

EDU-RE-6046

WOMEN AND SOCIETY

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Know the changing role of women in India
- Understand gender discrimination in Indian society
- Make the students understand the constitutional provisions for women and their rights.
- Make the students understand women empowerment
- Develop an awareness and sensitivity towards women

Units	Contents
Unit-1	Status and role of women <ul style="list-style-type: none">• Women in ancient and medieval India• Changing role of Women in India• Women's health and related issues• Role of women in family , school and society• Women's role in social and environmental movement
Unit-2	Constitutional provisions and Rights of women <ul style="list-style-type: none">• Constitutional Provision for equality of Women (Educational and Legal Provisions)• National Policy on Education (1986) on women education• National Council for Women Education• Property Right• National Policy for Empowerment of Women, 2001
Unit-3	Gender inequalities in School and society <ul style="list-style-type: none">• Family attitude• Gender bias in Textbook• Curricular Choices• Teachers' attitude• Classroom Interaction• Peer Culture• Gender inequality in workplace
Unit-4	Women Empowerment <ul style="list-style-type: none">• Concept of women empowerment, importance• Types of women empowerment- Economic, political, Educational , legal• Women entrepreneurship

	<ul style="list-style-type: none"> • Barriers of women empowerment • Role of education in women empowerment
Unit-5	The new roles of men and women and its Implications <ul style="list-style-type: none"> • Changes in family patterns • Gender roles in transition • New gender roles • Factor influencing gender role • Women as peace builder • Gender sensitivity- new gender roles and its implications for family and society

Recommended Readings:

- Acker, S. (1987). *Feminist Theory and the Study of Gender and Education*. Jstor.
- Agarwal, N. (1993). *Women Education & Population in India*. Allahabad: Chugh Publications,
- Aggarwal J.C. (1976). *Indian Women: Education and Status*. New Delhi: Arya Book Depot.
- Bhatia , R. L. & Ahuja , B. N. (2006). *Modern Indian Education and it's Problems*. Delhi: Surjeet Publication.
- Bhatt B.D. & Sharma S.R. (1992). *Women's Education and Social Development*. Delhi: Kanishka Publishing House.
- Kaur I. (1983). *Status of Hindu Women in India*. Allahabad: Chugh Publications,
- Reddy, V. Govinda (2017). *Gender Perspectives in Peace Education*. Delhi: Manglam Publishers and Distributors.

Four Year Undergraduate Programme (FYUGP) Syllabus

6TH SEMESTER

Subject Name: Education

GENDER STUDIES

Course Code: 400 – 499

Credit: 4

Total: 100 (Internal – 20 External – 80)

Learning Outcome:

After going through this paper the students will be

- able to know the meaning of gender , difference between sex and gender ,types like Family, Marriage, Kinship, Religious institution, Gender Stereotype
- able to understand the meaning of the subject gender studies, its importance and features, different roles on the basis of gender
- able to get acquainted with the process of Socialization and Gender biases in the School ,Family and Society
- have knowledge about different provisions for gender equality

- able to apply gender sensitive approach

Unit No	Contents	No of classes	Marks
Unit -1	<p>Basic Concepts of Gender and related Terms</p> <ul style="list-style-type: none"> • Concept of Gender , Sex • Femininity and Masculinity ,Patriarchy, Matriarchy • Difference between sex and gender • Gender and social institutions - Family, Marriage, Kinship, Religious institution • Gender Stereotype 	Contact class: 50 Non contact class: 10	Total: 100 (Internal 1-20 External 1-80)
Unit- 2	<p>Gender Studies</p> <ul style="list-style-type: none"> • Meaning of gender studies • Importance of gender studies • Features of gender studies • Women studies vs. gender studies • From Women studies to Gender studies :a paradigm shift 		
Unit - 3	<p>Gender Roles: Biological and Cultural</p> <ul style="list-style-type: none"> • Biological role - Male-Female • Cultural role- Masculine and Feminine • Productive role • Reproductive Role • Community role • Religion and its role in creation and preservation of gender inequality 		
Unit - 4	<p>Socialization and Gender biases -in the School, Family and Society</p> <ul style="list-style-type: none"> • School-Gender biases in Organization, Gender biases in Textbooks, Curricular Choices , Teachers' Bias • Training of teacher for Gender equality • Society-Gender biases in Education , Employment, work and pay Preferences, political 		

