5: Indian Knowledge system and laws; Customary laws.**

#### **Text Books:**

- i. Ahuja Sangeeta. People law and Justice: A CaseBook of Public-Interest Litigation.(Orient Longman Vol.1,1997)
- ii. Agnes Flevia and Basu Monmooyee, Women and Law in India, (Oxford University Press: India, 2016)
- iii. Diwan Paras; Peeyushi Diwan. Family Law,Hindus, Muslims, Christians, Parsis and Jews. (Allahabad Law Agency,1996)
- iv. Gangrade K.D. Social Legislation in India Delhi : (Concept Pub., Vol. I & II,1978)
- v. Hilair Burnett, Introduction to Feminist Jurispudence, (Cavendish publishing Ltd: London,2013)
- vi. Matha P.D. Family Courts. (New Delhi : Indian Social Insti.,1986)

### **Reference Books :**

- i. Smith N.J. Brief Guide to Social Legislation. (London: Methuen & Co.Ltd,1972)
- ii. Sharma Gakulesh, Feminine Jurisprudence in India: Women Rights. (Deep and Deep Publication Ltd: New Delhi 2008)
- iii. Sugathan N. Kerala Land Reforms Act,( Cochin : Kerala Law Publication,1983)
- iv. Tandon Mahesh Prasad; Tandon Rajesh. Questions and Answers on the Code of Criminal Procedure, (Allahabad Law Agency, Allahabad, Bare Acts of Respective Legislations,1973)

### **WSMA408 Gender Planning and Development**

L=2 ,T=1, P=0, CR=3

#### **Course Outcomes**

CO1. The students will be introduced to the key issues related to development practices.

CO2.The course will provide gender perspective and critiques of development.

CO3.The students will be taught various plans and approaches to the concept of development.

#### **Content-**

To introduce students to the key issues concerning development and developmental practices

Keywords: Development, Empowerment, Critiques of Development, Globalization, Employment  
Financial inclusion

Unit 1: Concept and definition of development: A shift from Women in Development (WID) to Gender and Development (GAD); approaches and models for gender and development: theories of development (empowerment, alternative models of development, equality and anti-poverty)

Unit2: Sustainable Development Goals(SDG'S), plans , policies and programs, impact of science and technology on women's employment status (SDGs)

Unit 2: Development from gender perspective: myths and realities; critiques of development; development as mall development

Unit 3: Globalization and its impact on women; feminization of labour and poverty.

### **Text Books:**

- i. J.H. Momsen. Gender and Development (Routledge, London and New York, 2004)
- ii. M. Macdonald, E. Sprenger, and I. Dubel. Gender and Organizational Change: Bridging the Gap Between Policy and Practice, (Royal Tropical Institute, Amsterdam, 1999)
- iii. Vandana Shiva. Staying Alive: Women, Ecology and Survival in India (Kali for India, New Delhi, 1986).

### **Reference Books:**

- i. A. M. Goetz (ed.) Getting Institutions Right for Women in Development (Zed Books, London and New York, 1997)
- ii. D. Eade (ed.) Development Methods and Approaches, Critical Reflections (Oxfam GB, Oxford, 2003)
- iii. R. Datta. and J. Kornberg. (eds.) Women in Developing Countries, Assessing Strategies for Empowerment, (Lynne Rienner Publishers, London, 2002)

### **WSMA409 : Financial Management: Fundamentals of Accountancy and Finance**

**(L=3, T=0, P=0, CR=3)**

### **Course Outcomes-**

**CO1-**The course will provide a primary understanding of Accountancy and Finance

**CO2-** The course will equip the students on financial decisions that affect financial stability.

**CO3-** The course will give a primary idea of working capital management.

### **Content-**

#### **UNIT 1: Introduction to Accounting**

Accounting process and principles, financial accounting, cost accounting and management accounting. Elements of bookkeeping, journal, cash and handbook, book reconciliation statement, ledger, trial balance, profit and loss accounts, final accounts of proprietary and partnership concern and balance sheet (elementary level).

#### **UNIT 2: Cost and Management Accounting**

Cost and Management Accounting: Objectives, elements of cost, understanding of the different methods of costing; Budgeting: budgets, purpose, budgetary control, preparation of budgets, master budget, fixed and flexible budgeting.

#### **UNIT 3: Financial Management**

Financial Management – Meaning, scope and role, a brief study of functional areas of financial management. Introduction to various FM tools: ratio analysis, types of ratios.

**UNIT 4: Working Capital Management:** Theory of Working Capital Management: Introduction, Nature of Working Capital, Concepts and Definitions of Working Capital, Need for Working Capital, Permanent and Temporary Working Capital, Changes in Working Capital, Determinants of Working Capital.

