

**Learning Outcomes Based Curriculum Framework(LOCF)  
For  
Gender Studies  
Post Graduate Diploma Programme**



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## **PART I**

"Feminism is for everybody."

**bell hooks**

### **1. Introduction**

The establishment of Centre for Women's studies as an academic discipline in India can be traced back to the resurgence of the women's movement in India in the mid-1970s and the publication of *Towards Equality Report* brought out by the Committee on the Status of Women in India (CSWI) under the leadership of Dr. Veena Mazumdar. The Committee was set up by the Government of India prior to the first UN World Conference of Women held in Mexico, in 1975. The findings of the report highlighted sad ground realities on the status of Indian women in the areas such as education, health, unorganized labour sector, gender based violence, and low participation of women in public bodies. The report acted as an eye-opener revealing the alarming realities about lives of Indian Women living during those times. Taking note of the vulnerable situations and marginalized status of women in Indian society, several social scientists and academicians in India associated themselves with the CSWI process to uplift the position of Indian Women in patriarchal society. Many of them chose to develop initiatives in the field of Women's Studies, for example- The SNTD Women's University, Mumbai, set up a Research Unit on Women in 1974, and the Indian Council for Social Science Research (ICSSR) set up a Women's Studies Unit in the mid- 1970s, to facilitate research focusing on women through fellowships and grants. Several of the pioneers of Women's movement and activist came together to organize the first National Conference on Women's Studies in 1981, held at SNTD University, Mumbai. This historic conference identified women's studies as a critical perspective to be integrated into all disciplines and the need for universities to initiate activities focusing on women's struggle for equality in independent India through research, teaching, and other interactive platforms.

Following the National Conference of Women's Studies, the transformative goals of the women's movement and women's studies together in India had been to introduce Women's Studies as an academic discipline at the level of Master's and Doctoral level. This was done in order to bring critical trans-disciplinary perspectives to understand the gendered nature of hierarchies, discrimination, exclusion and marginality in historical and contemporary contexts. The discipline from then had significantly contributed to the debates on conceptual frameworks and feminist theory to advance critical perspectives on patriarchy, the sexual division of labour, gender and the axis of power. The intersection of these factors along with caste, class, region, religion and ethnicity further had put women in a disadvantages position. Taking this concerns as focal point, Women's Studies has emerged as a critical lens to understand the ideological and political underpinnings of the challenges faced by movements for equality, democracy and social change from secular democratic perspectives. The aim of women's studies therefore has been to seek answers to women's problems within the historical cultural framework of a society, evolution of policies and strategies for development and address the gaps and biases embedded within concepts, theories and methodology of social research. Thus, the main objective of Women's studies as an interdisciplinary subject is to denote to research, teaching and probe into

historical, cultural and contextual determination of status of women in patriarchal society and also seek out women's presence voice and expression in interdisciplinary fields.

### **1.1 Learning Outcomes-based Approach to Curriculum Planning and Development**

The basic objective of the learning outcome based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

### **1.2 Key outcomes underpinning curriculum planning and development**

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development

include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

### 1.3.1 Graduate Attributes

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines.
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating them.
3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge
5. **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally
7. **Information/digital literacy:** Capability to use ICT in a variety of learning situations; demonstrate an ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Teamwork:** Ability to work effectively and respectfully with diverse teams
10. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
11. **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective
13. **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
14. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, smoothly and efficiently.

**15. Lifelong learning:** Ability to acquire knowledge and skills, including ‘learning how to learn’, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of the work place through knowledge/skill development/reskilling.

### 1.3.2 Programme Outcomes (POs) for Postgraduate programme

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

- 1. In-depth knowledge:** Acquire asystematic, extensive and coherent knowledge and understanding of their academic discipline as a whole and its applications, and links to related disciplinary areas/subjects of study; demonstrate a critical understanding of the latest developments in the subject, and an ability to use established techniques of analysis and enquiry within the subject domain.
- 2. Understanding Theories:** Apply, assess and debate the major schools of thought and theories, principles and concepts, and emerging issues in the academic discipline.
- 3. Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
- 4. Critical assessment:** Use knowledge, understanding and skills for the critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
- 5. Research and Innovation:** Demonstrate comprehensive knowledge about current research and innovation, and acquire techniques and skills required for identifying problems and issues to produce a well-researched written work that engages with various sources employing a range of disciplinary techniques and scientific methods applicable.
- 6. Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains; answering questions, solving problems and addressing contemporary social issues by synthesizing knowledge from multiple disciplines.
- 7. Communication Competence:** Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study
- 8. Career development:** Demonstrate subject-related knowledge and skills that are relevant to academic, professional, soft skills and employability required for higher education and placements.
- 9. Teamwork:** Work in teams with enhanced interpersonal skills and leadership qualities.

