



**UGC CENTRE FOR WOMEN'S STUDIES  
DIBRUGARH UNIVERSITY**

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

**Syllabus of Minor Courses from First Semester to Eighth Semester**

**First Semester**

<b>Course Title:</b>	<b>Gender, Culture and Society</b>
<b>Course Code:</b>	<b>WS M - 1</b>
<b>Nature of Course:</b>	<b>Minor</b>
<b>Total Credits:</b>	<b>4 Credits</b>
<b>Distribution of Marks:</b>	<b>60 (End-Sem.) + 40 (In-Sem.)</b>

**Course Objective:** The instructional objectives of this Course are:

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

**Course Outcome (COs):**

Students will be able to

CO1: Demonstrate the knowledge of gender, culture and society

LO1.1: Discuss the marginalization of women in culture, society and caste.

LO1.2: Discuss the interconnectedness of gender, culture and society.

CO2: Analyse gender relations in social institutions

LO2.1: Examine the context of gender in education, religion and kinship

LO2.2: Examine the real-life perspectives on the marginalization of women and science

CO3: Examine the socio political representation of women in India.

LO3.1: Discuss the historical position of women in India.

LO3.2: Identify the different historical and socio-cultural position of women in India.

CO4: Analyse the contemporary socio cultural position of women in India.

ILO4.1: Examine how various socio cultural violences impact women.

### Cognitive Map of Course Outcomes with Blooms Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,					
Conceptual Knowledge	CO1,	CO1, CO2, CO3, CO4,		CO2, CO3, CO4.	CO2, CO3, CO4.	
Procedural Knowledge				CO2, CO3, CO4.		
Metacognitive Knowledge						

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs.)
<b>Unit – I</b> (15 Marks)	<b>Understanding Gender in Culture and Society</b> <ul style="list-style-type: none"> <li>▪ Gender and Culture</li> <li>▪ Gender and Society</li> <li>▪ Gender and Caste</li> </ul>	13	02	-	15
<b>Unit – II</b> (15 Marks)	<b>Gender Relations in Social Institutions</b> <ul style="list-style-type: none"> <li>• Education and Gender</li> <li>• Religion and Gender</li> <li>• Family, Kinship, and Gender</li> </ul>	13	02	-	15
<b>Unit – III</b> (15 Marks)	<b>Historical Insight into the Representation of Women in Socio-Cultural context of India</b> <ul style="list-style-type: none"> <li>• Devadasi</li> <li>• Dalit Women</li> <li>• Tribal Women</li> </ul>	13	02	-	15
<b>Unit – IV</b> (15 Marks)	<b>Current Socio-Cultural Issues of women in India</b> <ul style="list-style-type: none"> <li>▪ Honour Killings</li> <li>▪ Witch Hunting</li> <li>▪ Female Genital Mutilation</li> </ul>	13	02	-	15
<b>Total:</b>		<b>52</b>	<b>08</b>	<b>-</b>	<b>60</b>

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practical*

## Mapping of Course Outcomes to Program Outcomes:

CO / PO	PO 1	PO2	PO3	PO 4	PO 5
CO1	S	S	M	M	S
CO2	M	S	S	M	S
CO3	M	S	S	M	S
CO4	M	S	S	M	S

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>40 Marks</b>
• Two Internal Examination (10x2)	<b>20 Marks</b>
• Others (Any one) <ul style="list-style-type: none"><li>○ Group Discussion</li><li>○ Seminar presentation on any of the relevant topics</li><li>○ Debate</li></ul>	<b>20 Marks</b>

### 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

\*\*\*\*\*

## Second Semester

<b>Course Title:</b>	<b>Women in North- East India</b>
<b>Course Code :</b>	<b>WS M-2</b>
<b>Nature of Course:</b>	<b>Minor</b>
<b>Total Credits :</b>	<b>4 Credits</b>
<b>Distribution of Marks:</b>	<b>60 (End-Sem.) + 40 (In-Sem.)</b>

**Course Objective:** The instructional objectives of this Course are:

- 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.
- To explain the status of women across the varied inter- sectionalities in north-east India
- 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

**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

**Course Outcome (COs):**

Students will be able to

CO1: Demonstrate the knowledge on various women’s movement in North East India

LO1.1: Understand the contributions of women and women’s group bringing the question of women in North East India.

CO2: Demonstrate the knowledge of the socio-economic conditions of women in North East India.

LO2.1: Discuss the the socio-economic issues of women in North East India  
LO2.2: Discuss the various economic provisions available for women in North East India.

CO3: Analyse the status of women across the varied inter- sectionalities in north-east India

LO3.1: Identify the intersectional context of women in North East India.  
LO3.2: Analyze the position of women across the varied inter-sectionalities.

CO4: Examine the different ways in which the lives of women are affected by the geographical, sociocultural, and political factors, despite being relegated to the background.

ILO4.1: Identify the different socio-political factors affecting women in North East India.  
ILO4.2: Examine the socio-political factors affecting the lives of women in North East India.