### **Text Books:**

- i. Jawahar Lal & Seema Srivastva, “Cost Accounting” (McGraw Hill Education,2013)
- ii Lal Jawahar & Seema Srivastava, Financial Accounting:principles and Practices (S. Chand Publishing, 2004 )

### **Reference Books**

- i M.Y.Khan, P.K.Jain. “Financial Management” (McGraw Hill Education,2018).
- ii Prasanna Chandra, Tata McGraw Hill. “Text and Problems: Financial Management

## **WSMA410 Women Studies and Research Methodology**

(L=3, T=1, P=0, CH=4, CR=4)

### **Course Outcomes**

CO1.The course will deliver expertise in Feminist Research Methodology.

CO2.The course will focus on interpretation, conceptualization and application of principles of women studies in areas related to public policy, gender discourse and governance.

CO3.The students will be trained in various research processes and methods.

### **Content:**

To introduce students to the theoretical background of feminist research

Keywords: Feminist Research, Gender-Biased Knowledge, Feminist Pedagogy, Qualitative and Quantitative Research.

Unit 1: Definition and historical background of feminist research; theoretical background; need for feminist research; major issues in conducting research about women.

Unit 2: Paucity of research about women; testing the reliability of data about women; gender-bias of research based knowledge; learning through application.

Unit 3: Research methods: qualitative and quantitative methods; experimental analysis, critical analytical thinking; feminist pedagogy; interviews, oral history; ethnography; case study; autobiography; action research; participatory research.

Unit 4: Research Process: Problem identification; conceptualization; research design; data collection; data analysis; report writing; connection of research and real life situation; research application.

### **Text Books:**

- ii Mary E. John. Women Studies in India: A Reader (Penguin Books, Delhi, 2008)
- iii Philomina Essed, David Theo Goldberg and Audrey Kobayashi (eds.), A Companion to Gender Studies (Blackwell publishing ltd, 2005).

### **Reference Books:**

- i J.M. Everett. Women and Social Change in India (Heritage, Delhi, 1979)
- ii L. Nelson. H. Who Knows: From Quine to a Feminist Empiricism. (Philadelphia: Temple University Press, 1990)
- iii L. Code. What Can She Know? Feminist Theory and the Construction of Knowledge. (Ithaca: Cornell University Press, 1991)
- iv Mary Evans. Introducing Contemporary Feminist Thoughts (Blackwell, 1997).
- v S. Harding. Is Science Multicultural? Post colonialisms, Feminisms, and Epistemologies. (Bloomington: Indiana University Press, 1998).
- vi S. Harding. Whose Science? Whose knowledge? Thinking from Women's Lives. (Ithaca: Cornell University Press, 1991)

### **WSMA501 Gender and Education**

**(L=3,T=1, P=0, CH=4, CR=4)**

#### **Course Outcomes:**

CO1 The course will reflect on the construction of gendered identity in education.

CO 2 The course will provide the facets of the Indian education system.

CO3 The course will help the students to understand the trajectory of women's education in India since the historical period.

CO4 The course will help the students to analyze the interconnection between education of women and their empowerment.

## **Content-**

### **Unit I: History of Education in India: Interrogating through the lens of Gender**

- a) Locating women in education: Context of ancient and medieval India
- b) Women's education in modern India: Colonial and post-colonial policy initiatives
- c) Post-modern period: Feminist perspectives on education

### **Unit II: Gender inclusivity in education: Global developments and national initiatives**

- a) Inclusion of women in education towards sustainable growth: Inference from global developments
- b) National initiatives towards women's education: Recent government interventions
- c) Empowerment of women through education: Role of civil society

### **Unit III: Conceptualizing Gender Inequality in Education**

- a) Conceptualising gender inequality in (school & higher) education: Status and participation. Issues of access (enrolment), retention, out of school and drop-out.
- b) Intersectionality: Phenomenon exacerbating inequality in education.
- c) Gender disparity in STEM: Manifestation of gendered division of disciplines.

### **Unit IV: Education and Construction of Gendered Identities**

- a) Critical analysis of textbooks from gender perspective
- b) Construction of gendered self: Observation of micro level interactions and everyday practices of school
- c) Emerging challenges for education of women: Analysis of secondary data/statistics from various sources through gender lens

d) Development of critical thinking about gender in education: Contribution of thinkers and activists such as Savitri Bai Phule, Rama Bai, Chandraprabha Saikiani, Rajabala Das, Jyotiba Phule, Periyar, Ambedkar, etc.

