

GENDER EQUITY / GENDER SENSITIZATION

- **The Department of English** has an entire paper (Paper-VI) devoted to prose writings by women on issues related to women such as gender politics, women's rights and their upliftment. A translation of the Mizo short story 'Lali' which is included in the compulsory Foundation Course English II paper deals with the status of women in traditional Mizo society. From this short story of Lali, the students themselves can measure the progress of the status of women in the Mizo Society.

Details of Course-Contents:

SEMESTER I:
ENG/IVC1: ENGLISH I (Course 1 – FC)
UNIT I: Parts of Speech, Tense and Voice.
UNIT II: Direct and Indirect Speech, Concept of Concord.
UNIT III: Reading Comprehension, Précis Writing.
UNIT IV: Letter Writing – Job Application Letter, Resume writing, Report Writing, Essay Writing.
UNIT V: Verbal Communication/Verbal Ability Test – Test of verbal skills, through mock interviews, Seminars/ Presentations etc.

ENG/IVC2: Elective Core Subject 1: Course 1 – EC
History of English Literature
UNIT I: Old English Period – Pre-Elizabethan Age
UNIT II: The Elizabethan Age
UNIT III: The 18th Century Literature (Emphasis on Satire)
UNIT IV: The 19th Century Literature (The Romantic Age and Victorian Age)
UNIT V: The 20th Century Literature (The modern age)
 (Note : Objective questions may be based only on Units III, IV and V)

SEMESTER II:
ENG/IVC3: ENGLISH II (Course 2 – FC)
UNIT I: Let Me Not To the Marriage of Minds – William Shakespeare
 Death be not Proud – John Donne
UNIT II: Ode to autumn – John Keats
 A prayer for my daughter – W.B. Yeats
UNIT III: Kunwar Singh – Jim Corbett
UNIT IV: Letter To My Daughter – Jawaharlal Nehru
UNIT V: Lali – Binakina

ENG/IVC4: Elective Core Subject 1: Course 2 – CC
History of English Language & Phonetics
Unit I: An Outline History of English
 From chapter- 1: The origin of Language to chapter 5: Renaissance
Unit II: From the Growth of Vocabulary to Conclusion.
 5

Unit-V: 9. Son of the Soil – Sebastian Zamvri
 10. He's Still Alive – Binakina Thangmang
Recommended text: *The Heart of the Matter*, (translated Stories from North East India) Published by Katha, New Delhi, 2004.

SEMESTER - IV:
ENG/IVC4: Environmental Studies: Course-I: FC
 (Existing: Course- contents: designed and put in place by the concerned CBCS)

ENG/IVC4: Elective Core Subject (EC - Course IV)
Fiction-I
Unit-I: Robinson Crusoe – Daniel Defoe.
Unit-II: Wuthering Heights – Emily Bronte
Unit-III: The Return of the Native – Thomas Hardy
Unit-IV: Hard Times – Charles Dickens
Unit-V: Passage to India – E.M. Forster
 Note: As the paper has only four units in the present syllabus, the School Board accept that *Gulliver's Travels* by Jonathan Swift (Unit-V) be included so as to meet the requirement of five units per paper under the CBCS system.

SEMESTER- V:
ENG/VCC5: Major Core – Course 5 (CC-5): Drama-I
Unit-I: Everyman – Anonymous
Unit-II: Dr. Faustus – Christopher Marlowe
Unit-III: King Lear – Shakespeare
Unit-IV: School for Scandal – Richard Sheridan
Unit-V: All for Love – John Dryden
 Note: 5 Questions should be attempted taking at least one from each Unit.

ENG/VCC6: Major Core – Course 6 (CC-6): Women's Writings
Unit I: Fire on the Mountain – Anita Desai
Unit II: Jane Eyre – Charlotte Bronte
Unit III: To the Lighthouse – Virginia Woolf
Unit IV: The God of Small Things – Arundhati Roy
Unit V: The Color Purple – Alice Walker

ENG/VCC7: Major Core – Course 7 (CC-7): Literary Theory & Criticism
Unit I: Chapter 1 – Classical Criticism
Unit II: Chapter 2 – Medieval and Renaissance Criticism
Unit III: Chapter 3 – English Neo-Classical Criticism
Unit IV: Chapter 4 – Romantic and Victorian Criticism
Unit V: Chapter 5 – 20th Century Criticism
 7

- **The Department of Political Science** examines women and politics; their input in social, economic & cultural policy matters, the debate on reservation for women in India and other crucial issues. The Department also has an entire course devoted to Human Rights including rights of women, children, minorities, disabled and old age, and provisions under the Indian Constitution.