### Cognitive Map of Course Outcomes with Blooms Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2					
Conceptual Knowledge	CO1,CO2,	CO1, CO2, CO3, CO4,		CO3, CO4,	CO3, CO4,	
Procedural Knowledge				CO3, CO4,		
Metacognitive Knowledge						

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs.)
<b>Unit – I</b> (15 Marks)	<p><b>Women’s movement in North- East India</b></p> <ul style="list-style-type: none"> <li>• Manipur (NupiLan, Nisha Bandis-ban of alcohol, Meira Paibis- Women Tournchbearers, Irom Sharmila, The Face of Anti-AFSPA Movement)</li> <li>• Meghalaya (Mother’s Union, Ka Synjuk Kynthei, Ka Synjuk Ki Kynthei Riewlun – Tribal Women Welfare and development Association of Meghalaya, Ka Seng Longkmie Laitumkhrah)</li> <li>• Assam (Assam Pradeshik Mahila Samiti, Chandraprabha Saikiani, Pusalata Das, Kanaklata Barua)</li> <li>• Nagaland (Naga Mothers’ Association)</li> <li>• Mizoram (Mizo Hmeichhe Insuikhawm Pawl)</li> </ul>	13	02	-	15
<b>Unit – II</b> (15 Marks)	<p><b>Women in socio economic development of North East India</b></p> <ul style="list-style-type: none"> <li>• Women Workforce Participation</li> <li>• Emergence of Self- Help Groups, NGOs</li> <li>• Women Entrepreneurship and economic development</li> <li>• Income generation schemes for rural women</li> <li>• Women Participation in Decision Making</li> <li>• Credit Facilities, Ministry of Development of Northeast Region (M-Doner) And The Northeast Council</li> </ul>	13	02	-	15

<b>Unit – III</b> (15 Marks)	<b>Position of different categories of North East Women</b> <ul style="list-style-type: none"> <li>• Indigenous women in North East India</li> <li>• Condition of women of tea garden community</li> <li>• Process of marginalisation of women in minority communities</li> </ul>	13	02	-	15
<b>Unit – IV</b> (15 Marks)	<b>Women in conflict situation in NE India</b> <b>role of women in insurgency</b> <ul style="list-style-type: none"> <li>• AFSPA and women</li> <li>• Women in the peace process</li> <li>• Impact of conflict on women</li> </ul>	13	02	-	15
<b>Total:</b>		<b>52</b>	<b>08</b>	<b>-</b>	<b>60</b>

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practical*

### Mapping of Course Outcomes to Program Outcomes:

CO / PO	PO 1	PO2	PO3	PO 4	PO 5
CO1	S	S	M	M	S
CO2	S	S	M	M	S
CO3	M	S	S	M	S
CO4	M	S	S	M	S

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>40 Marks</b>
<ul style="list-style-type: none"> <li>• Two Internal Examination (10x2)</li> </ul>	<b>20 Marks</b>
<ul style="list-style-type: none"> <li>• Others (Any one) <ul style="list-style-type: none"> <li>○ Group Discussion</li> <li>○ Seminar presentation on any of the relevant topics</li> <li>○ Debate</li> </ul> </li> </ul>	<b>20 Marks</b>

### 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

<b>Course Title:</b>	<b>Women, Work, and Employment</b>
<b>Course Code :</b>	<b>WS M- 3</b>
<b>Nature of Course:</b>	<b>Minor</b>
<b>Total Credits :</b>	<b>4 Credits</b>
<b>Distribution of Marks:</b>	<b>60 (End-Sem.) + 40 (In-Sem.)</b>

**Course Objective:** The instructional objectives of this Course are:

- To introduce with women's experiences and status in a range of work settings
- 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.
- To demonstrate the workforce diversity requirement

**Course Outcome (COs):**

Students will be able to

CO1: Demonstrate the knowledge on various theoretical knowledge on women and work..

LO1.1: Discuss the defining principle of women and work.

LO1.2: Discuss the theoretical underpinnings of women and work

CO2: Demonstrate the knowledge of women and work

LO2.1: Discuss the complexities of the concept of work.

LO2.2: Discuss the context of women and work.

CO3: Analyze the issues pertinent to women and work.

LO3.1: Identify the issues and debates on women and work.

LO3.2: Analyze the gendered dimensions of women and work.

CO4: Analyze women's experiences and position in a range of work settings

ILO4.1: Identify the situatedness of women in paid and unpaid economy.

ILO4.2: Examine the lived experiences of women in the different work settings.

CO5: Identify and examine the current debates and policies on women's employment.

ILO5.1: Identify the various policies on women's employment.

ILO5.2: Determine the impact of the existing policies on women's empowerment.



### Cognitive Map of Course Outcomes with Blooms Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2					
Conceptual Knowledge	CO1,CO2,	CO1, CO2, CO3, CO4, CO5		CO3, CO4, CO5	CO3, CO4, CO5	
Procedural Knowledge				CO3, CO4, CO5		
Metacognitive Knowledge						

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs.)
<b>Unit – I</b> (15 Marks)	<b>Theoretical Perspective:</b> <ul style="list-style-type: none"> <li>▪ Fredrick Engels,</li> <li>▪ Rosa Luxemburg,</li> <li>▪ Sandra Whiteworth,</li> <li>▪ Esther Boserup</li> </ul>	13	02	-	15
<b>Unit – II</b> (15 Marks)	<b>Concept of Work –</b> <ul style="list-style-type: none"> <li>▪ Productive and non – productive work –</li> <li>▪ Use value and market value</li> </ul>	13	02	-	15
<b>Unit – III</b> (15 Marks)	<b>Gender Division of Labour –</b> <ul style="list-style-type: none"> <li>▪ Mode of Production –</li> <li>▪ Women in organized and unorganized sector.</li> </ul>	13	02	-	15
<b>Unit – IV</b> (15 Marks)	<b>New Economic Policy and its impact on Women’s Employment</b> <ul style="list-style-type: none"> <li>▪ Globalization</li> <li>▪ Structural Adjustment Programs</li> </ul>	13	02	-	15
<b>Total:</b>		<b>52</b>	<b>08</b>	<b>-</b>	<b>60</b>