### **Unit 5: Indian Knowledge system and women education.**

#### **Text Books :**

- i. Acker Sandra. Feminist theory and the study of gender and education. (International Review of Education, 33(4), 419-435.1987)
- ii. Bhattacharya, Sabyasachi., Bara, Joseph., Yagati, China Rao & Sankhdher, B.M. Development of Women's Education in India 1850-1920. (Kanishka Publishers, New Delhi. 2001)
- iii. .Bhog, D., Bharadwaj, P., & Mullick, D.. Forging a Vocabulary for the Nation: A Feminist Reading of Language Textbooks. (Economic & Political Weekly, 46(19), 51-59.2011).
- iv. Balagopalan, S. 'Rationalizing Seclusion: A Preliminary Analysis of a Residential Schooling Scheme for Poor Girls in India', (Feminist Theory, 11( 3), 295-308., 2010).
- v. Kumar, Krishna. 'Culture, State and Girls: An Educational Perspective'. (Economic and Political Weekly, Vol. XLV (17), 75-84.2010)
- vi. Kumar, R. The history of doing: An illustrated account of movements for women's rights and feminism in India 1800-1990. (Kali for Women : New Delhi.1993)
- vii. Mazumdar, V. (Ed.). Education, Equality and Development: Persistent paradoxes in Indian Women's History. (Pearson: Delhi. 2012)
- viii. Tilak, J.B.G. Inequality in education by sex in India. (Indian Journal of Industrial Relations, 18(3), 375-395.1983)
- ix. Unterhalter, Elaine. Fragmented frameworks? Researching women, gender, education and development, in Sheila Aikman & Elaine Unterhalter (Eds) Beyond access: Transforming policy and practice for gender equality in education, (Oxfam GB, Oxford.2005)

#### **Reference Books**

- i. Bandyopadhyay, M. & Ramya, S. "Gender Equity in Education: A Review of Trends and Factors" in R. Govinda (Ed.) Who Goes to School? Exploring Exclusion in Indian Education, OUP, (New Delhi.2011).
- ii. Chanana, Karuna. 'The social context of women's education in India 1921-47', in K. Chanana, Interrogating Women's Education, (Rawat Publications: Jaipur and New Delhi, pp. 83-126. 2001).

- iii. Chakravarti, U. Conceptualising Brahmanical patriarchy in Early India: Gender, caste, class and state. (28(14), 579-585,1993).
- iv. Chanana, K. The dialectics of tradition and modernity and women's education in India. (Sociological Bulletin, 39 (1/2), 75-91. 1990).
- v. Hasan, Z. and Menon, R. Educating Muslim Girls: A Comparison of Five Indian Cities. (New Delhi: Women Unlimited, 2005).
- vi. Hay, K. Engendering Policies and Programmes through Feminist Evaluation: Opportunities and Insights, (Indian Journal of Gender Studies, 19, 321-340,2012)
- vii. Hartog, L. The education of girls in India. (Journal of the Royal Society of Arts, 84(4348), 499-517. 1936)
- viii. Manjerekar, N. (Ed.) Gender and education in India: A reader. (Routledge: London & New York. 2021).
- ix. Mundy, K. Civil society and its role in the achievement and governance of 'Education for All'. (UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf00001780202008>).
- x. Poonacha, V. Uncovering the Gender Politics of Science Policies and Education. (Economic and political Weekly, Vol-40, No-3, pp-241-247,2005).
- xi. Patel, I. The contemporary women's movement and women's education in India, (International Review of Education, 44(2/3), 155-175,1998)
- xii. Ramachandran, V. 'Evaluating gender and equity in elementary education: reflections on methodologies, processes and outcomes', (Indian Journal of Gender Studies, 19(2), 233-258,2012).
- xiii. Rege, Sharmila. Writing Caste and Writing Gender: Reading Dalit Women's Testimonios. (New Delhi: Zubaan,2006).
- xiv. Subrahmanium, R. Gender Equality in Education: Definitions and Measurements. (International Journal of Educational Development, 25,395-407,2005).
- xv. Tharkan, M.S. & Tharkan, M. Status of women in India: A historical perspective. (Social Scientist, 4(4/5), 115-123.1975).
- xvi. United Nations Girls Education Initiative resources at: ([http://www.ungei.org/resources/index\\_471.html](http://www.ungei.org/resources/index_471.html))
- xvii. Wazir, R. The Gender Gap in Basic Education: NGOs as Change Agents. (New Delhi: Sage Publications.2000)

## **WSMA502 Skill development for Women**

**(L=1, T=1, P=2, CH=4, CR=4)**

### **Course Outcomes:**

CO1. The course will provide understanding of women entrepreneurship in the national and state level.

CO2 The course will offer skill based training offering a scope for employment of women.

CO3 The course will enable students to acquire various strategies of women entrepreneurship development.

CO4 The course will provide skill training in varied areas: Industrial skill training, handicrafts; food products; handloom; marketing; e-commerce.

