

Women's Studies Centre
Vidya Bhavana
Visva-Bharati

**SYLLABI FOR MINOR COURSES UNDER NATIONAL EDUCATION POLICY
2020**

Table 1: Course List

Semester	Course Title	Course Code	Credit	End Sem Exam	Internal	Total
I,II	Fundamentals of Women's Studies	MNWS01	4	80	20	100
III,IV	Women in Education, Work and Politics	MNWS02	4	80	20	100
V, VI	Gender and Society	MNWS03	4	80	20	100
TOTAL ACROSS 6 SEMESTERS			12	240	60	300
VII, VIII	Feminist Theory	MNWS04	4	80	20	100
TOTAL ACROSS 7TH / 8TH SEMESTERS			4	80	20	100
GRAND TOTAL			16	320	80	400

Syllabus

Fundamentals of Women's Studies

Course Code: MNWS01

Semester: I, II

Credit: 4

Course objectives:

1. To familiarise the students with the concepts of sex and gender
2. To make the students understand the role of family as a powerful institution for development of asymmetrical gender identities and operationalising gender-based violence
3. To make the students understand the concepts of masculinity and femininity as analytical categories
4. To explain the origin and the trajectory of development of the discipline of Women's Studies

Learning outcomes: The students shall be able to understand the fundamental concepts in Women's Studies and how to apply these concepts as analytical categories in critically explaining social realities. They will also learn the historical background behind the emergence of the discipline of Women's Studies in India.

Course Outline:

Unit 1: Understanding the Basic Concepts

- 1.1 Emergence of Women's Studies in India as an academic discipline: Commission on the Status of Women, Towards Equality Report (1974); Meaning, Rationale and Scope of the discipline of Women's Studies
- 1.2 Key concepts in sex and gender- gender socialization, gender stereotypes, gender ideologies, gender and sex roles, phallocentrism and androcentricism
- 1.3 Masculinity/Masculinities; Femininity/Femininities, Sexualities

Unit 2: Family and Gender

- 1.1 Feminist perspectives on the neoclassical understanding of the concept of 'family'
- 1.2 Son preference in South Asia and India, Missing women and unbalanced sex ratios
- 1.3 Violence against women within the family: Foeticide, Infanticide, FGM, Child Marriage, Dowry, honour killing, intimate partner violence, conditions of widows

Unit 3: Conceptualising Patriarchy

- 3.1 Understanding Patriarchy
- 3.2 Structures of patriarchy
- 3.3 Production, reproduction and patriarchy: Indian arguments on household, kinship, caste

Unit 4: Women's Movement and the Emergence of Women's Studies in India

- 4.1 Women's movement in Colonial India: National Movement and the genesis of the women's question,
- 4.2 Women's movement in Independent India: including those centering around anti-sati, anti-liquor, environmental protection, Dalit women, Uniform Civil code, anti-rape
- 4.3 Contemporary women's movement

Suggested Readings

1. Bradley, Harriet. (2013). *Gender*. Rawat Publications: India
2. PILCHER, JANE AND IMELDA WHELEHAN. (2004). *50 Concepts in Gender Studies*. Sage: London
3. Smith, Bonnie G. (2015). *Women's Studies: the Basics*. Routledge: London
4. Basu, Rajashree and Basabi Chakraborty. (2014). '*Prasanga Manabividyā*' (Bengali)
5. Chakrabarti, Basabi. (2014). *Women's Studies: Various Aspects*. Kolkata: Urbi Prakashani
6. Chaudhuri, Maitreyee.(Ed.) (2004). *Feminism in India*. Kali for Women: New Delhi
7. Geetha, V. (2006). *Understanding Gender*, Calcutta, 2006
8. Geetha, V. (2007). *Patriarchy*. STREE: Kolkata
9. John, Mary E. (Ed.) (2008). *Women's Studies in India: A Reader*. Penguin Books: India
10. Mazumdar, Rinita. (2006). *Feminine Sexuality: Deconstructing the Phallus*. Toward Freedom: Kolkata
11. Majumdar, Veena. (1974) "Report on the committee on the Status of Women: Towards Equality"

Women in Education, Work and Politics

Course Code: MNWS02

Semester: III, IV

Credits-4

Course Objectives:

1. To make the students identify and comprehend gender based social inequalities and injustices in the context of education
2. To make them understand the conceptual ramifications and empirical evidence of women's work
3. To bring out the challenges and opportunities in terms of women's political participation
4. To enable them comprehend the concept of empowerment and how education, work and political participation are associated with women's empowerment

Learning Outcomes: The students shall be able to understand the concept of empowerment as a collective and liberating concept and how attempts to 'measure' empowerment must take into consideration the real nature of women's education, employment and political participation.