Where,

*L: Lectures*

*T: Tutorials*

*P: Practical*

**Mapping of Course Outcomes to Program Outcomes:**

CO / PO	PO 1	PO2	PO3	PO 4	PO 5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>40 Marks</b>
<ul style="list-style-type: none"> <li>• Two Internal Examination (10x2)</li> </ul>	<b>20 Marks</b>
<ul style="list-style-type: none"> <li>• Others (Any one) <ul style="list-style-type: none"> <li>○ Group Discussion</li> <li>○ Seminar presentation on any of the relevant topics</li> <li>○ Debate</li> </ul> </li> </ul>	<b>20 Marks</b>

**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

## Fourth Semester

<b>Course Title:</b>	<b>Gender Analysis Tools and Techniques</b>
<b>Course Code :</b>	<b>WS M-4</b>
<b>Nature of Course:</b>	<b>Minor</b>
<b>Total Credits :</b>	<b>4 Credits</b>
<b>Distribution of Marks:</b>	<b>60 (End-Sem.) + 40 (In-Sem.)</b>

### **Course Objective:**

- To introduce the students with the tools and techniques of gender analysis framework
- To examine the methods of gender analysis framework
- To analyze the techniques of gender analysis framework

### **Course Outcome (COs):**

Students will be able to

CO1: Demonstrate knowledge of gender analysis framework.

LO1.1: Discuss the key definitions of the gender analysis framework

LO1.2: Understand the scope of the gender analysis framework.

LO1.3: Explain the key elements and approaches of the gender analysis framework.

CO2: Analyze the tools and techniques of the gender analysis framework

LO2.1: Discuss the different methods of gender analysis.

LO2.2: Identify the tools and techniques applicable in feminist research.

LO2.3: Apply the tools and techniques of the gender analysis framework

CO3: Demonstrate understanding of the policy-making and development process of the gender analysis framework.

LO3.1: Discuss the development process, policy making and planning through gender analysis

LO3.2: Identify the problems encountered in gender analysis.

LO3.3: Examine the gender analysis framework.

CO4: Apply the gender analysis framework

ILO4.1: Implement the gender analysis framework

ILO4.2: Examine the application of the gender analysis framework

CO5: Apply the data and information processing applied in gender analysis.

ILO5.1: Examine the data and information techniques applicable to gender analysis framework.

ILO5.2: Apply the data and information techniques applicable in gender analysis framework.

### Cognitive Map of Course Outcomes with Blooms Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO3				
Conceptual Knowledge		CO1, CO3	CO4, CO5	CO2	CO3, CO4, CO5	
Procedural Knowledge	CO2		CO4, CO5	CO2	CO3, CO4, CO5	
Metacognitive Knowledge						

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs)
<b>Unit- I</b> (15 Marks)	<b>Introduction to Gender Analysis</b> <ul style="list-style-type: none"> <li>▪ Defining gender analysis framework</li> <li>▪ Scope of gender analysis</li> <li>▪ Framework of gender analysis</li> <li>▪ Elements of gender analysis</li> <li>▪ Approaches to Gender Analysis</li> </ul>	13	02	-	15
<b>Unit – II</b> (15 Marks)	<b>Tools and Techniques of Gender Analysis</b> <ul style="list-style-type: none"> <li>▪ Methods of Gender Analysis,</li> <li>▪ Participatory Appraisal of Situation</li> <li>▪ Focus Group Discussion</li> <li>▪ Case Studies</li> <li>▪ In-Depth Interview</li> <li>▪ Action Research</li> <li>▪ Practical Gender Needs</li> <li>▪ Strategic Gender Needs</li> </ul>	13	02	-	15
<b>Unit – III</b> (15 Marks)	<b>Gender Analysis Framework</b> <ul style="list-style-type: none"> <li>▪ Gender Analysis in Development Process</li> <li>▪ Problems encountered in gender analysis</li> <li>▪ Policy Making and Planning through gender analysis</li> <li>▪ Implementation, Monitoring and Evaluation through gender analysis framework</li> </ul>	13	02	-	15
<b>Unit – IV</b> (15 Marks)	<b>Data and Information Processing through gender analysis</b> <ul style="list-style-type: none"> <li>▪ Transcripts</li> <li>▪ Translation</li> <li>▪ Data Interpretation</li> <li>▪ Data Analysis</li> </ul>	13	02	-	15
<b>Total:</b>		<b>52</b>	<b>08</b>	<b>-</b>	<b>60</b>

Where,

*L: Lectures*

*T: Tutorials*

*P: Practical*

### Mapping of Course Outcomes to Program Outcomes:

CO / PO	PO 1	PO2	PO3	PO 4	PO 5
CO1	S	S	M	M	S
CO2	M	M	S	M	S
CO3	S	S	S	M	S
CO4	M	S	M	S	S
CO5	M	S	M	S	S

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>40 Marks</b>
• Two Internal Examination (10x2)	<b>20 Marks</b>
• Others (Any one) <ul style="list-style-type: none"><li>○ Group Discussion</li><li>○ Seminar presentation on any of the relevant topics</li><li>○ Debate</li></ul>	<b>20 Marks</b>

### Suggested Readings:

1. Moser, Caroline O.N. (1993) Gender Planning and Development: Theory, Practice, and Training. London: Routledge.
2. Candida March, Ines Smyth and Maitrayee Mukhopadhyay, A Guide to Gender-Analysis Frameworks, New Delhi: Oxfam GB and Maya Publishers Pvt Ltd, 2002.
3. Kabeer, Naila. (1994). Reversed Realities: Gender Hierarchies in Development Thought. London, UK: Verso.
4. Srilatha Batliwala , Taking the power out of empowerment – an experimental account, Development in practice, vol 17, Number4-5 August,2007
5. David Thomas and Ian D. Hodges, Designing and managing your research project core knowledge for social and health researchers, London: Sage, 2010
6. N. Narayanasamy, Participatory Rural Appraisal, New Delhi: Sage Publications,2009