	<p>representation ,Voting Behaviour, stereotype in media</p> <ul style="list-style-type: none"> • Female foeticide, Infanticide, dowry , child abuse, Rape, Devdashi system • Family-Gender biases in Educational opportunity, decision making, marriage, distribution of resources • Domestic violence of different forms, , wife battering , forced polyandry, widowhood 		
Unit-5	<p>Gender Equality and Mainstreaming</p> <ul style="list-style-type: none"> • Concept of Gender equality , difference between gender equality and women empowerment • Importance of gender equality, role of parents, teachers and curriculum, gender-inclusive language to achieve gender equality • Role of Family and community , Role of mass Media , Role of civil Society • Gender mainstreaming and ways to achieve it in the educational setting, , Adult Education and Mass Literacy programe targeting women • UN's Gender Equality Concern, Sustainable Development Goals - goal 5 : achieve Gender equality and empower all women and girls • Gender Equality and Human Right , National Education Policy(NEP) 2020 on gender equality 		

Recommended Readings:

- Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers
- Batliwala, S.(1993). *Empowerment of Women in South Asia: Concepts and Practices*.
- Bhasin, K.(2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhasin, K.(2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
- Bhatia , R. L. & Ahuja , B. N. (2006) *Modern Indian Education and it's Problems* , Surjeet Publication , Delhi, India

- Chanana, K(ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Devaki , J.(2005) "Women development and the UN: A Sixty year quest for equality and justice". Bloomeston, Indiana University
- Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press. 10. Gould, S. J. (1981). *The Mismeasure of Man*. London: Penguin Books.
- Gupta A. S. et. al (Eds.) (2005) "Reflections of the right to development, centre for development and human rights". New Delhi, Sage Publication
- Lier,F.(2006) "School Culture and Gender "In c Skeleton , B.Skelton , B. francis &L. Smulyan (Eds). *The SAGE Handbook of Gender and Education (Pp 425-38)*. Thousands Oaks , CA:Sage.
- Kalita, U., Sharma, A. & Barman, S. (2022) *Mahila Aaru Samaj*, Shanti Prakashan, Guwahati, India
- Kathleen, W. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin Garvey.
- Momsen J. H. (2010) "Gender and Development, 2nd edition", New York, Routledge
- Ramachandran, V. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- Sadker D. Sadker ,M.&zittleman K.R.(2009).*Still failing of Fairness : How Gender Bias Cheats Girls and Boys in school and what we Can Do About it*. New York , NY: Scribner.
- Rege,S(Ed.) . (2003) "Sociology of Gender: The Challenge of Feminist Sociological Knowledge". Sage, New Delhi.
- Vishwanthan N. Ed (2006) "The women gender and development reader". New Delhi, Zubaa
- Wharton. A.S (2005) "The Sociology of Gender: An Introduction to Theory and Research". (Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.

Journal: Gender and Development in India, 1970s-1990s: Some reflections on the constitutive role of context, Mary E. John, *Economic and Political Weekly*, Nov 1996

Course designer: Dr. Sima Kalia. Deptt. Of Education, Gauhati University
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Paper 4: ENG-HG-2026 Contemporary India: Women and Empowerment

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Course Objectives/Course Description: This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

The course aims to:

- Study the position of women in pre-colonial times
- Show how colonial modernity impacts women
- Study the impact of nationalism on women
- Track the Women's movement and Empowerment issues in contemporary India

Course Outcome:

The learner will be equipped with:

- A historical understanding of the space accorded to women in India through history
- An understanding of the manner in which the social construction of gender comes about.
- The ability to critique the given and stereotypical notions of such constructions.