Course outline:

Unit 1 –Women's Education

- 1.1 Importance of education for women's development; Debates around women's education in the West and in India
- 1.2 Education for Women's equality- National Policy on Education 1986 (Mary John 322) modified in 1992; Sarva Shiksha Abhyan – Right to education. National Women's Commission. National Educational Policy 2020
- 1.3 Trends in Primary Education, Higher Education, Technical education, Vocational Education

Unit 2: Work

- 2.1 Conceptualising 'women's work'; Ideological and methodological issues in measuring women's work.
- 2.2 Long term trend in women's outside work participation- interregional patterns in India
- 2.3 Economic development and structural shift – comparison with East Asia and also with Bangladesh; neo-liberal reforms and the women workers in India

Unit 3: Politics

- 3.1 Gender in the making of the Indian Nation-State
- 3.2 Women's bodies as sites of politics
- 3.3 Women's participation in politics with special focus on women in panchayati raj

Unit 4: Empowerment

4.1 Understanding the concept of empowerment- from individual to collective, from liberal to liberating

4.2 Empowerment through participation in work, education, political institutions and expansion of choices

4.3 National Policy for Empowerment of Women in India, 2001

Suggested Readings

1. Bradley, Karen, “*The Incorporation of Women into Higher Education: Paradoxical Outcomes?*” *Sociology of Education*73: 1-18, 2000.
2. Epstein, Andrew J. and Simon P. Opolot, *Gender equity through education (GEE)*, USAID, 2012.
3. Gerber, Theodore P. and Sin Yi Cheung, “*Horizontal Stratification in Postsecondary Education: Forms, Explanations, and Implications*”, *Annual Review of Sociology*34: 299-318, 2008.
4. Glazer-Raymo, Judith, 2008, “The Feminist Agenda: A Work in Progress.” Pp. 1-34 in *Unfinished Agendas: New and Continuing Gender Challenges in Higher Education*, edited by J. Glazer-Raymo. Baltimore: Johns Hopkins University Press.
5. Goodman, Joyce and Jane Martin, (eds.) 2002, *Gender, Colonialism and Education: The Politics of Experience*. London?, Woburn.
6. Herz, Barbara and Gene B. Sperling, *What Works in Girls’ Education: Evidence and Policies from Developing World*. New York: Council on Foreign Relations Press, 2004.
7. Longwe, S., “Education for Women’s Empowerment or Schooling for Women’s Subordination”, *Gender and development*, 1998,6(2):19-26.
8. Powell, Avril and S. Lambert-Hurley, (eds.), *Rhetoric and Reality: Gender and the Colonial Experience in South Asia*. New Delhi: OUP.
9. Bhattacharya, Sabyasachi, *The Contested Terrain: Perspectives on Education in India*, Hyderabad: Orient Longman, 1998.
10. Chanana, Karuna, (ed.) 1988, *Socialisation, Education and Women*. New Delhi: Orient Longman.
11. Chitnis, Suma and Philip G. Altbach, (EDs.) 1993, *Higher education reform in India: Experience and perspective*, New Delhi: Sage.
12. John, Mary E. (Ed.) (2008). *Women’s Studies in India: A Reader*. Penguin Books: India
13. Mazumdar, Vina, *Education, Equality and Development: Persistent Paradoxes in India Women’s History*. New Delhi: CWDS.
14. Pandey, D., *Empowerment of Women: Participatory Action Research Approach*, R CWS, 1995.
15. Paul, Tanusree and Saraswati Raju. (2014). Gendered labour in India: Diversified or Confined? *Economic and Political Weekly*. Vol - XLIX No. 29, 197-208
16. Paul, Tanusree. 2011. ‘Space, Gender and Fear of Crime: Some Explorations from Kolkata’, *Gender Technology and Development*, 15 (3): 411-436.
17. Raju, Saraswati. 2013. The Material and the Symbolic: Intersectionalities of Home-Based Work in India. *Economic and Political weekly*, Vol. 48(1): 60-68

Gender and Society

Course Code: MNWS03

Semester: V, VI

Credits: 4

Course Objectives:

1. To enable the students understand the concept of intersectionality and how women's everyday lived experiences are shaped by their intersectional identities.
2. To bring out the significance of caste as a fundamental organizing principle leading to varying gender-based experiences
3. To make the students understand how the status of women are constructed in various religious texts and how these cultural constraints are manifested in the various Personal Laws prevalent in India.
4. To critically understand the role of the State in making use of gendered ideologies towards framing of national identity and policies.
5. To appreciate the role of media in reproducing the social constructions of gender

Learning Outcomes: This course shall give the students an idea about the various processes operational behind the shaping of gendered societies with special emphasis on India. The focus will be primarily on ethnicity, caste and religion and how these two identity markers shape the women's experiences as gendered beings in the society. Further, they would also be able to recognize how the State actively participates and contributes towards the production of gender-based asymmetries of power through biased distribution of resources, access and benefits based on gender.

