

COURSE 3

HIS3MN212 Modern Indian History:Post-Independence Era

Course Overview: This course is designed to make awareness among the students on the history of post - independence India. This course also provides the students an idea of how the policies of different governments transformed Indian economy, society and polity.

Programme	BA History Honours				
Course Code	HIS3MN212				
Course Title	Modern Indian History:Post-Independence Era				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand different ideologies and processes involved in the partition of India.	U	C	short answer or short essay questions
CO2	Examine how India government dealt with refugee problem and mass misplacement during and after the partition,	An	P	Essay or discussion on the topic.
CO3	Critically evaluate the resurgence of communalism in post-independent India.	E	P	Discussions or case study.
CO4	A historical overview of the communal harmony in India.	E	P	Seminar.
CO5	Analyse the basic structure, values and significance of Indian constitution.	U	F	Poster making or discussion.
CO6	Evaluate the fundamental policies of the Nehru era.	E	M	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
1	THE PARTITION OF INDIA: TIMES OF VIOLENCE AND DISPLACEMENT		10	15
	1	Two Nation Theory.	2	
	2	Causes of partition – different interpretations	2	
	3	Religious Violence during the partition.	2	
	4	Consequences of partition – mass migration – violence and bloodshed – violent displacement. – Ongoing conflict and tension between India and Pakistan – resurgence of communalism – refugee problem.	4	
II	Readings			
	1. BipanChandra, Mridula Mukherjee,et.al., <i>India Since independence</i> , Penguin Random House, Haryana, 2008.			
	2. B R Ambedkar, <i>Pakistan Or the Partition of India</i> , PrabhatPrakasan, New Delhi, 2020			
	3. Mushirul Hassan (ed.), <i>India's Partition: Process, Strategy and Mobilisation</i> , Oxford University Press, New Delhi, 1997.			
	4. UrvashiButalia, <i>The Otherside of the silence</i> , Penguin Random House, Haryana, 2017.			
	INDIAN REPUBLIC AND CONSTITUTION		9	12
	6	Constituent Assembly – Debates in the constituent Assembly.	3	
	7	Features of Indian Constitution – Universal Adult Franchise – Equality before the law – Special privileges for the disadvantaged sections – Federalism – secularism – linguistic and cultural diversity.	3	
	8	National Integration and Princely states- Issue of language and formation of linguistic states – different commissions.	3	
	Readings			
	<ul style="list-style-type: none"> • Granville Austin, <i>The Indian Constitution: Corner stone of a nation</i>, • PrathapBanuMehta, <i>Burden of Democracy</i>, Penguin Books India, Gurgaon, 2017. • D DBasu, <i>Introduction to the constitution of</i> 			

		<ul style="list-style-type: none"> • <i>Indian</i>, Educational printed, New Delhi, 2022. • V P Menon, <i>Integration of Indian states</i>, Orient Black Swan, New Delhi, 2014. • Bipan Chandra, Mrudula Mukherjee, et.al., <i>India Since Independence</i>, Penguin Random House, Haryana, 2008. 		
III		INDIAN REPUBLIC – NEHRU ERA	12	18
	13	The idea of India – Nationalist legacy	3	
	14	Planning Commission -Planning Economy Debates.	3	
	15	Mixed economy.	2	
	16	Green Revolution	2	
	17	Independent Foreign Policy – N A M.	2	
		Readings		
		<ol style="list-style-type: none"> 1. Bipan Chandra, Mrudula Mukherjee, et.al., <i>India Since Independence</i>, Penguin Random House, Haryana, 2008. 2., <i>India's struggle for Independence</i>, Penguin Random House, Haryana, 2016. 3. Sekhara Bandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014. 4. Shashi Tharoor, <i>Nehru: The Invention of India</i>, Penguin Viking, New Delhi, 2018, 5. Mani Sankar Ayyar, <i>Nehru's India: Essays on the making of a nation</i>, Speaking Tiger, New Delhi, 2011. 		
IV		INDIA AFTER NEHRU	17	25
	19	Lal Bahadur Shastri and Indira Gandhi dispensation	2	
	20	J P and Total Revolution.	2	
	21	Emergency.	2	
	22	Janatha Party – First Non- Congress Dispensation.	2	
	23	Caste question and gender inequalities – Mandal Commission.	2	
	24	Women's Movements.	2	
	25	Ecological conflicts and environmental movements.	2	
	26	New Economic Reforms – L P G – Problems faced by Indian economy in the beginning of 1990s – objectives of economic reforms – benefits and	3	