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UNIT 1: Social Construction of Gender

(15)

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- Masculinity and Femininity
 - Patriarchy
 - Women in Community

UNIT 2: History of Women's Movements in India (Pre & Post Independence)
(20)

- Women and Nation
- Women and the Partition
- Women, Education and Self-fashioning
- Women in the Public and Private Spaces

UNIT 3: Women and Law

(15)

- Women and the Indian Constitution
- Personal Laws (Customary practices on inheritance and Marriage)
- Workshop on legal awareness

UNIT 4: Women's Body and the Environment

(15)

- State interventions, Khap Panchayats
- Female foeticide, Domestic violence, Sexual harassment
- Eco-feminism and the Chipko Movement

UNIT 5: Female Voices

(15)

- Kamala Das, "The Old Playhouse"
- Mahashweta Devi, *Mother of 1084*
- Krishna Sobti, *Zindaginama*

Recommended Reading:

- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*
- Kumkum Sanagari, *Recasting Women: Essays in Colonial History*
- Judith Walsh, *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice*
- Tanika and Sumit Sarkar, *Women and Social Reform in Modern India- Vol 1 & Vol*
- Nivedita Menon, *Gender and Politics in India: Themes in Politics*

Paper 12: ENG-HC-5026 Women's Writing

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper seeks to direct the students' attention to nineteenth and twentieth century writings by women living in different geographical and socio cultural settings. Students will get acquainted with the situationally distinct experiences of women articulated in a variety of genres-poetry, novels, short stories, and autobiography, while the selections from Mary Wollstonecraft-the only 18th century text prescribed, will acquaint students with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyze the women writers' handling of the different genres to articulate their women-centric experiences.

Themes: Gender, sexual/textual politics, feminism, body, identity, class, location, voice, space, gender and narrative.

Texts:

- Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11-19; chap. 2, pp. 19-38.
- Rassundari Debi: Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191-2.
- Katherine Mansfield: 'Bliss'
- Sylvia Plath: 'Daddy'; 'Lady Lazarus'
- Alice Walker: *The Color Purple*
- Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
- Nirupama Bargohain: 'Celebration'
- Adrienne Rich: 'Orion'
- Eunice De Souza: 'Advice to Women'; 'Bequest'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Confessional Mode in Women's Writing

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- Sexual Politics
 - Race, Caste and Gender
 - Social Reform and Women's Rights

Readings

- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3-18.
- Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1-25.
- Susie Tharu & K. Lalitha, Introduction to *Women Writing in India: 600 BC to the Present, Vol.I: 600 BC to the Early 20th Century*, Eds. Tharu and Lalitha, (New Delhi: Oxford, 1997 (rpt)) pp.1-37.

Four Year Undergraduate Programme

Subject: Political Science

Semester	Paper
1st Semester	POL010104: Introduction to Political Theory (Core)
2nd Semester	POL020104: Indian Govt. & Politics (Core)
3rd Semester	POL030104: Perspectives on Public Administration (Core)
4th Semester	POL040104: Understanding International Relations (Compulsory) POL040204: Political Theory: Concepts and Debates (Compulsory) POL040304: Political Processes in India (Compulsory) POL040404: Public Policy and Administration in India (Compulsory)
5th Semester	POL050104: Western Political Philosophy (Compulsory) POL050204: Indian Political Thought (Compulsory) POL050304: United Nations and Global Conflict (Optional) POL050404: Optional Comparative Government and Politics (Optional) POL050504: Introduction to India's Foreign Policy (Optional) POL050604: Understanding South Asia (Optional)
6th Semester	POL060104: Human Rights: Traditions and Debates (Compulsory) POL060204: Feminism: Theory and Practice (Compulsory) POL060304: Politics in Northeast India (Optional) POL060404: Conflict and Peace Building (Optional) POL060504: Rural Local Governance: Theory & Practice (Optional) POL060604: Urban Local Governance: Theory & Practice (Optional)