Unit 1: Intersectional Feminism

- 1.1 The beginning of intersectional feminism-the importance of caste, class, religion and gender in shaping society
- 1.2 Ethnicity and gender
- 1.3 Caste, class and gender

Unit 2: Women, Religions and Personal Laws

- 2.1 Status of women in Hinduism, Islam and Christianity
- 2.2 Religion, Personal laws and women's subordination, Struggles for codifying Hindu personal laws, Uncodified Muslim laws
- 2.3 Debates around Uniform Civil Code

Unit 3: Social Protection Policies for Women in India

- 3.1 Legal provisions related to women's employment and livelihood
- 3.2 CEDAW and the laws related to violence against women
- 3.3 Draft National Policy for Women 2016, National and State Commissions for Women

Unit 4: Gender and media

- 4.1 Gender and media- issues in representation

- 4.2 Gender representation in various forms of media- folk media, news media, films, magazines, advertisements
- 4.3 Digital media and gender narratives

Suggested Readings

1. Chaudhuri, Maitreyee.(Ed.) (2004). *Feminism in India*. Kali for Women: New Delhi
2. Geetha, V. (2006). *Understanding Gender*, Calcutta, 2006
3. John, Mary E. (Ed.) (2008). *Women's Studies in India: A Reader*. Penguin Books: India
4. Kumar, Radha. (1993). *The History of Doing- An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Zubaan
5. Rege, Sharmila. (Ed.) (2003) *Sociology of Gender*. Sage: India
6. Sarkar, Tanika. (2001). *Hindu Wife, Hindu Nation* Community, religion, and cultural nationalism. Permanent Black
7. Sarkar, Tanika. (2006). Birth of a Goddess: 'Vande Mataram', "Anandamath", and Hindu Nationhood *Economic and Political Weekly*, Vol. 41, No. 37 (Sep. 16-22, 2006), pp. 3959-3969
8. Uberoi, Patricia. (Ed.) (1993). *Family, Kinship and Marriage in India*. Oxford: India

Feminist Theory

Course Code: MNWS04

Semester: VII, VIII

Credits: 4

Course Objectives

1. Knowledge about the different strands of feminist theory
2. Identify major influences within key historic feminist movements

Learning Outcome: The students shall be able to evaluate, compare, and critique feminist theories

Course Outline:

Unit 1: Enlightenment and Liberalism

- 1.1 Instability of the Analytical Categories of Feminist Theory; Feminist Theory and Claims of Truth
- 1.2 Conceptual Roots, Before the "First Wave"- Equal Education, Contribution of thinkers such as Mary Wollstonecraft, J.S. Mill, Betty Friedan, and others
- 1.3 Different aspects of Liberal Feminism- Equal Liberty and Suffragate, Equal Rights, Intersectionality

Module 2: Various Strands of Feminist Theories

- 2.1 Friedrich Engels: Origin of the Family, Private Property and the State;
Marxist and Socialist feminism
- 2.2 Radical Feminism: Libertarian and cultural perspectives.
- 2.3 Freud and Psychoanalytic Feminism , Care-Focused feminism

Module 3: Later Feminist Thought

- 3.1 Existentialist Feminism and Postmodern Feminism
- 3.2 Questions of intersectionality, Black Feminism,
- 3.3 Third World Feminism, Dalit Women's critique of caste based patriarchy

Module 4: Women and environment- Theories and Evidences

- 4.1 Roots of Ecofeminism, Early concepts
- 4.2 Women, Nature and Culture- Some Tensions
- 4.3 Different approaches to Ecofeminism

Suggested Readings

1. Engels, Friedrich. (1979). "The Origin of Family, Private Property and the State". Pathfinder Press, New York. (1884 tr. 1902)
2. Tong, Rosmarie. (2014). *Feminist thought A More Comprehensive Introduction*. University of North Carolina: Westview Press
3. Walby, Sylvia. (1986). *Patriarchy at Work*. Cambridge: Polity Press.
4. Chaudhuri, Maitreyee (Ed.) (2004). *Feminism in India*. New Delhi: Kali for Women
5. Geetha, V. (2007). *Patriarchy*. Calcutta: Stree
6. John, Mary E. (2008). *Women's Studies in India: A reader*. Penguin Books
7. Mies, Maria and Vandana Shiva. (1993). *Ecofeminism*. Jaipur: Rawat Publications (Indian reprint).