Unit	Content	Method	Credit
Unit -I	The Industrial Revolution and Nineteenth Century Society a. Background-late eighteenth and nineteenth centuries development; The Industrial Revolution in Britain (1750-1850)-innovation in the textile industries-coal and iron. b. The social consequences of industrialisation-the emergence of a class society; Population explosion; The peasantry in the countryside; The urban landscape-environmental pollution; prostitution; The Middle classes.	L	1
Unit -II	Europe in the Nineteenth Century: Politics and Ideology a. Rise of Napoleon and the Napoleonic empire; Napoleonic reforms; The Congress of Vienna; Liberalism and Conservatism; Karl Marx; The French Revolutions of 1830 and 1848 b. Rise of nationalism: The Unification of Italy and Germany; Eastern Questions. The Crimean War (1854-1856).	L	1
Unit -III	Imperialism and Colonialism (1870-1914)/ Modern Industry and Mass Politics (1870-1914) a. Causes of the "new imperialism"; Imperialism in South Asia and China; Russian imperialism; The French Empire and the Civilizing Mission; The Scramble for Africa and The Congo; b. New technologies and global transformations-the "second" industrial revolution (steel, electricity, chemicals): -rise of the corporation-international economics (manufacturing, trade, and finance). c. Labour politics: Mass movements-Marxism and the emergence and spread of socialist parties; Suffrage and Women's movement;	L	1
Unit -IV	The First World War and the Turmoil between The Two World Wars a. The causes of the war-The July Crisis; War of Empires; Women in the War; the Russian Revolution; The February Revolution and the October Revolution; The United States as a World Power; The Peace Settlement and the League of Nations. b. Lenin's NEP; Fascism in Italy and Nazism in Germany; the Great Depression-origins and effects.	L	1
Unit -V	The Second World War a. The causes of the War: Unsettled quarrels, economic fallout, and nationalism; Challenges to the Peace; The Spanish Civil War; German rearmament and the politics of appeasement; Racial war, ethnic cleansing, and the Holocaust	L	2

165

Paper - V
Western Political Thought

Units Approved

I **Plato** : Justice, Education, Communism, Ideal State. **Aristotle** : Classification of Constitution, Best Practicable State, Revolution and Slavery.

II **St. Augustine** – Two Cities, Separation of Church and State
Machiavelli – Religion and Morality; State.

III **Hobbes** – Social Contract Theory; Absolute Sovereignty; Individualism. **Locke** – Social Contract Theory, Limited Government and Property. **Rousseau** – Social Contract Theory and General Will.

IV **Bentham** – Utilitarianism. **J.S. Mill** – Liberty; Women; Alterations of Utilitarianism and Democracy.

V **Hegel** – Dialectics and State. **Marx** – Dialectic Materialism, Historical Materialism, Theory of Revolution, Class Struggle and Surplus Value.

Suggested Readings
 Ashcraft, A. *Revolutionary Politics and Locke's Two Treatises of Government*. London: Allen and Unwin, 1986.
 Avineri, A. *The Social and Political Thought of K. Marx*. New Delhi: S Chand and Co., 1979.
 Barker, E. *The Political Thought of Plato and Aristotle*. New York: Dover Publications, 1959.
 _____, *Greek Political Theory: Plato and His Predecessors*. New Delhi: B.I. Publications, 1964.
 Berki, R.N. *The History of Political Thought: A Short Introduction*. London: Dent, 1977.
 Berlin, I. *Karl Marx: His Life and Environment*. Oxford: OUP, 1963.
 Bluhm, W.H. *Theories of Political System: Classics of Political Thought and Modern Political Analysis*. Englewood Cliffs N.J. Prentice Hall, 1965.
 Burns, J.H. (ed.) *The Cambridge History of Political Thought 1450-1700*. Cambridge: Cambridge University Press, 1991.
 Catlin, G. *A History of Political Philosophers*. London: George Allen and Unwin, 1950.
 Cobban, A. *Rousseau and the Modern State*. London: Unwin University Books, 1964.

144

- **The Department of Education** includes studies on the equalization of educational opportunities, literacy and girls' education, as well as sex education.