### **Content-**

To facilitate skill development training programs with hands on training for income generation and technological enhancement relating to women's development.

Unit I: Skill training: Industrial development skill training; handicrafts; food products; handloom.

Unit II: **Indian Knowledge system and livelihood skills** in demand for income generation and entrepreneurship development: Scientific technologies to maximize the use of local resources; promotion of low- cost/alternate technologies.

Unit III: Management and marketing skill: Soft skills -adaptability, communication, creative thinking, leadership, work ethics , problem-solving , critical thinking; marketing; e-commerce.

### **Text Books:**

- i. Donald L. Sexton & Raymond W.Smilor, The Art and Science of Entrepreneurship, (Ballinger Pub. Co,1986).
- ii. Hisrich, Robert D., Michael Peters and Dean Shepherded, Entrepreneurship, (Tata McGraw Hill.,2007).
- iii. Peter F.Drucker, Innovation and Entrepreneurship, (Heinemann,1985).

## Reference Books

- i. Clifford M. Baumbach & Joseph R. Mancuso, Entrepreneurship and Venture Management, (Prentice Hall, 1986).
- ii. Prasant Sharma. Personality Development for Life Success, (BPB publication, 2019).

## WSMA503 Mental Health Management

(L=2, T=1, P=1, CH=4, CR=4)

CO1 : This course will help the students to understand issues related to gender and mental health.

CO 2 The course will help to comprehend the barriers of treating mental illness and learn techniques to cope with different types of mental health conditions.

CO 3 The course will enable students to understand community mental health activities.

**CO 4. The course will enable students to know the effectiveness of IKS in human body, mind and wellbeing.**

Key words: Gender, mental health, social psychology, feminist counseling, community mental health

1. Understanding mental health in gender perspective: mental health and mental illness, History of treating mental illness in west and in India in gender perspectives, western medical model vs traditional healing practice, anxiety disorder, eating disorder, depression, hysteria, schizophrenia. Women's mental health and reproductive health, menarche, menstruation, pregnancy, post- partum depression after menopause and motherhood.
2. Social psychology; understanding social world, learning about self, family dynamics/ social units, attitude towards mentally ill; myths, misconceptions about mental illness, stigma and discrimination, prejudice, attitudinal change
3. Counseling, psychotherapy: Introduction to counseling, counseling techniques; life skill counseling, behavior counseling, existential counseling, problem focused counseling, introduction to psychotherapies; psychoanalyses, humanistic therapy, behavior therapy.
4. Feminist therapy: Introduction to feminist therapy, feminist counseling, techniques of feminist therapy; bibliotherapy, power analysis, assertiveness training, reframing, social action, empowerment, gender role intervention, social identity analyses.

5. Community Mental Health (CMH) : Community mental health activities, community mental health welfare measures, program for homeless mentally ill. Understanding psychological rehabilitation, rehabilitation assessment. Preparation and formulation of individualized rehabilitation plan, dissemination of knowledge to community. (practical paper)

**6. Indian Knowledge system and mental health; performing arts, mind, brain and consciousness studies, yoga, and meditation.**

### **Text books:**

i. Bhargavi.V. Davar. Mental Health of Indian Women: A Feminists Agenda. (New Delhi: Sage Publication, 1999).

ii)Burstow Bonnie, Radical Feminist Therapy : Working in the Context of Violence , London : (Sage Publication , 1992).

iii) Evans Kathy et all. Introduction to Feminists Therapy, Strategies for Social and Individual Change, (New Delhi : Sage Publication , 2011).

iv) Joan Busfield. Men, Women and Madness: Understanding Gender and Mental Disorder. (London: Macmillan, 1996).

v) Phyllis Chesler. Women and Madness. Florida: (Harcourt Brace Jovanovich, 1972).

vi).Palmer Stephen, Introduction to Counseling and Psychotherapy: The Essential Guide, (Sage Publications Ltd 2000).

vii).Palmer Stephen, The Beginner's Guide to Counseling & Psychotherapy,( Sage Publications Ltd,2015).

viii). Ross. R Linda, Feminist Counseling: Theory , Issues and Practice, (Women press: Toronto, 2010).

### **Reference Books:**

i. Flavia Agnes. "Violence in the Family: Wife Beating." Women in Indian Society: A Reader. Ed. Rehana Ghadially. (New Delhi: Sage Publication, 1988).

- ii. Renu Addlakha. Deconstructing Mental Illness: An Ethnography of Psychiatry, Women and The Family. (Zuban, an imprint of Kali for women: New Delhi, 2008)
- iii. Sayeed Akhter. "Human Rights of the Mentally Ill in India." (Indian Journal of Social Psychology. 21.3-4 :103-108, 2000).