		disadvantages – economic reforms and social justice.		
		<p>Readings</p> <ol style="list-style-type: none"> 1. Bipan Chandra,MrudulaMukherjee ,et.al,<i>India's Struggle for Independence</i>,Penguin Random House,Haryana,2000. 2. , <i>Nationalism and colonialism in modern India</i>, Orient Longman, New Delhi,1996. 3. ,<i>India Since Independence</i>,Penguin Random House,Haryana,2000. 4. C P Chandra Sekhar,JayatiGhosh,<i>The Market that failed: A decade of new liberal economic reforms in India</i>,Leftword, New Delhi,2002. 5. PulaPreBalakrishnan,<i>India's economy from Nehru to Modi : A brief History</i>,Permanent Black, New Delhi,2023. 6. Sathyendra P S, <i>MandalCommission</i>,LeftwordBooks,New Delhi,2018. 7. Paul R Brass,ThePolitics of India Since Independence,Cambridge University Press,2003 		
V		<p>OPEN ENDED : Students will be able to understand the era of mass violence during the period of partition and how India government dealt the problems of refugees and mass misplacement.Students also get an awareness on the process of nation building. Discussions – Poster exhibition – book reviews – film show.</p>	12	
		<p>Activity 1: Quiz Programme Conduct a quiz programme in their respective class room or college based on the syllabus.</p>		
		<p>Activity 2: Discussion Conduct a discussion on the impact of L P G reforms.</p>		
		<p>Activity 3 : Poster exhibition Organize a poster exhibition on the topic Emergency in India.</p>		
		<p>Activity 4 Organize a debate on the policy of reservation.</p>		
		<p>Assessment Participation in the above mentioned programme.</p>		

		<p>Presentation Evaluation Students will be assessed on their presentation skills, ability to engage the audience, and in the group activity.</p> <p>Peer Feedback Students will provide feedback on their peers' performances, focusing on the educational value and historical representation. This activity encourages students to synthesize information from the entire course, apply critical thinking, and engage in creative expression. It also allows for collaborative learning and peer to peer interaction.</p> <p>Readings</p> <ol style="list-style-type: none"> 1. BipanChandra,MridulaMukherjee,et.al., India Since independence, Penguin Random House,Haryana,2008. 2. B R Ambedkar, Pakistan Or the Partition of India,PrabhatPrakasan, New Delhi,2020 3. Mushirul Hassan (ed.),India's Partition: Process, Strategy and Mobilisation, Oxford University Press, New Delhi,1997. 4. UrvashiButalia,The Other side of the silence, Penguin Random House, 5. Haryana, 2017. 6. ,Partition,The Long Shadow, VKG 2,New Delhi,2015. 7. Sadat HasanManto, Selected stories , Penguin Random House India, New Delhi,2012. 8. Perry Anderson , Indian Ideology,Verso,London,2021. 9. Ayesha Jalal,The Soul Spokesman, Cambridge University Press,2007. 10. Dominique Lapierre , Larry Collins, Freedom at Midnight, Vikas Publishing House, New Delhi,2011 	
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Note: The course is divided into five modules, with four having total 26 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 26 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	3	3	3	3	3	3	2	2	3	3
CO 2	3	3	3	3	3	3	3	3	2	3	3
CO 3	3	3	3	3	3	3	3	3	1	3	3
CO 4	3	3	3	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3	3	3	3
CO 6	3	3	3	3	3	3	3	3	1	3	3
CO7	3	3	3	3	3	3	3	3	1	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3		✓		✓
CO 4		✓		✓
CO 5	✓			✓
CO 6			✓	✓

III rdSemesterBA (CUFYUGP) Degree Examinations,October2024
HIS3MN212: Modern Indian History: Post-Independence Era