Paper VIII (a)	
Human Rights	
Units Approved	
I	Human Rights – Meaning, Scope and Importance
II	Human Rights & the United Nations Universal Declaration of Human Rights.
III	Group Human Rights: Rights of Women, Children, Minorities, Disabled and Old Age. Role of International NGO in the Protection of Human Rights - Amnesty International
IV	International Instruments of Human Rights : Civil, Political, Social & Economic Rights. The Generation of Human Rights: Right to Development.
V	Human Rights Provisions under the Indian Constitution. National Human Rights Commission India.
Suggested Readings	
Buergeth, Thomas (ed.). <i>International Human Rights</i> . Bombay: Allied, 1979.	
Carey, J. <i>U.N. Protection of Civil and Political Rights</i> . New York: 1970.	
Chakravorty, R. <i>Human Rights and the United Nations</i> . Calcutta: Progressive Publishers, 1958.	
Dominguez, J. et al., <i>enhancing Global Human Rights</i> . 1980.	
Iyer, V.R.K. <i>Human Rights and the Law</i> . Indore: Vedpal Lane House, 1984.	
Kashyap, S.C. <i>Human Rights and Parliament</i> . New Delhi: Metropolitan, 1978.	
Luard, E. (ed.). <i>The International Protection to Human Rights</i> . New York: 1967.	
Meron, Theodore. <i>Human Rights in International Law</i> . Oxford Clarendon Press, 1984.	

Unit – II	Colonial encounter	L	2
	a. Early British accounts of the Mizo b. Rask and counter military offensives c. British Frontier policy and the Mizo d. Frontier markets and their role e. Mizo resistance		
Unit – III	Mizoram under colonial rule	L	1
	a. Establishment of British rule: disarmament and pacification, land settlement b. Initiatives and changes in administration c. Impact on society and economy		
Unit – IV	Christianity and society	L	2
	a. Introduction of Christianity in Mizoram b. Medical and educational mission, women's education c. Growth and development of churches d. The revival movement e. Christian teachings and social transformation		
Unit – V	Political activism	L	1
	a. Roots: political awareness and politics of representation b. Mizo and the two World Wars c. Beginning of associations and political parties d. Emergence of District Council e. MNF movement		
Essential Readings:			
1. Shakespeare, John, <i>The Lushai-Kuki Clans</i> , TRI, 2009.			
2. Mackenzie, A., <i>The North East Frontier of India</i> , Mittal publications, 1979.			
3. Lewin, T.H., <i>A Fly on the Wheel</i> , Nahu Press, 2010.			
4. <i>Wild Fire on the Eastern Frontier of Bengal</i> , Biblio Bazar, LLC, 2009			
5. McCall, A.G., <i>Lushai Chrysalis</i> , TRI			
6. Reid, Robert N., <i>History of the Frontier Areas Bordering on Assam</i> , Eastern Pub. House, 1982.			
7. Mangkhosat Kippen, <i>Christianity and Mizo culture: the encounter between Christianity and Mizo culture in Mizoram</i> , Theological Conference, 1997.			
8. Pachuan, Lalangkima, <i>Ethnic identity and Christianity: a socio-historical and micrologic study of Christianity in northeast India with special reference to Mizoram</i> , P. Lang, 2002.			
9. Downes, Frederick S., <i>Christianity in North East India: Historical perspectives</i> , Indian Society for Promoting Christian Knowledge, 1983.			
10. Vanlathchuanawma, <i>Christianity and subaltern culture: revival movement as a cultural response to westernisation in Mizoram</i> , Indian Society for Promoting Christian Knowledge, 2006.			
151			

- **The Department of History** offers courses on the status of women, gender roles and sexual revolutions in the context of world history.

UG/Hist/III/EC/03			
HISTORY OF INDIA			
(Gupta to Sultanate periods)			
Objectives: This course is designed to familiarize students with the social, economic, political, and cultural developments in India from the Gupta to the early medieval periods. The purpose is to introduce students to elements of change and continuity in Indian history.			
Credits: 6			
Unit -I	Age of the Guptas	L	2
	a. The Gupta Empire and its decentralized administration. b. Economy under the Guptas; land grants and feudalization; agrarian structure; coinage and currency system; trade. c. Characteristic features of Gupta society; relevance of <i>jatidharma</i> ; women's social position; untouchability. d. Cultural developments-an overview of art, architecture, sculpture, painting, literature, and religion with special emphasis on the significance of the Puranic tradition; Sanskrit theatre; Cultural contacts with Central Asia. e. The Maukharis, Vakatakas, Chalukyas and later Guptas.		