**10. Commitment to the society and to the Nation:** Recognize the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

### **1.3.3 Programme Specific Outcomes (PSOs) in Gender Studies**

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme specific outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

**PSO 1. Understanding Basic Concepts and critical perspectives-** Students will be able to define and categorized gender terminology, practices and critically appreciate gender representations in literary, cultural, social, and political areas.

**PSO2. Knowledge Building-** Displaying knowledge of the rich history, global and local of gender and women's movement.

**PSO3. Ethics and Inclusivity-** Develop gendered approaches and a sense of ethics, inclusivity and social responsibility through the study of gender discourse.

**PSO4. Experiential Learning and Employability-** Utilize the experiential learning via the internship to expand knowledge and practice of gender studies at the community level in local, regional, national and global arenas thereby increasing the chances of employability in different sectors.

### **1.4 Teaching-learning process**

The Centre for Women's Studies, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions along with question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers. The teachers in the centre use ICT facilities with power-point presentations, e-learning platforms and other innovative e-content platforms for student-centric learning methods.

The Centre has adopted participative teaching-learning practices, which includes seminars, presentations, group discussions and field base study in form of industry exposure via internships in various organizations such as NGOs, research organizations, government institutions etc. These participative teaching-learning practices are included in the curricula of almost all the courses. Apart from these special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement.

The short-term projects such as internship projects and report writing, and field works, is the integral components of final semester which enable the students to involve in community works and help them develop problem solving practical in a real life situations.

Students are also being engaged in sample surveys, data collection and analysis works of the in-house and external research projects for acquiring experiential learning.

### **1.5 Assessment methods**

A mixed and diverse range of assessment methods and tools appropriate to the discipline are used to assess progress towards the course learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following methods- closed-book examinations, problem-based assignments, practical assignment, individual project reports (case-study reports), team project reports, oral presentations, including seminar presentation etc.

Further the program specific requirement includes a mandatory internship based on experiential learning in which the first-hand knowledge enhanced by skilling in organization of local context, is accessed. At the end of the term the two week compulsory internship is concluded with a report submitted on which students are graded through theory and viva-voce.

## PART II

### Structure of Post-Graduate Diploma programme in Gender Studies

#### I. Outline of the courses under Choice Based Credit System:

The Postgraduate programmes consist of four semesters with minimum credits required for the complete programme being 84 while the M.C.A. programme will be of six semesters with minimum credit requirement being 118.

Each course in a programme will be from one of the following categories:

**1. Core Course (Core):** A course that should compulsorily be studied by a candidate as a core requirement is termed a Core Course. Each core course is of 4 credits.

**2. Lab Course (LAB):** A Lab (Laboratory) course is a compulsory course in the first two semesters of the M.Sc. programme where the major part of the study involves laboratory work. Each Lab course is of 4 credits.

**3. Elective Course:** A course that can be chosen from a pool of courses and which may extend the discipline/subject of study or provides exposure to some other discipline/subject or which enhances the student's proficiency or skill is termed an Elective course.

(i) **Special Paper (SPL):** A course within the parent department that will lead to specialized knowledge and expertise. Each SPL course is of 5 credits.

(ii) **Open Elective (OPE):** An elective course offered under the main discipline/subject of study is an Open Elective and may be offered to students of other disciplines. A student from a given discipline will be eligible to take one open elective in the third semester and one in the fourth semester. Each OPE course is of 4 credits.

(iii) **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide skill-based knowledge and should ideally contain both theory



and lab/hands-on/training/fieldwork. The primary purpose is to provide students with lifeskills in hands-on mode to increase their employability. Each SEC course is of 2 credits.

**4. Practical/Tutorials:** A practical or tutorial component (or both) is to be provided with every core and special paper/open elective paper.

**5. Dissertation/Project Work (DPW):** A course designed for students to acquire special/advanced knowledge that they study on their own with advisory support by a teacher/faculty member is a dissertation/project work. A DPW course is of 6 credits.