## Fifth Semester

<b>Course Title:</b>	<b>Locating Gender in North-East India: Issues and Challenges</b>
<b>Course Code:</b>	<b>WS M 5</b>
<b>Nature of Course:</b>	<b>Minor</b>
<b>Total Credits:</b>	<b>4 Credits</b>
<b>Distribution of Marks:</b>	<b>60 (End-Sem.) + 40 (In-Sem.)</b>

### **Course Objective:**

- To contextualize North-East India and women
- To understand the complexities of the different gendered practices, issues, and debates in North-East Indian
- Analyze and examine the position of women in North-East India

### **Course Outcome (COs):**

Students will be able to

CO1: Demonstrate the knowledge of North East India as a concept.

LO1.1: Discuss the defining principle of North East India

LO1.2: Understand the context of North East India

LO1.3: Discuss the regional context of North East India

CO2: Demonstrate the knowledge of gender as a category

LO2.1: Discuss the key concepts of gender.

LO2.2: Identify the concepts integral to the understanding of gender in North East India.

CO3: Analyze the context of gender in North East India.

LO3.1: Discuss the context of property rights and women in North East India

LO3.2: Discuss the labor force participation of women in North East India

CO4: Analyze the socio-political and economic framework of women in North East India.

ILO4.1: Discuss the customary practices of North East India.

ILO4.2: Identify the gendered nature of the practices and rituals of North East India

ILO4.3: Examine the economic and political participation of women in North East India.

CO5: Identify the issues, practices, and challenges of women in North East India

ILO5.1: Examine the gender-specific issues faced by women in North East India.

ILO5.2: Identify the gender-based violences experienced by women in North East India.

ILO5.3: Examine the interconnectedness of environment and women in North East India.

### Cognitive Map of Course Outcomes with Blooms Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2				
Conceptual Knowledge	CO1, CO2	CO1, CO2		CO3, CO4	CO4, CO5	
Procedural Knowledge	CO3, CO4, CO5			CO4	CO4, CO5	
Metacognitive Knowledge						

<b>UNITS – Based on End Sem. Marks*</b>	<b>COURSE CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>LTP (60 hrs)</b>
<b>Unit- I</b> (15 Marks)	<b>Understanding Gender in North-East India</b> <ul style="list-style-type: none"> <li>▪ Examining the homogeneous context of North-East India</li> <li>▪ Conceptualizing the concept of gender, gender socialization, gender division of labour, and patriarchy in North-East India</li> <li>▪ Uncovering the rhetoric of gender equity: The myth of gender parity in Northeast India</li> </ul>	13	02	-	15
<b>Unit – II</b> (15 Marks)	<b>The Uniqueness of Gender in North-East India:</b> <ul style="list-style-type: none"> <li>▪ Matriliney in Meghalaya: The practice &amp; its critique</li> <li>▪ Locating gender in the customary laws of North-East India (Bride Price, Marriage &amp; Divorce, Property &amp; Inheritance)</li> </ul>	13	02	-	15
<b>Unit – III</b> (15 Marks)	<b>Political Economy of Gender in North-East India</b> <ul style="list-style-type: none"> <li>▪ Gender Gap in Political participation (Women as Electors and Voters, Women as Candidates and Elected Representatives)</li> <li>▪ Gender Gap in Economic participation (participation of women in paid and unpaid economy, access to employment opportunities, women’s role in agriculture)</li> </ul>	13	02	-	15
<b>Unit – IV</b> (15 Marks)	<b>Issues and Practices of North-East India:</b> <ul style="list-style-type: none"> <li>▪ Youth Dormitories</li> <li>▪ Witch-Hunting</li> <li>▪ Gender-Based Violence in North-East India</li> <li>▪ Environmental Degradation and Gender Relations in North East India (Flood, Deforestation)</li> </ul>	13	02	-	15
<b>Total:</b>		<b>52</b>	<b>08</b>	<b>-</b>	<b>60</b>

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practical*

### Mapping of Course Outcomes to Program Outcomes:

CO / PO	PO 1	PO2	PO3	PO 4	PO 5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	M	M	S	S	S
CO4	M	S	S	S	S
CO5	M	S	S	S	S

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>40 Marks</b>
• Two Internal Examination (10x2)	<b>20 Marks</b>
• Others (Any one) <ul style="list-style-type: none"><li>○ Group Discussion</li><li>○ Seminar presentation on any of the relevant topics</li><li>○ Debate</li></ul>	<b>20 Marks</b>

### Learning Outcomes:

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

- Delve into a better perspective of women in North-East India.
- Examine the complexities and intricacies of the context of women and gender in North-East India.