Four Year Undergraduate Programme

Subject: Political Science

Semester: 6th Semester

Course Name: POL060204: Feminism: Theory and Practice (Compulsory)

Existing Base Syllabus: Course Level: 600

Theory (End Term Examination): 60 Marks

Internal/Sessional Examination: 40 Marks

Practical Credit: 0

No. of Required Classes: 60

No. of Contact Classes: 60

No. of Non-Contact Classes: 0

Particulars of Course Designer:

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Dr. Ankita Baruah, Darrang College, Tezpur, ankitabaruah65@gmail.com

Course Objectives:

- This course is designed to introduce students to the structural and institutional basis of patriarchy as well as the basic concepts in gender studies.
- It would also give them an introduction to feminist thought and its evolving theories including the contemporary developments.
- It attempts to highlight the contribution of women's movements in different parts of the world and also highlights the Indian Women's movement from its inception to the post-colonial period with a special focus on gender issues in Northeast India.

Course Outcomes:

- It will help to better appreciate key concepts that offer an understanding of gender inequality.
 - Students will be in a position to comprehend the meaning of feminism and the theoretical developments associated with it.
 - It will help to appraise the origin and development of feminism in the West and Socialist states.
 - This course will help the students to comprehend the trajectory of women's movement in India and the issues addressed.
 - It will lead to analysing and understanding the importance of gender in Northeast India in certain key aspects.
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Unit-I: Understanding Patriarchy

- a. Patriarchy and gender
- b. Sex/gender distinction; Nature-nurture debate
- c. Private-public dichotomy

Unit-II: Feminism: Concept and Theories

- a. Concept of Feminism
- b. Theories of Feminism: Liberal, Socialist, Marxist, Radical
- c. New developments in feminist thought: Eco-feminism, Black feminism, Queer

Unit-III: History of Feminism

- a. Origins of Feminism in the West: France, Britain and United States of America
- b. Feminism in the Socialist Countries: China, Cuba and erstwhile USSR

Unit-IV: The Indian Experience

- a. Social Reforms Movement and women in the nationalist movement
- b. Women's movement in the post-colonial period: issue of family and property rights, work and violence
- c. Gender issues in Northeast India: conflict, peacemaking and politics

Reading List:

Unit-I

Bhasin, K. (1993). *What is Patriarchy?* Kali for Women.

Bhasin, K. (2000). *Understanding Gender*, Kali for Women.

Davidoff, L. (1998). 'Regarding Some "Old Husbands" Tales: Public and Private in Feminist History'. In J. Landes (Ed.), *Feminism, the Public and the Private*, Oxford: Oxford University Press.

Eagly, A. H., & Wood, W. (2013). 'The Nature-Nurture Debates: 25 Years of Challenges in Understanding the Psychology of Gender.' *Perspectives on Psychological Science*, 8(3), PP. 340–357. <http://www.jstor.org/stable/44289881>

Geetha, V. (2002). *Gender*, Calcutta: Stree, pp 1-20.

Geetha, V. (2007). *Patriarchy*, Calcutta: Stree.

http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf.

Kosambi, M. (2007). *Crossing Thresholds*, New Delhi, Permanent Black, pp. 3-10; 40-46.

Menon, N. (2008). 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233.

S. Ray 'Understanding Patriarchy'.

T. Shinde, (1993). 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women*

Writing in India, New Delhi, Oxford University Press, pp. 221-234.

Thornton, M. (1991). 'The Public/Private Dichotomy: Gendered and Discriminatory.' *Journal of Law and Society*, 18(4), 448–463. <https://doi.org/10.2307/1410319>.

U. Chakravarti, (2001). 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7.