- The credits for a course will be of the structure L+T+P, where L, T and P stand for lecture, tutorial and practical respectively.
- Each 4 credit course with practical is of the pattern  $3+0+1=4$  and for a 4 credit course without practical, the pattern is  $3+1+0=4$ .
- For the 5 credit courses with practical the credit division will be either  $3+0+2=5$  or  $3+1+1=5$  and will be decided by the department offering that course. For a course without practical, the structure will be  $4+1+0=5$ .
- The credit division for the Lab course of 4 credits will be  $0+0+4=4$ . For certain disciplines, the 4 credits may be divided between fieldwork and laboratory.
- Each Open Elective OPE course will be open to students from other disciplines subject to requirements of previous knowledge required to take that course.
- A student may choose an OPE course from his/her own discipline or any other discipline. The decision of whether an OPE course may be offered to students of other departments as well as students of the parent department will be taken by the department and the course designed accordingly.
- For the purpose of computation of workload, the mechanism adopted will be:

1 credit = 1 theory period of 1 hour duration per week.

1 credit = 1 tutorial period of 1 hour duration per week.

1 credit = 1 practical period of 2 hours duration per week.

## II. Distribution of Courses and Credits

### Postgraduate Programme (Science)

A student in the M.Sc. programme will take the following minimum number of courses in different categories of courses:

Table 1: Credit distribution for courses: M.Sc.

Category	Number of courses	Credits for each course	Total Credits
Core	12	4	48
LAB	2	4	8
SEC	2	2	4
SPL	2	5	10
OPE	2	4	8
DPW	1	6	6
			84

The distribution of credits and courses in each of the four semesters for the M.Sc. programme will be according to the following scheme:

Sem	Core	LAB	SEC	SPL	OPE	DPW	Credit
I	C1(4) C2(4) C3(4) C4(4)	LAB1(4) )	SEC1(2) )				22
II	C5(4) C6(4) C7(4) C8(4)	LAB2(4) )	SEC2(2) )				22
III	C9(4) C10(4) C11(4)			SPL1(5)	OPE1(4) )		21
IV	C12(4)			SPL2(5)	OPE2(4) )	DPW(6) )	19
Credit	48	8	4	10	8	6	84

**COTTON UNIVERSITY**  
**CENTRE FOR WOMEN'S STUDIES**  
**POST GRADUATE DIPLOMA SYLLABUS**  
**COURSE STRUCTURE OF GENDER STUDIES**

<b>CORE COURSES</b>		
<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>CREDIT (L+T+P)</b>
<b>DGS701C</b>	<b>Origin of Women's Studies</b>	<b>3+1+0</b>
<b>DGS702C</b>	<b>Women's Movement</b>	<b>3+1+0</b>
<b>DGS703C</b>	<b>Gender, Violence and Law</b>	<b>3+1+0</b>
<b>DGS704C</b>	<b>Perspectives and Practices from India's North-East</b>	<b>3+1+0</b>
<b>DGS801C</b>	<b>Gender Discourse</b>	<b>3+1+0</b>
<b>DGS802C</b>	<b>Women in Literature</b>	<b>3+1+0</b>
<b>DGS803C</b>	<b>Constitutional Rights of Women</b>	<b>3+1+0</b>
<b>DGS804C</b>	<b>Field-Based Experiential School: Of Women, for Women</b>	<b>2+2+4</b>

**OPEN ELECTIVES**

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>CREDIT(L+T+P)</b>
<b>DGS705E</b>	<b>Gender and Development</b>	<b>3+1+0</b>
<b>DGS706E</b>	<b>Gender and Disabilities</b>	<b>3+1+0</b>

**STUDENT WILL CHOOSE ONE OPEN ELECTIVE IN FIRST SEMESTER RESPECTIVELY.**

### Semester Wise Structure of PG Diploma in Gender Studies Programme

Semesters	Courses	Core/Elective	L+T+P
<b>SEMESTER-I</b>	DGS 701C Origin of Women's Studies	Core	3+1+0=4
	DGS702C Women's Movements	Core	3+1+0=4
	DGS703C Gender, Violence, and Law	Core	3+1+0=4
	DGS704C Perspectives and Practices from India's North-East	Core	3+1+0=4
	DGS705E01 Gender and Development OR	Elective	3+1+0=4
	DGS706E02 Gender and Disabilities	Elective	3+1+0=4
<b>TOTALCREDITs</b>			<b>20</b>