Unit – III	Traditions of Historical Writing-I	L	2
	a. Ancient Greek tradition b. Ancient Roman tradition c. Ancient Indian tradition d. Ancient Chinese tradition		
Unit – IV	Traditions of Historical Writing-II	L	1
	a. Medieval Western tradition b. Postivist c. Marxist d. Annals		
Unit – V	Approaches to Indian History	L	1
	a. Colonial b. Nationalist c. Marxist d. Subaltern		
Essential Readings:			
Arnold, John H., <i>History: A Very Short Introduction</i> , OUP, April 2008.			
Carr, E.H., <i>What is History?</i> (With a new introduction by Richard J. Evans), 3rd Edition, Palgrave Macmillan, 2002.			
Toynbee, John, <i>The Pursuit of History</i> , Sixth Edition, Routledge, London, 2015.			
Sreedharan, E., <i>A Text Book of Historiography: 500 BC to AD 2000</i> , Orient Longman, 2004.			
Jeyarajan, N., <i>Historiography</i> , Atlantic Publishers, 2005.			
Additional Readings:			
Bentley, Michael, <i>Modern Historiography: An Introduction</i> , Routledge, 1999.			
Bentley, Michael (ed.), <i>Companion to Historiography</i> , Routledge, 1997.			
Srinivasan, K., <i>History: What and Why?</i> , Ancient, Modern and Postmodern Perspectives, Routledge, 1996.			
UG/Hist/V/EC/07			
EARLY MODERN EUROPE			
Objective: This paper balances political, economic, religious, and cultural history of Continental Europe the early modern period. Beginning with the fifteenth-century conquest of the "Atlantic littoral", it traces the emergence of Europe as the first truly global power while at the same time people, ideas, and forces that have shaped the character and institutions of the modern world are traced.			
Credits: 6			
160			

Unit	Content	Method	Credit
Unit - I	Commerce, Conquest, and Colonization, 1300-1600	L	2
	a. The rise of the Ottoman Empire; Mediterranean colonialism-silver shortages and the search for African gold-sea-based Mediterranean empire (Columbus, Venice, and Genoa); the technology of ships and navigation-Portugal, Africa, and the sea-route to India-antislavery and empire-Prince Henry the Navigator-Atlantic colonization and the growth of slavery b. The discovery of a New World-the Spanish conquest of America-the profits of empire in the New World		
Unit – II	The Renaissance and The Reformation of Religion	L	1
	a. The Renaissance and the Middle Ages-Renaissance Classicism-Renaissance Humanism; The Renaissance in Italy-origins-features of renaissance b. The Lutheran upheaval-the spread of Protestantism; The domestication of the Reformation (1525-1560); The English Reformation; Catholicism transformed		
Unit – III	Religious Wars, State Building, Intellectuals and Artists	L	1
	a. Turbulent periods-The Price Revolution-Religious conflicts-Political instability: Religious wars-The German wars of religion-The French wars of religion-The Revolt of the Netherlands; England and the defeat of the Spanish Armada; b. The 'Thirty Years' War; The balance of power in Europe-Spain, France, and England; The English Civil War-origins and consequences		
Unit – IV	Absolutism and Empire (1600-1789) and The French Revolution	L	1
	a. The appeal and justification of Absolutism; Alternatives to Absolutism; The Absolutism of Louis XIV; The remaking of Central and Eastern Europe; Autocracy in Russia; Colonization and Trade in the Seventeenth Century; Colonization and Empire. b. The French Revolution-The coming of the Revolution-The destruction of the Old Regime; A new stage: Popular revolution; The Reign of Terror; The Quest for Stability – Directory and Consulate.		
Unit – V	The Scientific Revolution and The Enlightenment	L	1
	a. The intellectual roots of the Scientific Revolution; A revolution in Astronomy; Methods for a new philosophy-Bacon and Descartes. b. The foundations of the Enlightenment; The world of the Philosophes; Internationalization of Enlightenment themes; Nature, Gender, and Enlightenment Radicalism-Rousseau and Wollstonecraft.		
161			

Co-curricular Activities:

- The college had **Grievances and Disciplinary Cell**; working for the security and safety of the women through counseling and lectures.
- Pamphlets on 'Gender Equality' and "women's rights" were distributed in classrooms as per the convenience of the teachers concerned.
- **The institution have different clubs** such as National Service Scheme (NSS), National Cadet Corps (NCC), Youth Adventure Club, Cultural Club, Literature Club, Consumers' Club, Evangelical Union, Red Ribbon Club, Eco Club, where both male and female students participated freely in their own interests without any discrimination.
- **International Women's Day** has been observed by the institution.
- **Gender sensitivity** is ensured by providing separate toilets for Boys & Girls, Male & Female Teachers and Staff.
- **Workshop on Gender Issues, Women Empowerment, Sexual Harassment, Mental Health** was organized in 2016.
- On the 31st October 2017, a one day Workshop on Gender Issues in Mizoram was conducted by the Equal Opportunity Cell, RUSA-GAC.