Maximum Time: 2 hours

Maximum Marks: 70

SectionA
[Answer All. Each question carries 3marks]
(Ceiling: 24Marks)

1. Explain the concept Liberalisation.
2. What is mixed economy?
3. Explain the License raj system.
4. Discuss the impact of nationalisation of banks in India.
5. Examine the refugee problems in India during the period of partition.
6. Describe the two nation theory.
7. Write a note on secularism in India.
8. Assess the Silent Valley movement in Kerala.
9. What were the distinctive features of women movements in post-independent India.
10. Evaluate the economic problems which led to New Economic Reforms in 1991.

SectionB
[Answer All. Each question carries 6marks]
(Ceiling: 36Marks)

11. Assess the Mandal Commission Report.
12. Examine the impact of J P Movement.
13. Discuss the relevance of Green Revolution.
14. Explain the significance of linguistic reorganisation of Indian states.
15. Debate on the causes for the partition of India.
16. Analyse the period of Janatha Party.
17. Discuss how national movement provided a basis to the idea of India a nation.
18. Examine the relevance of N A M.

Section C
[Answer anyone. Each question carries 10marks]
(1x10=10 marks)

19. Examine the consequences of partition of India.
20. Discuss the impact of New Economic Reforms of 1991.

Table C

Minor groups from this table can be offered to students from other disciplines. However, a maximum of one group (three courses) can be offered to students who have chosen History as their major discipline. These courses are distinctly different from major courses offered by the department of history. Higher studies in these subjects are available at various institutes.

Course 3

HIS3MN215 Women in Public Sphere

Course description: This course explores the dynamic intersections of gender within public and private spheres, focusing on historical and contemporary women's movements, educational reforms, and economic empowerment. Through an interdisciplinary approach, students will critically analyze key concepts, policies, and social changes that have shaped gender roles and contributed to the advancement of women's rights globally and locally.

Programme	BA History Honours				
Course Code	HIS3MN215				
Course Title	Women in Public Sphere				
Type of Course	Minor				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Critical Understanding of Public and Private Spheres: Students will develop a critical understanding of the distinctions between the public and private spheres, exploring gender segregation, the portrayal of women in media, and the impact of industrialization on public spaces.	U & An	C	Debates/ Discussion
CO2	Historical and Contemporary Women's Movements: Students will analyze the historical and contemporary contributions of women to electoral rights and labour movements, both in the Western context and in India, understanding key organizations and figures, and the challenges faced by women workers.	U, An & E	F & C	Seminar/ Quiz
CO3	Evolution of Women's Education: Students will gain insights into the evolution of women's education, from philosophical foundations laid by Mary Wollstonecraft to 19th-century reforms, the role of missionaries and social reformers in India, and the specific case of	R, U & An	F & C	Assignment/ Debates

	women's education in Kerala.			
CO4	Economic Empowerment and Development: Students will evaluate the role of women in economic development, understanding theoretical perspectives on gender and development, global and Indian gender disparities, and the impact of international initiatives and policies aimed at women's empowerment	U & E	C	Policy Analysis/ debates
CO5	Policy and Advocacy for Gender Equality: Students will critically assess the feminist standpoint on development policies, the role of NGOs, and the significance of women's organizations in advocacy and networking for gender equality and economic rights	An, E & C	C & P	Simulations
CO6	Application of Theoretical Knowledge: Students will apply theoretical knowledge to real-world scenarios, developing strategies for managing public spaces, addressing workplace issues faced by women, and implementing educational and economic reforms to promote gender equality	Ap & C	P & M	Assignments/ Presentations and peer review
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Module	Unit	CONTENT	Hrs 60	Marks 70
I		INTRODUCTION TO PUBLIC SPHERE	7	14
	1	Definition of Public Sphere and Private Sphere- Habermas	2	
	2	Gender Segregation - Stereotyping of women in public media- Pornography	2	
	3	Provision and management of Public Space-access- agency of control	2	
	4	Industrialization and public sphere	1	
		REFERENCE		
		1. Craig J Calhoun, <i>Habermas and the Public Sphere</i> , 1992, https://calhoun.faculty.asu.edu/sites/default/files/publications/articles/habermas_and_the_public_sphere.pdf		
		2. Ann Brooks, <i>Women, Politics and Public Sphere</i> , Policy Press, 2019		
		3. Janice Delaney, Mary Jane Lupton and Emily Toth, <i>The Curse, A Cultural History of Menstruation</i> , University of Illinois press, 1988		
		4. David Brick, <i>Widows under Hindu Law</i> , OUP, 2023		
		5. Nicholas D. Kristof and Sheryl WuDunn, <i>Half the Sky: Turning Oppression into Opportunity for Women Worldwide</i> , Vintage Books,		