<b>SEMESTER-II</b>	DGS801C Gender Discourse	Core	3+1+0=4
	DGS802C Women in Literature	Core	3+1+0=4
	DGS803C Constitutional Rights of Women	Core	3+1+0=4
	DGS 804C Field-Based Experiential School: of women, for women	Core	2+2+4=8
<b>TOTALCREDITS</b>			<b>20</b>

## SEMESTER I

### **DGS701C Origin of Women's Studies (L+T+P=3+0+1=4)**

**Course Description-** This course outlines the history and origin of feminism leading to concepts in feminism leading to concepts in feminist history from the end of the 19<sup>th</sup> century. The course aims to introduce important and significant moments and cultural context that resulted in the beginning of women's studies in the beginning of 20<sup>th</sup> Century. The course is divided into three units dealing with concepts, community and activism and environment and aspects of STEM.

**Course Level Learning Outcome-** At the end of the course, the students will be able to-

**CO1-** Develop a historical understanding of Women's Studies.

**CO2-** Trace the origin and beginning of feminist theory.

**CO3-** Critically understand the relationship between Gender and Society.

Table 1. CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	2	2	2	1	1	-	2	3	3	-	-
CO2	3	3	2	2	2	2	2	1	1	1	3	3	1	1
CO3	3	2	3	3	2	2	1	1	-	2	3	3	1	2
Average	3	2.3	2.3	2.3	2	2	1.3	1	0.3	1.6	3	3	0.6	1

Table 2. Course Outline

UNIT	CONTENTS	WEEKS
UNIT I	Concept, Feminist History/Feminist theory	2 weeks
UNIT II	Gendered bodies and communities, Feminist grass-roots activism	2weeks
UNIT III	Eco-feminism and Environment, History of Women in STEM	2weeks

### **Suggested Readings**

Bhasin Kamala. 2004. *Exploring masculinity*. New Delhi.

Evans, Mary and Williams, Carolyn, eds. (2013) *Gender: the key concepts*. Routledge key guides. Routledge, Abingdon, UK. ISBN 9780415669627

Mazumdar, Vina. Women's studies and the Women's Movement in India: An Overview. *Women's studies Quarterly*. 22 (3/4). 24-54.

Rekha Pappu. 2002. 'Constituting a Field: Women's Studies in Higher Education', *Indian Journal of Gender Studies*. 9. 221-34

Tong Rosemarie. *Feminist Thought: A Comprehensive Introduction*. Boulder.

## DGS702C Women's Movements (L+T+P=3+0+1=4)

**Course Description-** This course traces the global nature of women's movement for rights and equality, historically tracing the movements across the world and India. It also attains to map the conditions and status of women in South Asia. The course has three Units each dealing with global movements, Indian Women's Movement and Gender in South Asian Society respectively.

**Course Level Learning Outcomes-** At the end of the course the students will be able to –

**CO1-** Display adequate knowledge of how women are mobilized for attaining rights in the world.

**CO2-** Employ and engage with social and cultural contexts of women's movement in India.

**CO3-** Understand how women and other genders can be read as separate category in South Asia.

Table 1. CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	3	3	1	2	1	-	-	2	3	3	2	-
CO2	2	2	3	3	2	2	2	2	1	3	3	3	2	-
CO3	3	2	3	3	2	3	1	2	1	3	3	3	2	2
Average	2.6	1.6	3	3	1.6	2.3	1.3	1.3	0.6	2.6	3	3	2	0.6

Table 2- Course Outline

UNIT	CONTENTS	WEEKS
UNIT I	Women's Movements in the world	2 weeks
UNIT II	Women's Movement in Pre and Post Colonial India	2weeks
UNIT III	Status of Women and other Genders in South Asia Society	2weeks

### Suggested Readings

Agnihotri Indu and Vina Mazumdar. 1995. Changing Terms of Political Discourses: Women's Movement in India, 1970s-1990s. *Economic and Political Weekly*, 30 (29). 1869-1878.

Basu, A. (1995). Feminism and Nationalism in India, 1917-1947. *Journal of Women's History* 7(4), 95-107.

Chatterjee Partha (1989). 'The Nationalist Resolution of the Women's Question' in Kumkum Sangari and Sudesh Vaid (Eds.). *Recasting Women: Essays in Colonial History*. Kali for Women. 233-253.

Krolokke, Charlotte & Anne Scott Sorensen. 2006. Three Waves of Feminism: From Suffragettes to Grrls. In (Eds) *Gender Communication theories & Analyses: from Silence to performance*. Sage publication.