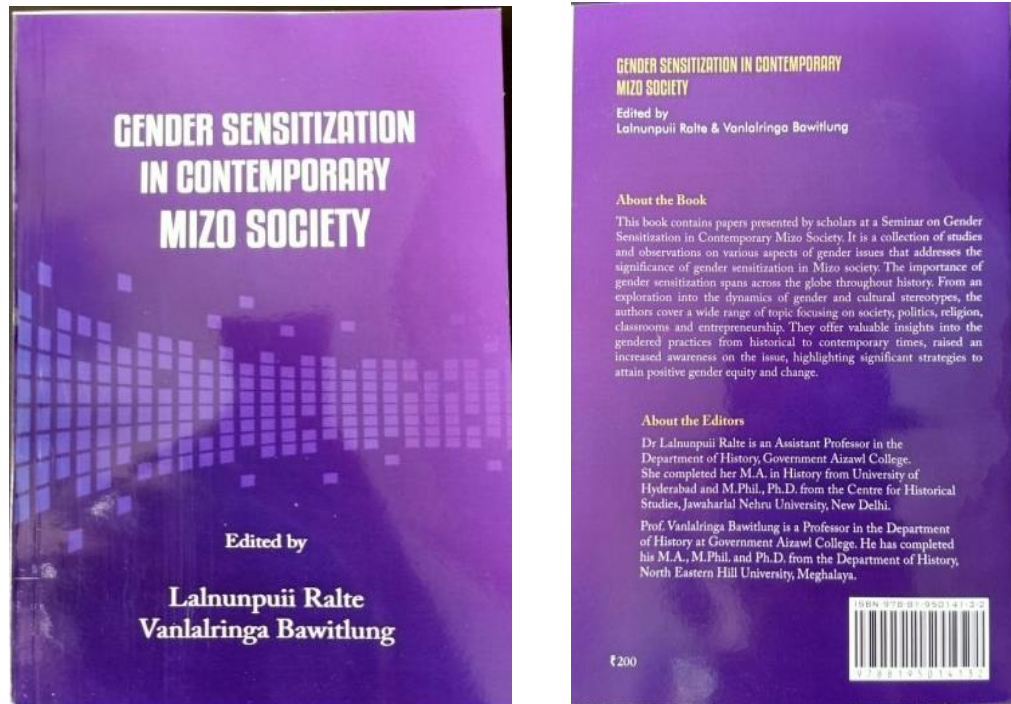
<https://gac.ac.in/page/rusa-sponsored-events>



- A seminar on "**Gender Sensitization in Contemporary Mizo Society**" was organized on 1st November 2019, by the Dept. of History in collaboration with the Equal Opportunity Cell, RUSA. Pu Biaktluanga, IAS, Commissioner & Secretary, Higher & Technical Education, Govt. of Mizoram, was the chief guest.

<https://gac.ac.in/page/seminar-on-gender-sensitization-in-contemporary-mizo-society>

- The articles from the seminar '**Gender Sensitization in Contemporary Mizo Society**' was edited by Prof. Vanlalringa Bawitlung and Dr. Lalnunpuii Ralte and published in 2020 by the Department of History with an ISBN number 978-81-950141-3-2.



- **A Programme on Gender Equality (Essay/Poetry writing competition)** was organized by the Department of English on the 12th February 2021. In pursuance of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013. Internal Complaints Committee of Sexual Harassment on Women at Workplace was formed.

<https://gac.ac.in/page/programme-on-gender-equality>

Programme on Gender Equality



A Programme on Gender Equality (Essay/Poetry writing competition) was organised by the Department of English on the 12th February 2021, at the college Conference Hall. Fourteen student competitors gave presentations/readings of their essays/poems on the theme.

- **Special lecture on 'Gender Sensitization'** was organized by the Department of Sociology on the 24th of March, 2021. Mrs. Vanlalhriatpuii Renthlei, State Co-ordinator, State Resource Centre for Women, Women and Child Development, Social Welfare Department was invited as the Resource Person.

<https://gac.ac.in/page/special-lecture-on-gender-sensitization>

Special Lecture on Gender Sensitization



A special lecture on Gender Sensitization was organised by the Department of Sociology on the 24th March, 2021 at the college Conference Hall. Understanding the importance and relevance of the topic, as well as the need to inculcate gender sensitivity, greater awareness and highlighting of social issues, the department organised the programme.

- **CCTV:** The institution has installed CCTV to monitor the security and safety of students inside the campus.