**SYLLABI FOR MULTIDISCIPLINARY COURSES UNDER NATIONAL
EDUCATION POLICY 2020**

Table 2: Course List

Semester	Course Title	Course Code	Credit	End Sem Exam	Internal	Total
I	Women And Environment	MDWS01	3	60	15	75
II	Feminism, Literature, Art and Science	MDWS02	3	60	15	75
III	Gender and Development	MDWS03	3	60	15	75
TOTAL			9	180	45	225

Women and Environment

Course Code: MDWS01

**Semester: I
Credits: 3**

Course Objectives

1. Evaluate, compare, and critique the different perspectives and theories on eco-feminism
2. Appreciate women's contribution to environmental movements
3. Critique public policies on environment through a gendered lens

Learning Outcomes: The students would be able to connect theory and practice in the context of gender and environment and appreciate the importance of using a feminist lens in environmental studies.

Course Outline:

Unit 1: Theoretical Approaches

- 1.1: Women-environment relationship- Biological and material bases;
- 1.2: From eco-feminism to feminist environmentalism, Eco-feminism in India
- 1.3: Women in environmental movements- Chipko Movement, Narmada Bachao Aandolan, Vedanta, Posco, Uttarakhand, Silent Valley Module

Unit 2: Issues in Environmental Management in India

- 2.1 Women and Environmental Management- challenges and opportunities
- 2.2 Role of women in natural resource management- Reflections of advanced technologies in agriculture and towards environment; forest management; water management
- 2.3 Central and State initiatives for environment protection

Unit 3: Gender and climate change

3.1 Women, gender inequality and climate change

3.2 Gender and climate change adaptation and mitigation

3.3 Gender equality in climate change policies: Challenges and Future Perspectives

Suggested Readings

1. KAREN J WARREN, ED. *ECOLOGICAL FEMINISM*, Routledge, London, 1994. (Selections)
2. Nightingale, Andrea. The Nature of Gender: work, gender and environment. *Environment and Planning D: Society and Space* 24:2-45
3. Agarwal, Bina. (1992) The Gender and Environment Debate: Lessons from India. *Feminist Studies*, Vol. 18(1): 119-158.
4. Chopra, Kanchan and S.C. Gulati. (1997) Environmental Degradation and Population Movements: The Role of Property Rights. *Environmental and Resource Economics* 9: 383–408
5. Chopra, Kanchan and Saroj Kumar Adhikari. (2004) Environment development linkages: modelling a wetland system for ecological and economic value. *Environment and Development Economics* 9: 19–45
6. Kabeer, Naila. *The Power to Choose Bangladeshi Women and Labour Market Decisions in London and Dhaka*. London New York: Verso
7. Kurian, C.T., “Tracks for the Time”. The Hindu “Survey on Environment”
8. M.S Swaminathan, 1998, Gender Dimensions in Biodiversity Management, Konark publishers pvt ltd, New Delhi
9. P.K. Rao, 2000 Sustainable Development-Economics and Policy, Blackwell, New Delhi
10. Promilla Kapur (ed), 2000, Empowering Indian Women, Publication Division, Government of India, New Delhi
11. Ronnie Vernooy, (Ed.) 2006, Social and Gender Analysis in Natural Resource Management – Learning Studies and Lessons from Asia, Sage, New Delhi
12. Siddiqui, Kalim. (2012). Development and Displacement in India: Reforming the Economy towards Sustainability. *Journal of Physics: Conference Series* 364: 1-13
13. Vandana Shiva, “Gender and Technology Journal”, - Sage

Feminism, Literature, Art and Science

Course Code: MDWS02

Semester: II

Credits: 3

Course Objectives:

1. To make them appreciate the literature contributed by women and/or representing women in India
2. To understand the feminist perspectives on mainstream art
3. To understand the complex relationship between feminism and science.

Learning Outcomes: The students shall be able to appreciate and comprehend the feminist critique of literature, art and science. They shall be able to comprehend the need for alternative perspectives and epistemologies in these domains.