	2010	6. Michael S. Kimmel, <i>The Gendered Society</i> , OUP, 2016 7. Christine Stansell, <i>The Feminist Promise: 1792 to the Present</i> , Modern Library Inc, 2011	
II	WOMEN ELECTORAL RIGHTS AND LABOUR MOVEMENT	14	19
	5	National Women Suffrage Association (NWSA) – Elizabeth Cady Stanton- Susan B. Anthony	3
	6	Labour Movement Feminism- Clara Lemlich-Mary Harris	2
	7	Women's Trade Union League of America (WTUL)- International Ladies Garment Workers Union (ILGWU)	3
	8	Women's Trade Union Movement in India – Women's Trade Union League 1903- Self Employed Women's Associations (SEWA)	3
	9	Problems of Women workers – Wage differentiation – lack of training – Harassment at work place	2
	10	Women workers and Glass Ceiling effect	1
	REFERENCE		
	1. Sally Roesch Wagner, <i>The Women's Suffrage Movement</i> , Penguin Classics, 2019 2. Joan Marie Johnson, <i>The Woman Suffrage Movement in the United States</i> , Routledge, 2022 3. Sophia A Van Wingerden, <i>The Women's Suffrage Movement in Britain 1866-1928</i> , Palgrave Macmillan, 1999 4. Shane Mountjoy, <i>The Women's Rights Movement: Moving Toward Equality(Social and Political Reform Movements in American history</i> , Chelsea House Publishers, 2007 5. Suzanne Staggenborg, <i>Gender, Family and Social Movements</i> , Pine Forge, 1997 6. Amy M Damico, <i>Women in Media</i> , ABC-CLIO, 2022 7. Nighat Said Khan, <i>Gender, Power and Politics in South Asia</i>		
III	WOMEN AND EDUCATION	13	18
	11	Educational philosophy of Mary Wollstonecraft	2
	12	‘A Vindication of the Rights of Women’ – Impact on Feminist movement	2
	13	Education reforms in the 19 th century	2
	14	Victorian Education	2
	15	Women's education in India and the Role of Missionaries and Social reformers	2
	16	Women's education in Kerala – Dakshayani Velayudhan	3
	REFERENCE		
	1. Michael A Genovese and Janie S Steckenrider, <i>Women as Political Leaders: Studies in Gender and Governing</i> , Routledge, 2013 2. Melzer, Sara E, Rabine and Lestle W, <i>RebelDaughters: Women and</i>		