## **WSMA504 Cyber Feminism and Cyber Security**

**(L=2, T=1, P=0, CH=3, CR=3)**

### **Course Outcomes**

CO1. This course will help the students to understand the nature and magnitude of cybercrimes and its effect on women.

CO2. It will also offer the knowledge of computer viruses and a glimpse of networking.

CO3. It will focus on the prevention mechanism against cyber-attack, cracking, hacking and social engineering.

### **Content:**

#### **Unit 1. Cyber feminism**

1.1. History of Cyber feminism, Cyber space and Internet

1.2. Cyber bog manifesto

#### **Unit 2. Women and Cyber crime**

2.1 Cyber crime and conventional crime

2.2 Categories of cyber crimes

2.3 Different kinds of cyber crimes and women (cyber bullying, cat fishing...)

#### **Unit 3. Computer Security**

- 3.1. E-mail security
- 3.2. Social networking security
- 3.3. Social engineering
- 3.4. Operating system level security

#### Unit 4. Cyber Law

- 4.1. Different kind of cyber laws and protection of women

#### Unit 5. Computer virus and prevention mechanism

- 5.1. Computer virus
- 5.2. Malicious program
- 5.3. Malware
- 5.4. Trojan

#### Unit: 6. Field work on women and cyber security

#### **Text Books:**

- i. Debarati Halder, K. Jaishankar. Cyber Crimes against Women in India. (Sage Publications India Pvt. Ltd,2016).
- ii. Halder Jaishankar. Cyber Crime and the Victimization of Women. (IGI Global,2011)
- iii. Harish Chander, G. Kaur. Cyber Laws and IT Protection. PHI Learning (<https://www.phindia.com/Books/BookDetail/9789391818463/cyber>).

#### **Reference Books**

- i. Don Tapscott, A. Tapscott. Blockchain Revolution: How the Technology Behind Bitcoin and Other Cryptocurrencies is Changing the World. (Penguin,2016).
- ii. Smith Balka, R. Smith. Women, Work and Computerization: Charting a Course to the Future. (Springer,2013).

## **WSMA505 Gender and Violence**

**(L=2,T=1,P=1,CH=4,CR=3)**

CO1. This course will help to understand the nature of violence against gender.

CO2 This course will help the students to understand the relation between gender and **caste, tribe etc.**

CO3 The course will help the students in developing skills and responses to cope with the violence in the society.

### **Content-**

Unit 1: Understanding the terrains of violence, physical violence, sexual violence, psychological violence, economic violence.

Unit 2: Gendered violence, questions of caste, tribe, religion and class, witch-hunting, ethnic violence, surveillance of labour, case studies and stories.

Unit 3: State and violence against women with special reference to Northeast India, developmental violence of the state, violence, terrorism and Northeast Indian women, women and ethnicity; customary laws; women as agents of change, impact of conflict on women; women and conflict resolution.

Unit 4: Creative responses of violence, how to handle different types of violence, how to cope with post traumatic experience of violence, feminist counseling.

### **Text Books :**

- i. Agnes Flavia. Law and Gender Equality: The Politics of Women's Rights in India, (New Delhi: OUP, 2008).
- ii. Ahluwalia Kiranjit and Gupta Rahil. Provoked, (New Delhi: Harper Collins 2007)
- iii. Bhasin Kamla and Menan Ritu Borders and Boundaries: Women in India's Partition, (New Delhi, Kali for Women 2000).
- iv. Butalia Urvashi . "Corporation and Negotiation": The women's movement responses

to violence against women, in Kapadia Karin (ed.) *The Violence of Development*, (New Delhi: Palgrave-Macmillan,2002)

iv. Chakravarti Uma. “Borders of Nationalism: Some thoughts on South Asian Feminists on the Nation State” in De Mel Nilofer and Selvy Thiruchandran(eds) *At the cutting edge: Essays in Honour of Kumari Jaywardene*, (New Delhi: Women Unlimited,2007).

v.Choudhury Prem. *Contentious Marriages/Eloping couples: Gender, Caste and Patriarchy in Northern India*, (New Delhi, OUP,2007).

vi. Datar Chayya. “struggle Against Violence”, (Calcutta: Stree,1995).

### **Reference Books:**

i. Gangoli Geetanjali. *Indian Feminism: Law, Patriarchies and Violence in India*, (Ashgate Publication Bhanwari Devi Campaign,2007)

ii. Menon Nivedita. *Recovering Subversion : Feminist Politics beyond the Law*, (New Delhi, Sage,2004).

iii. Omvedt Gail. *Violence against Women: New movements and New theories in India*, (New Delhi: Kali for Women,1990).

iv. Sakshi. *Gender and Judges*, (New Delhi: Saksji,1996).

v. V. Geetha. “On Bodily Love and hurt” in Mary John and Sanaki Nair (eds) *A Question of Silence: The Sexual Economics of Modern India*, (New Delhi: Kali for Women,1998).

vi. Vasantha and Kannatriran Kalpana. *De-Eroticising Violence: Essays in Modesty, Honor and Power*, (Calcutta, Stree,1995).