Course Outline:

Unit 1: Women and/in Indian literature

1.1 Women's writing in the Ancient and Medieval Periods- Selected Caste studies on any two from the following: Therigatha, Akkamahadevi, Chandrabati, Folk Songs

1.2 Literature of the Reform and Nationalist movement - Case studies from the writings of any two women from the following: Begum Rokeya Sakhawat Hossain, Pandita Ramabai, Tarabai Shinde, Swarnakumari Devi, Rassundari Devi.

1.3 Women writing the Nation in the 20th Century- Case studies from the writings of any two women from the following: Ismat Chughtai, Amrita Pritam, Mahashweta Devi, Ambai, Kamla Bhasin

(Case studies might be selected from and include, but not remain limited to the titles on the list)

Unit 2: Women in Art

2.1 The emergence of feminism in Art and Art History

2.2 Feminist Art Epistemologies, The representation of women in art and the concept of a female aesthetic

2.3 Art and feminism after 1990

Unit 3: Women and/in Science

3.1 Enlightenment and Feminism- Reason, Science and Progress; Challenges to understanding Natural Sciences as Social phenomena

3.2 Science, Gender and Discrimination: The 'Other' question in Science- women of colour

3.3. Women in the Sciences (Western and Indian)

Suggested Readings

- 1 **Adrian Piper, "The Triple Negation of Colored Women Artists,"** in Hilary Robinson, ed., *Feminism-Art-Theory: An Anthology 1968-2000* (Blackwell, 2001), pp. 57-68.
- 2 **Fiona Carson, "Feminist debate and fine art practices,"** in Fiona Carson and Claire Pajaczkowska, eds., *Feminist Visual Culture* (Routledge, 2001), pp. 25-35.
- 3 **Harmony Hammond, "Against Cultural Amnesia,"** in Hilary Robinson, ed., *Feminism-Art-Theory: An Anthology 1968-2000* (Blackwell, 2001), pp. 555-561.
- 4 Harding, Sandra. (1991). *Whose Science? Whose Knowledge?: Thinking from Women's Lives*. Published by: Cornell University Press
- 5 Haraway, Donna. (1991) *Simians, Cyborgs, and Women The Reinvention of Nature*. Routledge
- 6 **Laurie E. Hicks, Excerpt from "The Construction of Meaning: Feminist Criticism,"** *Art Education*, 45 (2) (1992), pp. 23-27.
- 7 Storey, John. (1997). *Cultural Theory and Popular Culture: An Introduction*. Routledge: New York

- 8 Sumi Krishna and Gita Chadha (Eds.). *Feminists and science: Critiques and changing perspectives in India*. 2 volumes *STREE*
- 9 Susie Tharu and K. Lalita ed. *Women Writing in India* 2 volumes

Gender and Development

Course Code: MDWS03

Semester: III

Credits: 3

Course Objectives:

1. Identify and comprehend gender based social inequalities and injustices.
2. Understand the gender question in development interventions and approaches
3. Identify how the Government policies and programmes address gender inequities and inequalities in India.

Learning Outcomes: The students shall be able to understand the various nuances of development and planning through a gender lens.

Course Outline

Unit 1: Notions of gender, development and well-being

- 1.1 Key concepts on Sex and Gender with special focus on gender roles and sexual division of labour.
- 1.2 Growth vs. development: concern for human well-being.
- 1.3 Interrogating women's contribution to development in the light of Esther Boserup's thesis on women's role in economic development.

Unit 2: Gender questions in development interventions and approaches

- 2.1 Conceptual rationale for gender questions in development, Women in development, Women and development; gender and development
- 2.2 International initiatives in women's development: International Women's Decade and the World Conferences on Women, Millennium Development Goals, SDGs
- 2.3 Third world policy approaches to women in development- Welfare, Equity, Anti-poverty, Efficiency and Empowerment.

Unit 3: Indian Scenario

- 3.1 Approach to women's development in the Indian five year plans- Welfare Perspective (I-Vth Plan), Development Perspective (VI -VIIth Plan), Empowerment Perspective (VIIth Plan and onwards)
- 3.2 NITI Ayog and achieving gender equality
- 3.3 Selected key Government policies/missions and implications for gender- National Policy for Empowerment of Women, National Health Policy, National Nutrition Mission, National Education Policy