### 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. Das, Susmita. 2008. Gender gap and state of women in North East: the myth of equality p.213-222 IN Women emancipation: focus North East India/ed. by Asok Kumar Ray and Basudeb Dutta Ray. - New Delhi: Om,
5. Deka, Meeta (2013). Women's Agency and Social Change: Assam and Beyond. New Delhi: Sage
6. Devi, Dr. Mira. (1996). Asamiya Upanyasat Naribad. Lokayat Prakashan, Guwahati, Assam.
7. Dutta, Anuradha & Ratna Bhuyan. (2007). Genesis of Conflict and Peace: Understanding Northeast India Views & Reviews (2Vols.). New Delhi.: Akansha Publication House
8. Dutta, Anuradha & Ratna Bhuyan. (2008). Women and Peace: Chapters from Northeast India. New Delhi : Akansha Publication House
9. Gangte, Mercie. 2016. Gender and Customary Law: A Case Study of Mizo Tribe in North East India. Indian Anthropologist, January - June 2016, Vol. 46, No. 1



10. Goswami, Roshmi et al. (2004). Women in Armed Conflict Situations. Guwahati: NEN.
11. Jennifer War, Rynthlin and Kharkongor, Glenn C. 2021. Gender, Sexuality & Society in Northeast India: Contextual studies of tribal communities. Meghalaya: MLCU Press.
12. Kaniampady, Elizabeth. (2003). Status of Women Working in Tea Plantations. New Delhi: Akansha Publishing.
13. Mahanta, Aparna (Ed.). (2004). Human Rights and Women of North East India. Centre for Women's Studies, Dibrugarh University.
14. Medhi, Kunja (Ed.). (1996). Status of Women and Social Change. Guwahati: WSRC, Gauhati University.
15. Mukhim, Patricia. (2019). 'Waiting for an Equal World: Gender in India's Northeast'. Meghalaya:MLCU Press
16. Rohman, Wakidur. (2005). Historical Development of Legal Literature on Customary Laws in Assam. New Delhi: Kalpaz Publications.
17. Saho, R K & Tripathy S N. (Ed.).(2006). Self Help Groups and Women Empowerment. New Delhi: Anmol Publications
18. Sharma, Dipti. (1993). Assamese Women in the Freedom Struggle. Calcutta: Punthi – Pustak.

## Sixth Semester

<b>Course Title:</b>	<b>Feminist Thinkers</b>
<b>Course Code:</b>	<b>WS M - 6</b>
<b>Nature of Course:</b>	<b>Minor</b>
<b>Total Credits:</b>	<b>4 Credits</b>
<b>Distribution of Marks:</b>	<b>60 (End-Sem.) + 40 (In-Sem.)</b>

### Course Objective:

- Introduce various ideologies of significant Western and Indian feminist thinkers.
- Apprise the learners about the important trend-setting literatures on Feminist Thought.

### Course Outcome (COs):

Students will be able to

CO1: Demonstrate the knowledge of the feminist thinkers.

LO1.1: Discuss the principles and arguments of Western feminist thinkers

LO1.2: Understand the principles and arguments of Indian feminist thinkers

CO2: Analyze the arguments of the feminist thinkers

LO2.1: Identify the defining arguments of the feminist thinkers.

LO2.2: Examine the arguments of the feminist thinkers.

CO3: Demonstrate how the various feminist thinkers have problematized the context of marginality and women

LO3.1: Discuss the context of subordination and marginalization of women.

LO3.2: Discuss how the feminist thinkers have problematized the context of the marginality of women.

CO4: Analyze and examine how feminist thinkers have situated the question of women.

ILO4.1: Examine the question of women in the early feminist thinkers

ILO4.2: Examine the question of women put forth by the contemporary feminist thinkers.

CO5: Identify and analyze the major debates of the Indian and Western Feminist Thinkers.

ILO5.1: Examine the major debates of the Indian Feminist Thinkers.

ILO5.2: Examine the major debates of the Western Feminist Thinkers.

### **Cognitive Map of Course Outcomes with Blooms Taxonomy**

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO1, CO3	CO1, CO3		CO2, CO4	CO2, CO4, CO5	
Procedural Knowledge				CO2, CO4	CO2, CO4, CO5	
Metacognitive Knowledge						

<b>UNITS – Based on End Sem. Marks*</b>	<b>COURSE CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>LTP (60 hrs)</b>
<b>Unit- I</b>  (15 Marks)	<b>Western Feminist Thinker-I</b> <ul style="list-style-type: none"> <li>▪ Mary Wollstonecraft – <i>A Vindication of Rights of Women</i></li> <li>▪ Simone De Beauvoir – <i>The Second Sex</i></li> <li>▪ Betty Friedan- <i>The Feminine Mystique</i></li> </ul>	13	02	-	15
<b>Unit – II</b>  (15 Marks)	<b>Western Feminist Thinkers-II</b> <ul style="list-style-type: none"> <li>▪ Kate Millet- <i>Sexual Politics</i></li> <li>▪ Judith Butler- <i>Gender Trouble</i></li> <li>▪ bell hooks- <i>Ain't I a Woman?: Black women and feminism</i></li> </ul>	13	02	-	15
<b>Unit – III</b>  (15 Marks)	<b>Indian Feminist Thinkers-I</b> <ul style="list-style-type: none"> <li>▪ Savitribai Phule- <i>Letters to Jyotirao Phule, Go, Get Education, Rise to Learn and Act, Mother English</i> (English Translation of the poems by Savitribai Phule)</li> <li>▪ Pandita Ramabai- <i>The High Caste Hindu Women</i></li> <li>▪ Tarabai Shinde- <i>Stri Purush Tulana ("A Comparison Between Women and Men")</i></li> </ul>	13	02	-	15
<b>Unit – IV</b>  (15 Marks)	<b>Indian Feminist Thinkers-II</b> <ul style="list-style-type: none"> <li>▪ Urvashi Butalia – <i>The Other Side of Silence</i></li> <li>▪ Sharmile Rege – <i>Writing Caste Writing Gender: Narrating Dalit Women's testimonies</i></li> <li>▪ Gayatri Spivak – <i>The Post – Colonial Critic</i></li> </ul>	13	02	-	15
<b>Total:</b>		<b>52</b>	<b>08</b>	<b>-</b>	<b>60</b>