Patel, I. The Contemporary Women's Movement and Women's Education in India. *International Review of Education* **44**, 155–175 (1998).  
<https://doi.org/10.1023/A:1003125808644>

Paul, Alice. 1910. The Woman Suffrage Movement in Great Britain. *The Annals of the American Academy of Political Science*. 35, 23-27.

Puwar. Nirmal. 2000. Making space for South Asian Women: What has changed since Feminist Review Issue 17?. *Feminist Review*. 66. 131-138.

Rege, Sharmila. 1998. Dalit Women Talk Differently: A Critique of ‘Difference’ and Towards a Dalit Feminist Standpoint Position. *Economic and political Weekly*. 33 (44). 39-46.

### DGS703C Gender, Violence and Law (L+T+P=3+0+1=4)

**Course Description-** This course is about gender base violence and introduces important socio-political, cultural phenomenon that reveal misogyny and the understanding of the definitions of laws and interventions in gender base violence. The course in three unit looks at foundational concepts, women’s role in peace making and post conflict societies and also introduces the area of women and child rights, human rights and gender justice.

**Course Level Learning Outcomes-** This course will enable students to

CO1- Display an understanding of gender base violence

CO2- Recognize women’s role in peace making and post conflict transformation in the present times.

CO3- Demonstrate awareness human rights issues and familiarity with regimen of legal justice.

Table 1. CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	3	3	2	2	2	1	2	3	3	3	2	2
CO2	2	2	3	3	2	3	2	2	2	3	3	3	3	2
CO3	3	2	3	3	3	3	2	2	2	3	3	3	3	3
Average	2.6	2	3	3	2.3	2.6	2	1.6	2	3	3	3	2.6	2.3

Table 2. Course Outline

UNIT	CONTENTS	WEEKS
UNIT I	Gender based Violence- Definitions, laws, Men against Violence.	2 weeks
UNIT II	Women as peacemakers, Women’s post-conflict Transformation	2weeks
UNIT III	Human Rights, Women and Child Rights, Gender Justice	2weeks

## Suggested Readings-

Falvia Agnes.2001. *Law and Gender Inequality: the politics of Women's rights in India*.

Oxford University Press.

Flavia Agnes. 2003. *Feminist Jurisprudence: Contemporary Concerns*. Majlis, Mumbai.

Jean Chapman. 2014. Violence Against Women in Democratic India: Let's talk Misogyny. *Social Scientist*. 42(9/10).49-61.

Kalpna Kannabiran. 2005. *The Violence of Normal Times: Essays on Women's Lived Realities*. Women Unlimited, an associate with Kali for Women, New Delhi.

Krishna Menon. 2017. *Resisting Violence: Annotated Bibliography of Reports and Documents on Initiatives to Challenge Violence Against Women*. WISCOMP: New Delhi.

Manchanda. Rita. 2005. Women's Agency in peace building: Gender relations in Post-Conflict Reconstruction. *Economic and Political Weekly*. 40 (44/45), 4737-4745.

UN Security Council.2000. *Resolution1325(2000)*.United Nation. Author.

Vasanth Kannabiran and Kalpana Kannabiran. 1991. Caste and Gender: Understanding Dynamics of Power and Violence. *Economic and political weekly*. 26 (37). 2130-2133.

## DGS704C Perspectives and practices from India's North-East (L+T+P=3+0+1=4)

**Course Description-** This Course will acquaint student with situation of North-East India, the political and ethnic communities that comprise women's collective. It will also provide a glimpse into existing international legislation and protocols of peace for gender institutions.

**Course level learning Outcomes-** At the end of this course, students will be able to

**CO1-** Train to understand the linkages between North-East India's political scenario and its gendered communities.

**CO2-** Trace the role of women and their participation in politics.

**CO3-** Engaged with major international interventions in women peace and security.

Table 1. CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	2	2	3	1	2	1	3	3	3	2	2
CO2	2	1	2	3	2	2	1	-	2	3	2	3	3	1
CO3	2	1	2	2	2	2	1	2	2	3	2	3	2	2
Average	2	1	2	2.3	2	2.3	1	1.3	1.6	3	2.3	3	2.3	1.6



**Table 2- Course Outline**

<b>UNIT</b>	<b>CONTENTS</b>	<b>WEEKS</b>
UNIT I	Armed Force Special Power Act and Women within North-East Indian society, Mobilization, Resistance and Collectives from India's North-East	2 weeks
UNIT II	Gendered states and women's participation within the Indian political System.	2weeks
UNIT III	International advocacy of WPS, UN protocols on peace and gender institutions.	2weeks

**Suggested readings**

Bhattacharya, Joyati. 2010. Gender, Peacemaking and the Case of North-East India. *The Indian Journal of Political Science*. 71(1). 233-239.