Suggested Readings

- 1 Jackson, Cecile and Ruth Pearson. (1998). *Feminist Visions of Development: Gender Analysis and Policy*. Routledge
- 2 Caroline O.N. Moser, "Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs", in *World Development*, 17:11, 1989, pp.1799-1825.
- 3 Dreze, Jean and AmartyaSen, *India: Development and Participation*, Oxford India Paperbacks, New Delhi, 2005 (chapter 7).
- 4 Escobar, Arturo, *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, Princeton, 1995.
- 5 Agarwal, Bina, Jane Humphries, Ingrid Robeyns. *Amartya Sen's Work and Idea: A Gender Perspective*. Routledge, 2005
- 6 Hirway, Indira, "Critique of Gender Development Index: Towards an Alternative", *Economic and Political Weekly*, October 26, 1996.
- 7 Kabeer, Naila, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso, London, 1994 (chapters 1-4).
- 8 Raworth, Kate and David Stewart, "Critiques of the HDI: A Review", in Sakiko Fukuda-Parr and A.K. Shiva Kumar, eds., *Reading in Human Development Concepts: Measures and Policies for a Development Paradigm*, UNDP, 2003.
- 9 Ray, Debraj, *Development Economics*, Oxford India Paperbacks, New Delhi, 2004 (chapter 2, pp. 25-44).
- 10 Razavi, Shahrashoub and Carol Miller .From WID to GAD: Conceptual Shifts in the
the
- 11 Women and Development Discourse. United Nations Research Institute for Social Development. Occasional paper 1, 1995
- 12 Rustagi, Preet. (2004) Significance of Gender-related Development Indicators:An Analysis of Indian States. *Indian Journal of Gender Studies* , 11(3): 291-343

Syllabus for GE Course

Semester 1

Course I: Introduction to Women's Studies

Unit 1: Basic Concepts

Sex and gender

Gender stereotypes

Unit 2: Gender- an important parameter of development outcomes

Difference between growth and development;

The importance of caste, class, religion, gender, age in shaping society; Inequalities in educational and health outcomes, Work- paid and unpaid, Political participation and representation

Unit 3: Women's movement in India

In Colonial India: National Movement and the genesis of the women's question,

In Independent India: including those centering around anti-sati, anti-liquor, environmental protection, Dalit women, Uniform Civil code, anti-rape.

Unit 4: Women's Studies in India

Towards Equality Report (1974-75)

Evolution of Women's Studies as an academic discipline in India

Reading List

Basu, Rajashree and BasabiChakraborty. (2014). '*PrasangaManabividya*' (Bengali)

Chakrabarti, Basabi. (2014). *Women's Studies: Various Aspects*. Kolkata: UrbiPrakashani

Chakravarti, Uma (2006). *Gendering Caste Through a Feminist Lens*. Calcutta: Stree

Chaudhuri, Maitreyee (Ed.) (2004). *Feminism in India*. New Delhi: Kali for Women

Geetha, V. (2006). *Understanding Gender*, Calcutta, 2006

John, Mary E. (2008). *Women's Studies in India: A Reader*. Penguin Books

Kumar, Radha. (1993). *The History of Doing- An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Zubaan

Majumdar, Veena. (1974) "Report on the committee on the Status of Women: Towards Equality

Semester 2

Course II: Women and Society

Unit 1: Religion and Women

Religion as Cultural Construction

Status of Women in Various Religious Traditions: Hinduism, Christianity and Islam

Unit 2: Women and/in Literature

Case studies of biographical notes of any two women *for instance* Begum

Rokeya Sakhawat Hossain, Ambai (C.S. Lakshmi)

(case studies might be selected from and include, but not remain limited to the titles on the list)

Unit 3: Portrayal of Women in Media

Representation of men and women in mass media and social media

Indecent Representation of Women Act , 1986

Unit 4: Violence Against Women

Women's experience of violence during different stages of the life cycle (female foeticide, infanticide, neglect of girl child, child marriage, dowry deaths, intimate partner violence, reproductive health problems, elderly women and widows)

Reading List

Beattie, Tina, and Ursula King, eds. (2004). *Gender, Religion, and Diversity: Cross-Cultural Perspectives*. London: Continuum International Publishing Group.

Dasguta, Sanjukta, Dipankar Sinha and Sudeshna Chakravarti. (2012). *Media, Gender and Popular Culture in India Tracking Change and Continuity*. New Delhi: Sage

Kearney, Mary Celeste. (2012). *The Gender and Media reader*. New York: Routledge

King, Ursula (Ed.) (1995). *Religion and Gender*, Wiley.