	<p><i>the French Revolution</i>, OUP, 1993</p> <p>3. Barbara B Oberg, <i>Women in the American Revolution: Gender, Politics and the Domestic World</i>, University of Virginia Press, 2019</p> <p>4. Ivy Pinchbeck, <i>Women Workers and the Industrial Revolution 1750-1850</i> Routledge, 1930</p> <p>5. Kay Ann Johnson and Joan Judge, <i>Women and the Chinese Revolution</i></p> <p>6. Hilda L. Smith, <i>The Women of the English Revolution</i></p> <p>7. Londa Schiebinger, <i>Gendered Innovations in Science and Engineering</i> Stanford University Press, 2008</p> <p>8. Sue V. Rosser, <i>Breaking into the Lab: Engineering Progress for Women in Science</i>, New York University Press, 2012</p> <p>9. Oto-Peralías, Daniel and Driessen, Julia, <i>The Gendered World of Work in Asia</i></p>		
IV	ECONOMIC DEVELOPMENT THROUGH WOMEN'S ECONOMIC RIGHTS	14	19
	17 Theoretical Perspectives of Gender and Development	2	
	18 Gender Disparity-Global and Indian Scenario	2	
	19 International initiatives on Women's Development-Copenhagen Conference-Nairobi Conference-Beijing Conference	3	
	20 Gender and Development (GAD)-Women in Development (WID)-Women Empowerment	2	
	21 Feminist Standpoint of Development Policy-Role of NGOs in Development Initiatives	3	
	22 Role of Women's Organizations in mobilizing and net Working	2	
	REFERENCE		
	<p>1. Neera Dasai, <i>Women in Modern India</i>, Asia Book, 1977</p> <p>2. Sumit Sarkar, <i>Women and Social Reform in Modern India: A Reader</i>, Indiana University Press 2008</p> <p>3. Ammu Joseph, <i>Framing Women: Changing Frames of Representation of Women in Indian English-Language Press</i></p> <p>4. Indu Agnihotri, <i>Visible Work, Invisible Women: Women and Domestic Work in India</i></p> <p>5. J. Devika and Binitha V. Thampi ,ed., <i>Women, Media and Indian Society: A Critical Exploration</i></p> <p>6. Jasbir Jain, <i>Indian Women Novelists and the Politics of Gender</i></p> <p>7. M. Madhava Prasad, <i>Women in Indian Cinema: Identity, Power, and Fantasy</i></p> <p>8. Savitha, <i>Freedom Fighters and Social Activists of India</i></p> <p>9. Ajit K. Chakraborty, <i>Women Who Fought: Forgotten Rebels of 1857</i></p> <p>10. Susie Tharu and K. Lalita, <i>Women Writing in India: 600 B.C. to the Present</i>, The Feminist Press at CUNY, 1993.</p>		
	https://archive.org/details/womenwritingin00thar		
V	Open Ended Module : This unit is customizable by the instructor. Topics can be chosen based on the interests of the	12	

	class or current research trends in the field. Potential topics might include:		
	<p>Gender and Public Policy: Explore how public policies are formulated, implemented, and their impact on gender equality. Examine case studies of successful gender-sensitive policies.</p> <p>Suggested Activities: Policy analysis projects, guest lectures from policymakers, role-playing exercises in policy formulation.</p>		
	<p>Gender and Technology: Analyze the intersection of gender and technology, focusing on digital activism, representation in tech industries, and the gendered digital divide.</p> <p>Suggested Activities: Research projects on gender disparities in technology, debates on digital feminism, workshops on digital literacy and empowerment.</p>		
	<p>Work-Life Balance and Family Dynamics: Investigate contemporary issues related to work-life balance, parenting roles, and family dynamics from a gender perspective.</p> <p>Suggested Activities: Surveys on work-life balance, comparative studies of family policies, role-playing scenarios exploring different family structures.</p>		
	<p>Global Perspectives on Gender Equality: Compare and contrast gender equality issues across different cultural and geopolitical contexts. Study international movements and policies promoting gender equality.</p> <p>Suggested Activities: Comparative essays, cross-cultural interviews, analysis of international gender equality reports.</p>		
	<p>Women and Leadership: Examine the challenges and successes of women in leadership roles across various sectors such as politics, business, and non-profits.</p> <p>Suggested Activities: Case studies of female leaders, leadership workshops, guest lectures from women in leadership positions</p>		
	<p>Gender and Economic Empowerment: Discuss the economic aspects of gender equality, focusing on women's economic rights, microfinance, and entrepreneurship.</p> <p>Suggested Activities: Analysis of economic empowerment programs, interviews with female entrepreneurs, projects on economic policy impacts.</p>		
	<p>Activities and Assessment for the open-ended module: For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics</p>		
	<p>Guest Lectures: Invite experts from various fields such as academia, activism, and policy-making to speak on contemporary gender issues.</p> <p>Assessment:</p> <p>Reflective Essay: Students will write a reflective essay on the guest lecture, discussing key insights, their relevance to course topics, and personal reflections</p>		
	<p>Workshops: Conduct workshops on relevant topics like digital activism, intersectionality, or leadership skills for women.</p> <p>Assessment:</p> <p>Workshop Participation and Practical Assignments: Students will be assessed on their participation during the workshops and will</p>		

