



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

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

Syllabus of GEC & SEC from First Semester & Third Semester

Semester	Course	Title of the Course	Total Credit
1 st Semester	GEC - 1	Emerging Gender Issues	3
	SEC 1	Women and Entrepreneurship	3
3 rd Semester	GEC – 3	Women in North East India	3
	SEC – 3	Women and Rural Development	3

First Semester

Course Title:	Emerging Gender Issues
Course Code:	WS GEC - 1
Nature of Course:	Generic Elective Course
Total Credits:	3 Credits
Distribution of Marks:	60 (End-Sem.) + 40 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

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

Course Outcome (COs):

Students will be able to

CO1: Demonstrate knowledge on various gender issues.

LO1.1: Discuss the emerging issues on gender

LO1.2: Understand the conceptual framework of the various gender issues

CO2: Analyze the emerging gender issues

LO2.1: Identify the issues concerning gender and women

LO2.2: Examine the arguments of relating to the emerging issues in gender

3: Demonstrate how the various emerging gender issues have led to the marginality of 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 emerging gender issues have an impact on women and their lives.

ILO4.1: Examine the impact of the emerging gender issues on women's lives

ILO4.2: Analyze how gender issues have an impact on women

CO5: Identify and analyze the major debates on the emerging gender issues

ILO5.1: Examine the major debates on the emerging gender issues

Cognitive Map of Course Outcomes with Blooms Taxonomy

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

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
Unit – I (15 Marks)	Women's Rights <ul style="list-style-type: none"> ▪ Economic Rights ▪ Political Rights ▪ Human Rights ▪ Legal Rights 	10	01	-	11
Unit – II (15 Marks)	Gender Based Violence <ul style="list-style-type: none"> • Domestic Violence • Child Marriage • Sexual Harassment • Rape 	10	02	-	12
Unit – III (15 Marks)	Gender and Media <ul style="list-style-type: none"> ▪ Gender and Mass Media Print Media Electronic Media 	10	01	-	11

	<ul style="list-style-type: none"> ▪ Gender and Social media 				
Unit – IV (15 Marks)	Understanding the Queer <ul style="list-style-type: none"> ▪ Class, Location and Gender Differences: Gay, Lesbian, Kothis and Hijras ▪ Queer rights ▪ Article 377 and beyond 	10	01	-	11
Total:		40	05	-	45

Where,

L: Lectures

T: Tutorials

P: Practical

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

Learning Outcomes:

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

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

Suggested Readings:

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

First Semester

Course Title:	Women and Entrepreneurship
Course Code:	WS SEC - 1
Nature of Course:	Skill Enhancement Course (SEC)
Total Credits:	3 Credits
Distribution of Marks:	60 (End-Sem.) + 40 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

1. To develop foundational understanding on women entrepreneurship
2. To develop entrepreneurial skills
3. To orient students with entrepreneurial scope and opportunities

Course Outcome (Cos):

Students will be able to

CO1: Demonstrate knowledge women entrepreneurship

LO1.1: Discuss the key aspects on women entrepreneurship

LO1.2: Understand the scope of women entrepreneurship

LO1.3: Explain the key elements and approaches women entrepreneurship

CO2: Demonstrate the knowledge on entrepreneurial skills

LO2.1: Learn and understand the entrepreneurial skills

LO2.2: Discuss the policies and schemes of women entrepreneurship

LO2.3: Discuss the issues and challenges on women entrepreneurship

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: Discuss and analyze the women employment opportunities

ILO4.1: Understand the livelihood opportunities particular to women

ILO4.2: Examine the employment generating programmes concerning women.

CO5: Apply and identify the entrepreneurial skills and employment opportunities

ILO5.1: Apply the entrepreneurial skills

ILO5.2: Identify the employment opportunities available for women.

Cognitive Map of Course Outcomes with Blooms Taxonomy

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

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
Unit – I (15 Marks)	Concept of Women Entrepreneurship <ul style="list-style-type: none"> ▪ Nature and development of Women Entrepreneurship ▪ Entrepreneurial traits, types, culture and structure ▪ Developmental Women Entrepreneurs and the future Entrepreneurship 	10	01	-	11
Unit – II (15 Marks)	Entrepreneurship Skills- Issues and Challenges <ul style="list-style-type: none"> • Learning the Entrepreneurship Skills- how to start a business • Policies, Schemes, and Institutional finances to entrepreneurs • Problems faced by Women Entrepreneur 	10	02	-	12
Unit – III (15 Marks)	Women Employment Opportunities <ul style="list-style-type: none"> • Livelihood support for women Employment opportunities: Various agencies – Income • Generating Programme – IRDP - Rural Credit & women’s Self-help Groups - Skill Development and Technology Transfer - Technologies for Women – 	10	01	-	11
Unit – IV (15 Marks)	Impact on Women’s Development Programs and policy measures and Women’s Entrepreneurship <ul style="list-style-type: none"> • International levels • National level • State Levels 	10	01	-	11
Total:		40	05	-	45

Where,

L: Lectures

T: Tutorials

P: Practical

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

Learning Outcomes:

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

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

Suggested Readings:

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

Third Semester

Course Title:	Women in North- East India
Course Code:	WS GEC – 3
Nature of Course:	Generic Elective Course (GEC)
Total Credits:	3 Credits
Distribution of Marks:	60 (End-Sem.) + 40 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

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

Course Outcome (Cos):

Students will be able to

CO1: Demonstrate knowledge of issues on women in north east India

LO1.1: Discuss the issues on women in north east India

LO1.2: Understand the debates on women in north east India.

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

CO2: Analyze the contribution of women in the socio-economic development of north east India

LO2.1: Discuss the different contributions of women in the socio-economic development of north east India

LO2.2: Identify the different contributions of women in north east India

CO3: Analyze the position of women in north east India.