Omvedt, Gail.(1990). *Violence against Women: New Movements and New Theories in India*, New Delhi: Kali For women

Susie Tharu and K. Lalita (Eds).(1991 & 1993).*Women Writing in India- 2 volumes*. New Delhi: Oxford University Press

Semester 3

Course III: Feminist Theory

Unit 1: Understanding patriarchy

Patriarchy as an institution

The public-private patriarchy: family, community, nation as sites/axes

Unit 2: Waves of feminism

First wave

Second wave

Third wave

Post- feminism

Unit 4: Women and Environment

Women-environment relationship- Biological and material bases

Eco-feminism in India

Unit 4: Theoretical Approaches to Gender and development

International Women's Decade and the different world conferences with special focus on Copenhagen and Beijing conferences.

Women's Empowerment Decade in India

Reading List

Chaudhuri, Maitreyee (Ed.) (2004). *Feminism in India*. New Delhi: Kali for Women

Engels, Friedrich. (1979). "The Origin of Family, Private Property and the State". Pathfinder Press, New York. (1884 tr. 1902)

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

John, Mary E. (2008). *Women's Studies in India: A reader*. Penguin Books

Mies, Maria and Vandana Shiva. (1993). *Ecofeminism*. Jaipur: Rawat Publications (Indian reprint).

Tong, Rosmarie. (2014). *Feminist thought A More Comprehensive Introduction*. University of North Carolina: Westview Press

Walby, Sylvia. (1986). *Patriarchy at Work*. Cambridge: Polity Press.

Semester 4

Course IV: Social Justice for Women in India

Unit 1: Empowering women

Empowerment through participation in work, education, political institutions and expansion of choices

National Policy for Empowerment of Women in India

Unit 2: Women, Indian State and Law- Family and marriage

Legal provisions related to marriage, divorce, property rights, abortion, child marriage, domestic violence.

Unit 3: Women, Indian State and Law- Work

Legal provisions related to employment and protection at workplace

Unit 4: Social Protection Policies for Women in India

Policies and programmes in the context of health, education and work

Reading List

Agnes, Flavia (2001). *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press.

Menon, Nivedita (2004). *Recovering Subversion: Feminist Politics beyond the Law*. Delhi : Permanent Black,

Menon, Nivedita (2001). *Gender and Politics in India*. Oxford University Press. Oxford India paperbacks. Oxford University Press.

Mukherjee, Asha and Kumkum Bhattacharya. (2003). *Conditioning and empowerment of women : a multidimensional approach*. New Delhi: Gyan

Sarkar, Lotika and B. Sivaramayya. (1994). *Women and law: contemporary problems*. New Delhi. Vikas

Ainerchokhemeyerameyederchokhe ain. West Bengal Women's Commission

Women's Studies Centre

Visva-Bharati

M.Phil Programme

Course-Specific Learning Outcomes

Course: Research Methods

1. Understanding the fundamentals of social science research
2. Application of quantitative methods to social research problems
3. Evaluate, compare, and critique feminist methodologies.

Course: Feminist Thought

1. Knowledge about the different strands of feminist theory
2. Identify major influences within key historic feminist movements
3. Evaluate, compare, and critique feminist theories

Course: Gender and Development- Part A and Part B

1. Identify and comprehend gender based social inequalities and injustices.
2. Articulate how intersectional identities (e.g., gender, race, ethnicity, class, sexuality, and so on) interact with development processes and yield asymmetrical development outcomes.
3. Identify how the Government policies and programmes address gender inequities and inequalities in India.

Optional Course: Gender, Family and Work: A Dialogue between theory and empirics

1. Connect theory and practice in the context of gender, family and work.
2. Recognise the household and State as heterogeneous institutions which participate in asymmetrical distribution of resources, access and benefits based on gender.
3. Read the position of India vis-à-vis other selected countries in terms of the role played by the State with respect to gender, family and work.

Optional Course: Social Indicators of Development with Emphasis on Health and Education: A Gendered Perspective

1. Identify and comprehend gender based social inequalities and injustices in

- the education and health sectors
2. Evaluate the position of India vis-à-vis other selected countries in terms of the role played by the State with respect to gender on the one hand and health and education on the other hand.
 3. Critique public policies on health and education through a gendered lens.

Optional Course: Rural Women in the Indian Development Experience

1. Critically assess and evaluate issues related to development of rural women as reflected in the Indian policy spaces
2. Identify major development related challenges faced by rural women from different social groups.
3. Evaluate, compare, and critique the empowerment strategies for rural women in India

Optional Course: Women and Environment

1. Evaluate, compare, and critique the different perspectives and theories on eco-feminism
2. Appreciate women's contribution to environmental movements
3. Critique public policies on environment through a gendered lens.