	complete a practical assignment or project based on the workshop topic	
	<p>Field Trips: Organize visits to local organizations, NGOs, or community centers working on gender issues.</p> <p>Assessment:</p> <p>Field Trip Reports: Students will write a report detailing their observations, the work of the organization, and how it relates to course themes</p>	
	<p>Panel Discussion: Host panel discussions featuring scholars, activists, and professionals who address various aspects of gender studies.</p> <p>Assessment:</p> <p>Panel Discussion Review: Students will write a review of the panel discussion, summarizing key points, analyzing different perspectives, and reflecting on their implications.</p>	
	<p>Film Screenings and Discussions: Screen relevant documentaries or films followed by guided discussions and critical analysis.</p> <p>Assessment:</p> <p>Film Analysis Essays: Students will write an analysis essay on the screened film, discussing its themes, portrayal of gender issues, and its impact on their understanding of the topic.</p>	
	<p>Student-Led Seminars: Allow students to choose topics and lead seminars, fostering peer-to-peer learning and collaboration.</p> <p>Assessment:</p> <p>Seminar Presentations and Peer Evaluations: Students will be assessed on their seminar presentation skills, including content, delivery, and engagement. Additionally, peer evaluations will be conducted to provide feedback.</p>	
	<p>Debates: Students will participate in structured debates on controversial issues related to gender studies, defending their positions with evidence-based arguments.</p> <p>Assessment:</p> <p>Debate Performance and Written Arguments: Students will be assessed on their performance in the debate, including the clarity and strength of their arguments, as well as a written summary of their debate position and supporting evidence.</p>	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	2	1	3	2	2	1	3	2	1
CO 2	3	3	3	2	2	3	3	2	1	3	3	2
CO 3	3	2	3	2	1	3	2	2	1	3	2	1
CO 4	3	3	3	2	2	3	3	2	1	3	3	2
CO 5	3	3	3	2	3	3	3	3	2	3	3	3
CO 6	3	3	3	2	3	3	3	3	3	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar	Discussion/ Debate	End Semester Examinations
CO 1	✓			✓	✓
CO 2	✓		✓		✓
CO 3	✓	✓		✓	✓
CO 4	✓			✓	✓
CO 5	✓		✓		✓
CO 6	✓	✓		✓	✓

III Semester B.A. (CUFYUGP) Degree Examination HIS3MN215 Women in Public Sphere (Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 marks)

1. Habermas
2. Clara Lamelich
3. International Women's Development Initiatives in 1995
4. Self Employed Women's Association
5. Mary Wollstonecraft
6. GAD
7. Suffrage
8. What is the main focus of WTUL in America
9. Industrialization and public sphere
10. Glass Ceiling effect

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. Explain the concept of the Public Sphere as formulated by Habermas. How does it relate to the Private Sphere?
12. Discuss the impact of gender segregation and stereotyping of women in public media. Provide examples to support your points
13. Analyze the role of the National Women Suffrage Association (NWSA) in the women's suffrage movement in the United States
14. Evaluate the contributions of Clara Lemlich and Mary Harris to the labour movement feminism
15. Discuss the significance of Mary Wollstonecraft's 'A Vindication of the Rights of Women' on the feminist movement
16. Examine the challenges faced by women workers in terms of wage differentiation, lack of training, and workplace harassment.
17. Analyze the impact of educational reforms in the 19th century on the status of women in Victorian England
18. Discuss the theoretical perspectives of Gender and Development (GAD) and Women in Development (WID). How do they contribute to women's economic empowerment?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically evaluate the impact of industrialization on the public sphere. How did it contribute to changes in gender roles and public space management? Include historical and contemporary perspectives in your analysis.
20. Analyze the role and effectiveness of international initiatives on women's development, such as the Copenhagen, Nairobi, and Beijing Conferences. How have these initiatives shaped global and local gender equality policies? Provide specific examples to illustrate their impact.