Where,

**L: Lectures**

**T: Tutorials**

**P: Practical**

### Mapping of Course Outcomes to Program Outcomes:

CO / PO	PO 1	PO2	PO3	PO 4	PO 5
CO1	S	S	S	M	S
CO2	S	M	S	M	S
CO3	S	S	S	M	S
CO4	M	S	S	S	S
CO5	M	S	S	S	S

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>40 Marks</b>
• Two Internal Examination- (10x2)	<b>20 Marks</b>
• Others (Any one) <ul style="list-style-type: none"> <li>○ Group Discussion</li> <li>○ Seminar presentation on any of the relevant topics</li> <li>○ Debate</li> </ul>	<b>20 Marks</b>

### **Suggested Readings:**

1. Beauvoir, Simone De (2012). *The Second Sex*. New York: Knopf Doubleday Publishing Group (originally published in 1949).
2. Bhagwat, V. (2004). *Feminist Social Thought: An Introduction to Six Key Thinkers*. Jaipur: Rawat Publications.
3. Bhargav, Rajeev and Acharya, Ashok (Eds). (2008). *Political Theory: An Introduction*. New Delhi: Pearson Longman
4. Bryson, Valerie. (2003). *Feminist Political Theory: An Introduction*. New York: Palgrave Macmillan.
5. Bulbeck, Chilla. (1988). *One World Women's Movement*. London: Pluto Press
6. Butalia, Urvashi (1998). *The Other Side of Silence: Voices From the Partition of India*. UK: Penguin Books
7. Butler, Judith (2016). *Gender Trouble*. UK: Routledge (Indian Reprint)
8. Chakravarty, U. (1998). *Rewriting History: The Life and Times of Pandita Ramabai*. Kali for Women.
9. Crowley, Helen and Himmelweil Susan (Eds). (1992). *Knowing Women: Feminism and Knowledge*. Polity Press: London
10. Desai, Leela. (2003). *Feminism and its Strategies*. Jaipur: Diamond Printing Press
11. Eagleton, Mary (Ed.) (2003). *A Concise Companion to Feminist Theory*. London: Blackwell Publishing Ltd
12. England. Paula (Ed.) (1993). *Theory on Gender: Feminism on Theory*, Walter de Gruyter, Inc., New York.
13. Frieden, Betty. 1964. *The Feminine Mystique*, New York: Dell.
14. Gamble, Sarah. (2001). *The Routledge Companion to Feminism and Post feminism*. London: Routledge.
15. Jahanbegloo, Ramin (2013). *Talking Environment: Vandana Shiva in Conversation with Ramin Jahanbegloo*. New Delhi: OUP
16. Kosambi, M. (1988). *Women, Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause*. *Economic and Political Weekly*, Vol.23, No.44, pp. WS38-WS49.
17. Kosambi, Meera. (2000). *Pandita Ramabai through Her Own Words*. New Delhi: OUP.
18. Mani, B.R & Sardar, P (Ed.) 2008. *A Forgotten Liberator: The Life and Struggle of Savitribai Phule*, Mountain Peak: New Delhi.
19. Millet, Kate (1970). *Sexual Politics*. USA: Columbia University Press.
20. Ramabai, Pandita. 'The High Caste Hindu Women' Available at-  
<https://archive.org/details/highcastehinduwo025195mbp/page/n149/mode/2up>
21. Rege, Sharmila (2006). *Writing Caste Writing Gender: Narrating Dalit Women's Testimonios*. New Delhi: Zubaan

22. Shinde, T. (1982). A Comparison of Men and Women. In *Women Writing in India: 600 B.C. to the early 20th century*. (1991) Tharu, J. Susie and Lalita, Ke. New York: The Feminist Press.
23. Shinde, T. 1982. A Comparison between Women and Men: An Essay to Show Who's Really Wicked and Immoral, Women or Men. In *A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*. R. O'Hanlon. (1994). p-73-134. New Delhi: Oxford University Press.
24. Spivak, Gayatri (1990). *The Post – Colonial Critic*. USA: Routledge
25. Tharu, J. Susie and Lalita (1991) *Women Writing in India: 600 B.C. to the early 20th century*. Ke. New York: The Feminist Press.
26. Tong, Rosemarie. (1995). *Feminist Thought: A Comprehensive Introduction*. London. Routledge,
27. Warhol, Robyn R and Herndl, Diane Price. (ed.) (1997). *Feminism: An Anthology of literary theory and Criticism*. Houndmills, Basingstoke, Hampshire: Macmillan Press Ltd
28. Wollstonecraft, Mary. (1792). *A Vindication of the Rights of Woman*. London: J. Johnson

## Seventh Semester

<b>Course Title:</b>	<b>Gendering Science and Technology</b>
<b>Course Code:</b>	<b>WS M-7</b>
<b>Nature of Course:</b>	<b>Minor</b>
<b>Total Credits:</b>	<b>4 Credits</b>
<b>Distribution of Marks:</b>	<b>60 (End-Sem.) + 40 (In-Sem.)</b>

### Course Objective:

- To analyse science and technology from gender perspective
- To introduce the students with marginalization of women in scientific professions
- To examine the nature of scientific enquiry and women's relationship with it
- To exploring ways of reducing gender bias in the area of science and technology

### Course Outcome (COs):

Students will be able to

CO1: Demonstrate the knowledge on feminist critique of science

LO1.1: Discuss the marginalization of women in scientific professions

LO1.2: Discuss the myths surrounding women and science

LO1.3: Understand the feminist approaches to science and technology

CO2: Analyse science and technology from gender perspective

LO2.1: Examine the integration women in science and technology

LO2.2: Examine the real life perspectives on the marginalization of women and science

CO3: Examine the nature of scientific enquiry and women's relationship with it

LO3.1: Discuss the relationship between women and scientific enquiry.