Gill Preeti .2010. *The Peripheral Centre: Voices from India's North-east*. Zubaan: New Delhi.

Haragopaol, G, and Jagannatham, B. 2009. Terrorism and Human Rights: Indian Experience with Repressive Laws. *Economic and Political Weekly*. 44(28). 76-85.

Labonte, M, and Curry, G. 2016. Women, Peace, and Security: Are we there yet? *Global Governance*. 22(3). 311-319.

Sharland, L. 2021. *Women, Peace, and Security Mandates for UN Peacekeeping operations: Accessing Influence and Impact*. Report. International Peace Institute.

**DGS705E01 Gender and Development (L+T+P=3+0+1=4)**

**Course Description-** This course introduces the various conceptual terms and shifts in gender and development. The content of the course includes amapping of SDG and its gender implications and providing an insight in global practices and policies that are women oriented.

**Course level learning Outcome-** After the course completion, the students will be able to-

**CO1-** Identify different development concepts around gender.

**CO2-** Link gender practices with globally mandated frameworks

**CO3-** Display a keen understanding of relationship between modern notions of development and women's history.

Table 1. CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	3	2	2	3	1	2	1	3	3	3	2	3
CO2	2	2	3	3	2	2	2	2	2	3	3	3	2	3
CO3	2	2	3	3	2	2	1	2	2	3	3	3	3	3
Average	2.3	2	3	2.6	2	2.3	1.3	2	1.6	3	3	3	2.3	3

Table 2 Course Outline

UNIT	CONTENTS	WEEKS
UNIT I	WID, WAD, GAD: Conceptual Shift	2 weeks
UNIT II	Developmental Concepts and its gender implications, Sustainable Development Goals	2weeks
UNIT III	International Development Agencies, Gender Analysis of practices, programme and policies	2weeks

### Suggested Readings

Miller, C and Razavi, S. 1995. From WID to GAD: Conceptual shifts in women and development discourse, UNRISD Occasional Paper, No. 1, United Nations Research Institute for Social Development (UNRISD), Geneva.

Reeves, H, & Baden, S. 2000. Gender and Development: Concepts and Definitions. Bridge (Development-Gender), Report No 55. Institute of Development Studies, University of Sussex. Brighton, UK.

Fukuda-Parr, S. 2022. Sustainable Development Goals (SDGS) and the promise of transformative agenda. CDP policy review Series No 11. Committee for Development Policy. United Nations.

Sen, A. 1988. A concept of Development. In (Eds) Handbook of Development Economics, Vol 1 by H. Chenery and T.N. Srinivasan. Elsevier Science publication.

### DGS706E02 Gender and Disabilities (L+T+P=3+0+1=4)

**Course Description-** This course will aware students about the gender and disability as a subject of study through different disability theories. Helping students understand the degree of discrimination and violence faced by a person with disability in different areas, this course will teach them to become more sensible and acknowledge the rights of person with disability.

**Course level learning outcomes- At the end of the course, the students will be able to**

**CO1-** Understand the concepts and theories used in Disability studies.

**CO2-** Employ a gender sensitive approach in their everyday understanding of disabilities, towards a disable person, care and ethics in everyday practices.

**CO3-** Recognize special needs of disable person and display equity in their responses towards disable person.

Table 1. CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	2	2	2	1	1	1	3	3	3	3	2
CO2	3	2	3	3	2	3	2	2	2	3	3	3	3	2
CO3	2	2	3	3	2	3	3	2	2	3	3	3	2	2
Average	2.6	2.3	2.6	2.6	2	2.6	2	1.6	1.6	3	3	3	2.6	2

Table 2 Course Outline

UNIT	CONTENTS	WEEKS
UNIT I	Theories of Disabilities, Disability and Women-Identity Questions	2 weeks
UNIT II	Discrimination and Violence faced by Person with Disabilities	2weeks
UNIT III	Gender and Special Needs, Ethics of Care and Affect	2weeks

### Suggested Readings

Lina Abu Habib.2005. Women and Disability Don't mix: Double Discrimination and Disabled women's Rights. *Gender and Development*. 3 (2). 49-53.