## **WSMA506 Gender and Climate Change**

**(L=2, T=1, P=1, CH=4, CR=4)**

### Course outcomes

CO1 The course will help the students to understand the linkage between climate and women.

CO2 The course will give an idea about gender responsive policies that can support adaption and mitigation to climate change.

CO3 The course will provide an evaluation of key benefits for promoting gender equity in climate change.

### Content-

Climate change is a reality and women are experiencing its effects differently. Gender sensitive responses to climate change is the need of the hour to meet the international commitments on climate change mitigation at regional and local levels. The nexus between women and climate can benefit in mitigating and adaption to strategies of climate change. Issues concerning climate change and their interlinking perspective with women's role are covered in this course for the benefits of students of the post-graduate programme. The course is expected to introduce the knowledge required to understand the action to be taken by women in matters relating to climate change.

Unit I: Climate and Climate Change: An introduction to elements of climate, climate classification, natural and anthropogenic causes of climate change, effects of climate change on different environmental components, case studies

Unit II: Women, agriculture and food security in the context of changing climate. Impact of climate change on agriculture, Traditional agricultural practices and women through case examples. Modern agricultural practices and women through case examples. Food security under changing climate: Climate smart agriculture

Unit III: Women, biodiversity and water resources in the context of climate change. Impact of climate change on biodiversity and water resources, conservation of biodiversity and water resources: role of women, mitigation strategies to prevent ill effects of climate change on biodiversity and water resources, discussion of case studies from the social and cultural perspective.

Unit IV: International agreements on climate change and gender justice, UN sustainable development goals and women empowerment, Case studies

### **Unit V: Traditional Knowledge of Women and environmental preservation.**

#### **Text Books:**

- i. Buckingham Susan & Masson Virginie, Understanding Climate change through Gender Relations, (Routledge,2017).
- ii. Collier Paul, The Plundered Planet, Oxford, (Oxford University Press, Routledge,2010).
- iii. Dankelman Irene. Gender and Climate Change: An Introduction. (Routledge, 2010).
- iv. Eastin Joshua & Dupey Kendra. Gender, Climate Change and Livelihoods: Vulnerabilities and Adaptation, (CABI, 2021).
- v. Lang Tim and Heasman M. Food Wars, (London: Earthscan,2004).

#### **Reference Books:**

- i. Manahan S. E. Environmental Science & Technology – A sustainable approach to Green Science and Technology, (Taylor & Francis,2006).
- ii. Shiva Vandana. 'Making Peace with the Earth: Beyond resource, Land and Food wars, (Women Unlimited, New Delhi,2015)
- iii. Terry Geraldin. Climate Change and Gender Justice,(Practical Action Hub, 2009).
- iv. Wright R.T. & Nebel, B. J. Environmental Science: Toward a Sustainable Future, 10th Ed. (Pearson Educational, 2007).
- v. Waring Marilyn. If Women Counted: A New Feminist Economics, (San Francisco: Harper &Row,1988).

### **WSMA507 Gender, Ethnography and Northeast India**

**(L=2, T=1, P=1, CH=4, CR4)**

To help the students understand the ethnic background of Northeast India and the problems and prospects of women in the context of society and culture.

Key Concepts: Ethnography, violence, ethnic conflict, peace

CO1 The course will enable the students to understand the socio-cultural and political background of the women of Northeast India.

CO2 The course will help the students to understand the issues confronting women of Northeast India.

CO3 The course will provide a comprehensive understanding of the nature of women's mobilization in Northeast India.

### **Contents-**

Unit 1: Ethnographic profile of the people of Northeast India. Women of Arunachal Pradesh, Meghalaya, Manipur, Tripura, Nagaland, Mizoram and Assam. Society and culture vis-a-vis women of Assam, socio-economic and political problems faced by women of Assam: Witch hunting, child marriage, problems of Assamese single women, widows and aged women.

Unit 2: Role of women in identity formation in various tribal societies. Women in political conflicts, migration and displacement.

Unit 3: Women's initiative for peace in Northeast India. Human rights, social movements of Northeast India and Women's organizations; HOHO, Meira Paibis. Naga Mother's Association, Chandraprabha Saikiani and the women's liberation movement in Assam. Women's groups of Assam and their participation in various issues of the state, society and culture.