LO3.2: Identify the position of girls and women in scientific work and education.

CO4: Explore the interconnectedness of women and technology.

ILO4.1: Examine how technology has an impact on the lived experiences of women.

ILO4.2: Examine the how technological change impact the lives of women.

CO5: Explore various ways of reducing gender bias in the area of science and technology

ILO5.1: Identify the gender bias that exists in women and science

ILO5.2: Examine the ways in which to eradicate the gendered nature of science and technology.

### Cognitive Map of Course Outcomes with Blooms Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,					
Conceptual Knowledge	CO1	CO1, CO2, CO3, CO4, CO5	CO5	CO2, CO3, CO4, CO5		
Procedural Knowledge			CO5	CO4, CO5		
Metacognitive Knowledge						

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs)
<b>Unit- I</b> (15 Marks)	<b>Introduction to Feminist Critique of Science</b> <ul style="list-style-type: none"> <li>▪ Concepts of Gender and Science</li> <li>▪ Myths about women in science and Feminist critique of science,</li> <li>▪ Women in Science: historical perspective, Exclusion of women from scientific research</li> <li>▪ Feminist Approaches in/ to Science and Technology</li> </ul>	13	02	-	15
<b>Unit – II</b> (15 Marks)	<b>Challenge of a Gender-just science</b> <ul style="list-style-type: none"> <li>▪ Integrating Gender Perspective in Science Education and Research,</li> <li>▪ Emerging ethical questions, Science, Sustainability, and Indian Values</li> <li>▪ Access to and status of girls and women in science education and scientific work – National and International perspectives</li> <li>▪ Experiences of women in science- Autobiographies, Indian Academy of Science, Ministry of Science &amp; Technology efforts by National educational bodies for encouraging women in scientific education- UGC, CSIR, ICMR</li> </ul>	13	02	-	15
<b>Unit – III</b> (15 Marks)	<b>Women and Technology</b> <ul style="list-style-type: none"> <li>▪ A historical perspective – Technology as masculine culture</li> <li>▪ Household technology</li> <li>▪ Medical technology: New Reproductive technologies</li> <li>▪ Impact of Technological Change on Women.</li> </ul>	13	02	-	15

Unit – IV (15 Marks)	<b>Women and Information Technology</b> <ul style="list-style-type: none"> <li>• The Digital Divide: Unequal Access,</li> <li>• Unequal Effects – Outcome and impact of ICT’s Policies and projects for women</li> <li>• Women’s Agency and IT Industry</li> <li>• Threat of ICT’s for Women - Implementation Issues.</li> <li>• Women in STEM- Experiences and Challenges</li> <li>▪</li> </ul>	13	02	-	15
		<b>Total:</b>		<b>52</b>	<b>08</b>

*Where, L: Lectures T: Tutorials P: Practical*

### Mapping of Course Outcomes to Program Outcomes:

CO / PO	PO 1	PO2	PO3	PO 4	PO 5
CO1	S	M	M	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	S	S
CO5	M	M	S	S	S

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>40 Marks</b>
• Two Internal Examination (10x2)	<b>20 Marks</b>
• Others (Any one) <ul style="list-style-type: none"> <li>○ Group Discussion</li> <li>○ Seminar presentation on any of the relevant topics</li> <li>○ Debate</li> </ul>	<b>20 Marks</b>

### Suggested Readings:

- Jain S.C. *Women and Technology*, Rawat Publication, Jaipur Begh, 1985
- N. Kumar, *Women and Science in India: A Reader*, OUP, 2008
- M.I. Bartsch Lederman, *The Gender and science Reader*, Routledge London, 2001
- M.J Bystydzienski, R.Bird Sharon, *Removing Barriers: Women in Academic Science, Technology, Engineering & Mathematics*, 2006
- V.Gornick , *Women in Science: Then and Now*, The Feminist Press, New York, 1992
- S.Mayle Sheffield, *Women and Science: Social Impact and Interaction*, ABC-CLIO USA, 2004
- M.Morse, *Women Changing Science*, Perseus Publications, 2008
- Bharathi Ray, (Ed.), *Women of India: Colonial and Post Colonial Periods in History of Sciences and Philosophy in Indian Civilization*, Vol. IX Part 3, Sage, New Delhi, 2005
- *Science Career for Indian Women: An Examination of Indian Women’s Access to and Retention in scientific careers*, A Report, October 2004, Indian National Science Academy, Bahadurshah Zafar Marg, New Delhi, 2004
- G.Kirkup , *Inventing Women: Science, Technology and Gender*, Wiley, 1992



- G. Sandra Harding Sandra, *The Science Question in Feminism*, Cornell University Press 1986
- *Role of Women in Science- Society Interaction Proceedings (1996)*, VII All India Meeting of Women in Science, Roorkee, U.P. India, Ajay Printers and Publishers, 1996
- *Missing Links: Gender Equity in Science and Technology for Development (1995)*. Gender Working group, United Nations Commission on science and Technology for Development. International development Research Centre, Canada, 1995
- K.Kahle Scantlebury, B.J., N.M Sonya, *Revisioning Science, Education from Feminist Perspectives: Challenges, Choices and Careers*, Sense Publishers
- A.B Ginorio, *Warming the Climate for Women in Academic Science*, Washington, D.C.: Association of American Colleges & Universities, 1995
- S.Harding, *Whose Science? Whose Knowledge? Thinking from Women's Lives*, Ithaca, NY: Cornell UP, 1991
- S.Bertsch McGrayne, *Nobel Prize Women in Science: Their lives, Struggles and Momentous Discoveries*, Secaucus, NJ: Birch Lane Press Book, 1993