Shanaaz Majiet. 1996. Sexuality and Disability. *Agenda: Empowering women for gender equity*. 28. 77-80.

Thomas J Gerschick. 2000. Toward a Theory of Disability and Gender. *Signs: Feminismsata Millennium*. 25 (4). 1263-1268.

## SEMESTER II

### **DGS801C Gender Discourse (L+T+P=3+0+1=4)**

**Course Description-** This course introduces students to the larger question of family, women and society. Deliberating discussions around crucial topics such as women's health rights, rights of marginalized communities and identity questions, this course attempts to build a gender equitable society and responsible citizens.

#### **Course Outcomes- at the end of the course the student will be able to**

**CO1-** engage in building a gender equitable society and community.

**CO2-** employ an understanding around women's health rights and reproduction, thus creating an environment to discuss the problem in broader settings.

**CO3-** linking the history of marginalization to bridge the gap between communities through positive outlooks.

Table 1. CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	3	2	-	2	-	-	1	3	2	3	3	-
CO2	3	3	3	3	1	3	1	1	1	3	3	3	3	1
CO3	3	2	3	3	1	2	-	1	1	3	3	3	2	1
Average	2.6	2	3	2.6	0.6	2.3	0.3	0.6	1	3	2.6	3	2.6	0.6

Table 2. Course Outline

UNIT	CONTENTS	WEEKS
UNIT I	Women and the family, Society and sexuality, LGBTQI-A	2 weeks
UNIT II	Women, Health and Reproductive Rights	2weeks
UNIT III	Subalterns and marginalized communities	2weeks

#### **Suggested Readings**

Chakravarty, U.2006. *Gendering Caste: through feminist Lens*. New Delhi.

Cook, R J. 1993. International Human rights and Women's Reproductive Health. *Studies in Family Planning*.24(2).73-86.

Foucault, M. *The History of Sexuality: An Introduction*. Vol-1, Trans. HurleyRobert, New York.

Hassan, Z.2018. *Forging Identities: Gender, communities and the state in India*. Routledge: New York.

Sarkar, T. (1995). 'Heroic Women, Mother Goddesses: Family and Organization in Hindutva Politics' in Tanika Sarkar and Urvashi Butalia (Eds.). *Women and the Hindu Right: A Collection of Essays*. New Delhi: Kali for Women.

Shah, C. 2022. Family beyond blood and marriage: Queer intimacies and personal law. In Pushpesh

Kumar (Eds). *Sexuality, Abjection and Queer Existence in Contemporary India*. Routledge, India.

Woolf, V. 1929. *A Room of One's Own*. Broad view Press: North America.

**DGS802C Women in Literature (L+T+P=3+0+1=4)**

**Course Objectives-** This course aims to understand the history of women's role in representation in the field of literature, and culture through various stages of women's movement both national and global. It describes the various social, cultural context out of which literally and cultural representation by women emerged.

**Course Outcomes- At the end of this course, students will be able to-**

**CO1-** Familiarize students to sociological background of women's movement.

**CO2-** Train students to the key concepts and ideas in feminist theory

**CO3-** To acquaint students with methods of feminist interventions via gendered approach.

Table 1. CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	2	1	3	2	1	1	3	2	3	2	-
CO2	3	3	2	2	1	3	2	1	1	3	3	3	2	1
CO3	3	2	2	3	-	3	2	2	1	2	2	3	1	2
Average	2.6	2.6	2	2.3	0.6	3	2	1.3	1	2.6	2.3	3	1.6	1

**Table 2- Course outline**

UNIT	CONTENTS	WEEKS
UNIT I	History of writings by women, Feminist Narratives, Gyno-Criticism	2 weeks
UNIT II	Women and popular culture, Women's Lives, Literary feminisms, writing as intervention	2weeks
UNIT III	Her Stories, Oralities/Memory, Gender in performance, Literature as Activism	2weeks

**Suggested Readings**

Gubar, S and Gilbert, S. 1979. *The Mad Woman in the Attic. The Woman Writer and the 19<sup>th</sup> Century Literary Imagination*. Yale University Press

Panjabi, K. 2002. between Testimony and History: Interpreting Oral Narratives of Tebhaga Women'. In Supriya Chaudhri and Sajni Mukherjee (Eds.). *Literature and gender*. Orient Longman: Hyderabad.