Unit 4: Modernization, globalization and women of Northeast India

### **Textbooks:**

- i. Aparna Mahanta. Journey of Assamese Women :1836-1937 (Publication Board Assam, Guwahati,2008).
- ii. Aparna Mahanta, "Women's Movement in Assam and Northeast India" M.N Karna (ed). Social Movements in Northeast India, (Indus Publishing Company, New Delhi 1998).
- iii. Lalneihjovi, Changing Status of Women in Northeastern States, (Mittal Publication, 2009).
- iv. M.N Karna (ed). Social Movements in Northeast India, (Indus Publishing Company, New Delhi 1998).
- v. Meeta Deka Women , Agency and Social Change: Assam and Beyond , (Sage,2013).
- vi. Nandana Dutta, Communities of Women in Assam: Being Doing and thinking together, (Tylor and Francis, 2015).
- vii. Paula Banerjee, Women in Peace Politics, (New Delhi: Sage, 2008).
- viii. Ram Krishna Mandal, Women in Northeast India, (Mittal Publication,2010).

## Reference Books:

- i. Arun, Bhattacharjee, Assam in Indian Independence. (Mittal Publications, New Delhi, 1993).
- ii. Barpujari, H.K. The American Missionaries and N.E. India. (Spectrum Publication, Guwahati, 1986)
- iii. Bimal. K. Kar, Women Population of Northeast India, (Regency Publication 2002).
- iv. Bonita Aleaz, Emergent Women: Mizo Women's Perspectives. (New Delhi: Mittal Publication, 2005).
- v. H.Sudhir, Violence Against Women in Northeast India, (Akansha Publishers, 2005).
- vi. Jeuti, Barooah Single Women in Hindu Assamese Society. (Gyan Publishing House, New Delhi. 1993).
- vii. N. Vijaylakshmi Barua. Politics, Society and Cosmology in India's Northeast, (New Delhi: Oxford University Press, 1998).
- viii. Renu Devi. Women of Assam. (Omsons publications, New Delhi, 1994).
- ix. Roshmi Goswami, M.G Sreekala and Meghna Goswami, Women in Armed Conflict Situation. (Northeast Network, 2005).
- x. S L Baruah, Status of Women in Assam with special reference to Non Tribal Society, (New Delhi: Omson publication, 1994).
- xi. Shirin Banu (ed.) Status of Women in Colonial Assam. Pandu College, (Deptt. of History, Guwahati. 2010).
- xii. Sucheta Sen Choudhuri, The Bodo Movement and Women Participation. (Mittal publications, New Delhi. 2004)
- xiii. Shiela Bora, "Role of Education in Fashioning Women in the Brahmaputra Valley in the Nineteenth and Early Twentieth Century". (Presidential Address, NEIHA, 26th session, Kokrajhar, 2005).

## **WSMA508    Dissertation**

**(L=0, T=0, P=0, CH=0, CR=6)**

### **Unit 1**

The students will be required to submit a dissertation on a topic relevant to the PG Course in the fourth semester of the Women's Studies' syllabus. Every dissertation will be assigned under the guidance of one of the faculties in the Centre. The women's studies research methodology will be followed for writing the dissertation, mostly based on field work. The method to conduct and write the dissertation will be taught during the course entitled, Women Studies and Research Methodology.

## **Optional**

### **WSMA509    Gender and Governance**

**(L=1, T=1, P=1, CH=3 CR=3)**

This course is intended to help students to understand women's representation in politics and governance.

Key Words: Politics, Governance, Representation, Rights

CO1: The course will introduce the understanding of women's role in governance from the past to the present.

CO2: The course will equip the students with the issues and challenges of women in governance.

CO3: The course will enhance the knowledge of capacity building and leadership development.

Unit 1: Women and politics: Global perspectives, women in Indian politics in pre-independent and post independent era.

Unit 2: Women and political participation, Impairments and problems faced by women for political participation, role of women in Government institutions and their contribution towards the development of a nation.

Unit 3: Women's rights in governance: political rights (women as voters, candidates and leaders, 73rd and 74th amendment and representation of women in local self-government), constitutional rights (Provisions in the Indian constitution relating to women, fundamental rights, directive principles of state policy, rights to equality, rights against exploitation, cultural and educational rights, the right to constitutional remedy. Universal Declaration of Human Rights, Enforcement of Human Rights for women and children). Women in local self-government: Prospects and challenges.

Unit 4. Women, power, politics and empowerment. Women Reservation Bill, Women in panchayats and local governments instead of panchayats only. Women's approach in decision making bodies of the political parties, election campaigns, procedure and nominations. Also impact of women on democratization of politics, society and economy.