## Eighth Semester

<b>Course Title:</b>	<b>Managing NGOs/CSOs with Gender Perspective</b>
<b>Course Code:</b>	<b>WS M-8</b>
<b>Nature of Course:</b>	<b>Minor</b>
<b>Total Credits:</b>	<b>4 Credits</b>
<b>Distribution of Marks:</b>	<b>60 (End-Sem.) + 40 (In-Sem.)</b>

### **Course Objective:**

- To introduce the students with the management of NGOs from gender perspective
- To present the understanding of various aspects of NGOs and working dimensions of NGOs in the area of women and gender issues
- To familiarize with the CSOs and the nature of work on women and gender issues
- To examine the role played by agencies and mechanisms for women's protection

### **Course Outcome (COs):**

Students will be able to

CO1: Demonstrate the knowledge on meaning and concept of NGOs

LO1.1: Defining the key terms of NGOs

LO1.2: Understanding the present status of NGOs

LO1.3: Discuss the challenges of NGOs.

CO2: Demonstrating the organizational knowledge of NGOs.

LO2.1: Discuss the organizational framework of NGOs.

CO3: Examine the operational framework of NGOs.

LO3.1: Identifying the work of NGOs at the grass root levels.

LO3.2: Identify how NGOs address the marginal context and identity of women

LO3.3: Identify the target groups connected with the NGOs

CO4: Analyzing the context of Civil Society

ILO4.1: Examine the framework of Civil Society.

ILO4.2: Identifying the work and activities of Civil Society

CO5: Explore the State Responses and Mechanisms to women's protections

ILO5.1: Identify the interconnectedness of the State machineries and NGOs

ILO5.2: Examine how state agencies work for the protection of women's rights and privileges.

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2					
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4, CO5		CO3, CO4, CO5	CO3, CO4, CO5	
Procedural Knowledge				CO3, CO4, CO5	CO3, CO4, CO5	
Metacognitive Knowledge						

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (60 hrs)
<b>Unit- I</b> (15 Marks)	<b>Introduction</b> <ul style="list-style-type: none"> <li>• NGOs : Meaning, Definitions, Scope, Objectives, Types</li> <li>• Present Status of NGOs and their role in Women’s Empowerment, History, Origin and Development.</li> <li>• Registration of NGO</li> <li>• Challenges of NGOs – fund raising, achieving the targets, Duplication of NGOs</li> </ul>	13	02	-	15
<b>Unit – II</b> (15 Marks)	<b>Facets of NGOs</b> <ul style="list-style-type: none"> <li>• Planning Process in NGOs: Goal setting, team building curbing the differences and channelizing the skills. Participation activities. Action plan, group involvement, organizational commitment, selection process, training and development.</li> <li>• NGOs and grass-root level dimensions</li> <li>• Marginalized, Dalit and Tribal women welfare</li> <li>• Identifying the target groups</li> <li>• Social Welfare Aspect: Target and social change</li> </ul>	13	02	-	15
<b>Unit – III</b> (15 Marks)	<b>Civil Society</b> <ul style="list-style-type: none"> <li>▪ Concepts, methods, approaches and dimension of civil society.</li> <li>▪ Civil society and social change;</li> <li>▪ Women’s movements and civil society.</li> </ul>	13	02	-	15
<b>Unit – IV</b> (15 Marks)	<b>Agencies and Mechanisms for Women’s Protection</b> <b>State Response:</b> <ul style="list-style-type: none"> <li>▪ NHRC, SHRC, NCW, SCW, Law Enforcing Agencies: All Women’s Police Station, Vigilance Cells, Legal aid Cells, Judiciary, Family Courts, Mahila Courts</li> </ul> <b>Service Providers for Women’s Protection:</b> <ul style="list-style-type: none"> <li>▪ NGOs and CSOs and Restorative Justice</li> </ul>	13	02	-	15
<b>Total:</b>		<b>52</b>	<b>08</b>	<b>-</b>	<b>60</b>

Where,

*L: Lectures*

*T: Tutorials*

*P: Practical*

### Mapping of Course Outcomes to Program Outcomes:

CO / PO	PO 1	PO2	PO3	PO 4	PO 5
CO1	S	S	M	M	S
CO2	S	S	M	M	S
CO3	M	S	S	M	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>40 Marks</b>
<ul style="list-style-type: none"><li>• Two Internal Examination (10x2)</li></ul>	<b>20 Marks</b>
<ul style="list-style-type: none"><li>• Others (Any one)<ul style="list-style-type: none"><li>○ Group Discussion</li><li>○ Seminar presentation on any of the relevant topics</li><li>○ Debate</li></ul></li></ul>	<b>20 Marks</b>

### Suggested Readings:

1. Ian Smillie, John Hailey (2000). *Managing For Change: Leadership, Strategy and Management in Asian NGOs*. Earthscan Publications.
2. Deb Prasanna Choudhury (2011). *Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases*. Asian Books
3. United Nations (2005). *UN System Engagement with NGOs, Civil Society the Private Sector and Other Actors: A Compendium*. United Nations, New York.
4. Ian Smillie, John Hailey (2000). *Managing For Change: Leadership, Strategy and Management in Asian NGOs*. Earthscan Publications.
5. Deb Prasanna Choudhury (2011). *Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases*. Asian Books
6. United Nations (2005). *UN System Engagement with NGOs, Civil Society the Private Sector and Other Actors: A Compendium*. United Nations, New York.
7. Brinkerhoff Smith (2007). *NGOs and the Millennium Development Goals*. Palgrave Scholarly US