Showalter, E. 1978. *A Literature of Their Own*. Princeton University Press

Tharu, S and K. Lalitha. 1991. *Women Writing in India: 600 BC to the present. Volume I.* Oxford University Press: Delhi.

**DGS803C Constitutional Rights of Women (L+T+P=3+0+1=4)**

**Course Objectives-** This course conceptualizes the idea of constitutional rights of women through various available legal apparatus in Indian legal system. Important legal frameworks such as Universal Civil Code, Inheritance Rights, POSH Act etc., are taught in classroom to initiate discussion and aware students about the significance and essentiality of women’s right to build a gender equal society.

**Course Outcomes-**

**CO1-** Aware the students on various available gender sensitive legal mechanism to ensure gender justice in the society.

**CO2-** Identify everyday practices creating gender disparity and biases, resolve them through the legal provisions available in Indian Constitution to safeguard the rights of women.

**CO3-** Understand the urgency of creating a gender sensible working environment for all gender for the holistic growth of community and individuals.

Table 1. CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	3	3	1	3	1	2	2	3	3	3	3	1
CO2	3	3	3	3	1	3	1	1	1	3	3	3	3	1
CO3	2	2	3	3	1	3	1	1	1	3	2	3	3	1
Average	2.6	2.3	3	3	1	3	1	1.3	1.3	3	2.6	3	3	1

Table 2 Course Outline

UNIT	CONTENTS	WEEKS
UNIT I	Universal Civil Code, Inheritance and Succession Laws in India	2 weeks
UNIT II	Maternity Benefit Act and other Working Rights of women Protection of women from sexual harassment (PoSH) Act 2013	2weeks
UNIT III	Commission and Acts for Protection of Women and Child Rights 73 <sup>rd</sup> and 74 <sup>th</sup> amendments, Political representation of women.	2 weeks

**Suggested Readings**

Kelkar, G. 2014. The Fog of Entitlement: Women’s Inheritance and Land Rights. *Economic and Political Weekly.* 49 (33). 51-58.

Lingam, L, and Yelamanchili, V. 2011. Reproductive Rights and Exclusionary Wrongs: Maternity Benefits. *Economic and Political Weekly*. 46 (43). 94-103.

Menon, N. 2014. A Uniform Civil Code in India: The State of the Debate in 2014. *Feminist Studies*. 40(2). 480-486.

Murthy, L. 2013. From Mathura to Bhanwari. *Economic and Political Weekly*. 48(23). 16-18.

Pandit, L.A. 2010. Political leadership of Women: Constraints and Challenge. *The Journal of Political Science*. 71(4). 1139-1148.

### DGS 804C Field Based Experiential School: of women, for women ((L+T+P=2+2+4=8)

**Course Objectives-** This course in tandem with NEP’s mandate for experiential learning is designed to take teaching beyond the classroom and bring students closer to the community.

**Course Outcomes-** At the end of the course, students will be able to-

**CO1** The course shall introduce students to hand on learning from the workplace and in engagement with the communities that are subject of study.

**CO2** enable students analyze problems in a gendered context and find practical, real-life solutions to them.

**CO3** To emphasized the place of empathy, connectedness and emersed learning models in higher educations.

Table 1. CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	3	3	2	3	3	3	3	3	3	3	3	3
CO2	2	2	3	3	3	3	3	3	3	3	2	3	3	3
CO3	2	2	3	3	1	2	3	2	3	3	2	2	3	3
Average	2.3	2	3	3	2	2.6	3	2.6	3	3	2.3	2.6	3	3

Table 2- Course Outline

UNIT	CONTENTS	WEEKS
UNIT I	Women’s Advocacy Groups: <i>learnings from Collectives</i>	2 weeks
UNIT II	Exposure to Community Method: <i>Gender in the City</i> projects (visits to public spaces and women’s domains, in the lived and everyday settings), Feminist Research Methodology.	3weeks
UNIT III	Report writing and presentations	2 weeks

## **Suggested Readings**

Harding, S. 1987. *Feminism and Methodology*. Bloomington, USA: Indiana University Press.

Visweswaran, K. 1996. *Fictions of feminist ethnography*. Oxford University Press: New Delhi.

Aparna Rayaprol. 2016. Feminist research: Redefining methodology in social sciences. *Contributions to Indian Sociology*, 50, (3).368-388.