LO3.1: Analyze the position of indigenous women, tea garden women workers in north east India

LO3.2: Identify the issues resulting in the marginality of women in north east India.

LO3.3: Examine the issues resulting in the marginalization of women in north east India

CO4: Identify the conflict situations on women in north east India

ILO4.1: Identify the conflict situations arising in north east India

ILO4.2: Identify the issues that erupt in the lives of women due to the conflict situations in north east India.

CO5: Analyze the conflict situations and its impact on women in north east India

ILO5.1: Analyze the various conflict situations on women in north east India

ILO5.2: Examine the impact of conflict on women in north east India.

Cognitive Map of Course Outcomes with Blooms Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,	CO1				
Conceptual Knowledge	CO1	CO1		CO2, CO3, CO4, CO5	CO2, CO3, CO4, CO5	
Procedural Knowledge	CO4, CO 5			CO2, CO3, CO4, CO5	CO2, CO3, CO4, CO5	
Metacognitive Knowledge						

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
Unit – I (15 Marks)	<p>Women’s movement in North- East India</p> <ul style="list-style-type: none"> • Manipur (Nupi Lan, Nisha Bandis-ban of alcohol, Meira Paibis- Women Torch bearers, Irom Sharmila, The Face of Anti-AFSPA Movement) • Meghalaya (Mother’s Union, Ka Synjuk Kynthei, Ka Synjuk Ki Kynthei Riewlun – Tribal Women Welfare and development Association of Meghalaya, Ka Seng Longkmie Laitumkhrah) • Assam (Assam Pradeshik Mahila Samiti, Chandraprabha Saikiani, Puspallata Das, Kanaklata Barua) • Nagaland (Naga Mothers’ Association) • Mizoram (Mizo Hmeichhe Insuikhawm Pawl) 	10	02	-	12

Unit – II (15 Marks)	Women in socio economic development of North East India <ul style="list-style-type: none"> • Women Workforce Participation • Emergence of Self- Help Groups, NGOs • Women Entrepreneurship and economic development • Income generation schemes for rural women • Women Participation in Decision Making • Credit Facilities, Ministry of Development of Northeast Region (M-Doner) And the Northeast Council 	10	01	-	11
Unit – III (15 Marks)	Position of different categories of North East Women <ul style="list-style-type: none"> • Indigenous women in North East India • Condition of women of tea garden community • Process of marginalisation of women in minority communities 	10	01	-	11
Unit – IV (15 Marks)	Women in conflict situation in NE India role of women in insurgency <ul style="list-style-type: none"> • AFSPA and women • Women in the peace process • Impact of conflict on women 	10	01	-	11
Total:		40	05	-	45

Where,

L: Lectures

T: Tutorials

P: Practical

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

Learning Outcomes:

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

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

Suggested Readings:

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

Third Semester

Course Title:	Women and Rural Development
Course Code:	WS SEC – 3
Nature of Course:	Skill Enhancement Course (SEC)
Total Credits:	3 Credits
Distribution of Marks:	60 (End-Sem.) + 40 (In-Sem.)

Course Objective: The instructional objectives of this Course are:

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

Course Outcome (Cos):

Students will be able to

CO1: Demonstrate knowledge on rural development and women.

LO1.1: Discuss the key definitions on rural development

LO1.2: Understand the interlinkages between rural development and women

LO1.3: Explain the key elements and approaches on women and rural development.

CO2: Analyze women's role and participation in rural development and women

LO2.1: Identify the different roles and participation of women in rural development

LO2.2: Analyze the contributions of women in rural development.

CO3: Demonstrate understanding of women's contribution in maintaining and earning through livestock

LO3.1: Discuss the gender roles in livestock farming

LO3.2: Discuss the occupational hazard of women in conducting livestock farming

CO4: Analyze the decision-making ability of women in rural development

ILO4.1: Examine the decision-making ability of women in rural development

ILO4.2: Identify the obstacles erupting in the exercise of agency of women in rural development.

CO5: Analyze the gender framework involved in women in agriculture, live-stock, handloom and handicraft.

ILO5.1: Examine gender framework involved in women and agriculture

ILO5.2: Examine gender framework involved in women and live-stock

ILO5.3: Examine gender framework involved in women and handloom

ILO5.4: Examine gender framework involved in women and handicraft.

Cognitive Map of Course Outcomes with Blooms Taxonomy

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

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
Unit – I (15 Marks)	Women and Agriculture <ul style="list-style-type: none"> ▪ Gender roles in agriculture- Decision making in agriculture, Gender specific knowledge, and skills ▪ Women and land rights ▪ Access to resources, services, and institutions ▪ Policies and schemes 	10	01	-	11
Unit – II (15 Marks)	Women and Live-stock <ul style="list-style-type: none"> • Gender Roles in Livestock Farming • Access to Resources, Services, and Institutions • Gender Specific Knowledge and Skills 	10	02	-	12

	<ul style="list-style-type: none"> • Decision making in Livestock farming • Occupational hazards and drudgery reduction • Policies and schemes 				
Unit – III (15 Marks)	Women and Handloom <ul style="list-style-type: none"> ▪ Gender perspectives of handloom. ▪ Gender and economy of handloom. ▪ Policies and schemes 	10	01	-	11
Unit – IV (15 Marks)	Women and Handicraft <ul style="list-style-type: none"> ▪ Gender perspectives of handicrafts ▪ Gender and economy of handicrafts ▪ Policies and schemes 	10	01	-	11
Total:		40	05	-	45

Where,

L: Lectures

T: Tutorials

P: Practical

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

Learning Outcomes:

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

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

Suggested Readings

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