Unit 5: Capacity building and leadership development: stages of capacity building, outcome of capacity building, skills of leadership development

### **Text Books :**

- i. Bidyut Mohanty (ed.). Women and Gram Sabha ( Institute of Social Sciences, New Delhi, 2000)
- ii. Elizabeth Meehan, Equality Politics and Gender. (London: Sage Publications, 1991).
- iii. Mona Lena Krook, Quotas for women in Politics. (Oxford: Oxford University Press, 2009).
- iv. Sanjay Prakash Sharma, Panchayati Raj (Vista International Publishing, New Delhi, 2006).

### **Reference Books:**

- i. Budhadeb Ghosh, Bidyut Mohanty and Nitya Jacob. Local Governance: In search of New Path. (Concept, New Delhi, 2011).
- ii. Dasarathi Bhuyan (ed.). Women in Politics. (New Delhi: Discovery Publishing House, 2008).

- iii. Kumar Raj. Women and leadership. (Anmol Publishers Pvt. Ltd., New Delhi, 2000).
- iv. Margaret Stacey. Women, Power and Politics. (London: Tavistock Publications, 1981).
- v. Nivedita Menon. Gender and Politics in India. (New Delhi: Oxford University Press, 1999).
- vi. Laxmi Devi, Women in Politics Management and Decision Making, (Anmol publishing Pvt. Ltd. New Delhi, 1998).
- vii. Surya Monro. Gender Politics. (London: Pluto Press 2005).
- viii. Shirin Rai, Farzana Bari and Bidyut Mohanty. 'Local system in Bangladesh, India and Pakistan in Drude Dahlerup' (ed.) *Women Quotas and Politics* ( Francis and Taylor. 2006)

### **WSMA510 Learning Language, Sanskrit/ Bodo**

(L=1 T=1 P=0 CH=2 CR=2)

CO1: The course will enable students to learn an ancient language by being introduced to basic grammatical structures.

CO2: The students will learn to use the most common Sanskrit expressions and phrases.

CO3: The course will help the students read Sanskrit passages/sentences.

#### **Contents.**

Unit1: Learn the history of Sanskrit language and literature.

Unit2: Learn Sanskrit alphabets, acquire and grasp new words to strengthen memory, acquire knowledge about grammar rules and their usage.

Unit 3: Learn basic structure of constructing sentences, learn pronunciation and communication.

Unit: Developing skill and practice.

#### **Text Books:**

- i. A.F Stenzler. Primer of the Sanskrit Language, School of Oriental and African Studies (IInd Edition,1992).
- ii. A.B. Keith. History of Sanskrit Literature. (OUP, London 1920).

- iii. Friedrich Max miller. A Sanskrit grammar for the Beginners, (Forgotten Books,2018).
- iv. V.Raghavan. History of Sanskrit Literature.  
([https://sanskritdocuments.org/articles/Sanskrit\\_Literature\\_by\\_V\\_Raghavan\\_1959](https://sanskritdocuments.org/articles/Sanskrit_Literature_by_V_Raghavan_1959)).

#### **Reference Books:**

- i. Malaya Gangopadhyay Bhasabadhini. A Sanskrit Prime, (Sri Satguru Publication, 1991).
- ii. M.R Kale. A higher Sanskrit Grammar (Bharatiya Kala Prakashan,2010).
- iii. Aggarwal,H.R. A Short History of Sanskrit Literature. (Munshiram Manoharlal Publishers,Delhi, 1963).

#### **WSMA511 Learning Language, ( Bodo)**

**(L=1 T=1 P=0 CH=2 CR=2)**

CO1: The course will enable the students to learn an ethnic language by introducing its basic grammatical structures.

CO2: The course will enable students to use common Bodo expressions and phrases.

CO3: The course will help the students to speak and read basic Bodo.

Unit1: Reading and writing: Introduction to letter and sound- vowel-consonants, framing simple words, framing simple sentences, tense, number.

Unit2: Speaking different types of sentences: affirmative, negative, interrogative speaking on occasions, conversational skills: greeting, complaining, apologizing

Unit 3: Bodo grammar and parts of speech: verb, adjective, pronoun, adverb, gender, particles,  
voice

Unit 4: Communication: Practice of Bodo words, English to Bodo translation, Bodo to English translation.

#### **Text Books:**

- i. Aleendra Brahma. Modern Bodo Grammar. (N.L. Publications, 2013).

- ii. Moniram Mochahari. Bodo-English Dictionary(ed). (Bodo Catholic Youth Association, 1985).

Reference Books:

- i. Aleendra Brahma. Rao Aro Bodo Raokhanthi. (Mrb Publishers. Bodo Edition, 2014).
- ii. Aleendra Brahma, Bridul Basumatary. An Introduction to Bodo Script Reading and Writing. (D.G. Rao, Director, CIIL, Mysuru, 2019).