Optional Course: Gender, Media and development

1. Articulate how media influences society from a gender perspective
2. Connect theory and practice in gender research in media and communication
3. Read about media monitoring and how to apply this method.

Optional Course: Women and Religion

1. Appreciate the role and status of women in different religions
2. Understand the fundamental tenets of feminist theology
3. Appreciate the gender questions in spirituality.

Optional Course: Women in Ancient India

1. Compare the role of women during the different eras in ancient India
2. Learn about the research methodology for exploring ancient texts and archaeological documentation.

Optional Course: Feminist Literary Critique: Tagore and Other Selected *Bangla* Texts

1. Appreciate the theories of Feminist Literary Criticism.
2. Evaluate, compare and critique selected literary texts from a feminist perspective.

Optional Course: Women and/in Literature

1. Compare and appreciate excerpts from the works of selected women authors across the three waves of feminism, coloured women's writings, Third World feminists and Ecofeminists.
2. Identify the evolution of women's writing and position in India chronologically
3. Appreciate the literature contributed by women and/or representing women in countries outside India

Semester I

Course I: Research Methods

Credit-4/ Marks- 100

Module 1: Scientific Social Research

Unit 1: Social Research-Meaning, Objectives, Laws and Social Facts, Laws of Science in Social Research Validation and Falsification

Unit 2: Quantitative and qualitative research methodology

Types of research designs

Sensing the problem, statement of problem, objective, hypothesis, research design; Research design vis-à-vis research methods. Is hypothesis essential for a research problem?

Review of published literature- book review, literature review, systematic review, review articles

Module 2: Data Collection

Unit 1: Collection of quantitative data, sampling, structured questionnaires,

Unit 2: Doing Qualitative Research, Questions of generalisability

Module 3: Data Analysis and Interpretation

Unit 1: Quantitative techniques
Measures of central tendencies
Measures of dispersion
Sampling
Parametric and non-parametric techniques to test hypotheses
Analysis of variance
Correlation and regression

Unit 2: Qualitative techniques
Developing coding frame
Searching for texts
Content analysis

Unit 3: National and international statistical resources for the study of women and gender;
Limitations and difficulties of published data

Unit 4: Computer applications- use of software for quantitative data analysis- SPSS

Module 4: Advanced Methods in Relation to Gender Studies

Unit 1: Feminism and research
Is there a feminist research methodology?
Feminist Research Ethic

Unit 2: Key methodological and epistemological debates within women's studies
Feminist Objections to scientific method in social research
Objectivity, Subjectivity, Relativism- Competing Paths to Truth
Research vs. Researched
Personal vs. Political

Unit 3: Methods- ethnography, oral history, life histories, focus group discussions, case studies, in-depth interviews

Recommended Readings:

Bama, Faustina, *Sangati: Events*, OUP, New Delhi, 2005.

Bardhan, Pranab and Isha Ray, (ed.) 2008, *The Contested Commons: Conversations between Economists and Anthropologists*, Wiley Blackwell.

Bowles and DuelliKleim, (ed.) 1988, *Theories of Women's Studies*, London: Routledge&Kegan Paul.

Mukherjee Chandan, Howard White, Marc Wuyts (2013): *Econometrics and Data Analysis for Developing Countries*, Routledge, UK.

- Dasi, Binodini, *My Story, My Life as an Actress*, (ed.) and (tr.) 1998, Rimili Bhattacharya, Kali for Women, New Delhi.
- Dasi, Rassundari, *Amar Jibon*, Dey Book Store, Kolkata, 1995.
- Debi, Rassundari, *Amar Jibon*, (ed.) 2002, ChittritaBandyopadhyay, Kolkata, PrayasPrakashana.
- Devi, Rassundari, *AmarJibon (My Life)*, (tr.) 1999, EnakshiChatterjee, Writers Workshop, Kolkata.
- Gates, Henry Louis, Jr., (ed.) 1984, *Black Literature and Literary Theory*, Methuen, New York.
- Gates, Henry Louis, *The Signifying Monkey: A Theory of Afro-American Literary Criticism*, OUP, New York, 1988.
- Harding, Sandra, *Feminism & Methodology*, Indiana: Indiana University Press, 1987.
- Matthews, Bob and Liz Ross, *Research Methods: A practical guide for the social sciences*, England: Pearson Education Limited, 2010.
- Mikkilsen, B., *Methods of Development Work & Research*, London: Zed Books, 1993.
- Mitchell, Juliet & Ann Oakley, *What is Feminism?*, Blackwell, U. 1989.
- Oakley, P., et al, *Projects with People*, Geneva, 1991.
- Pandey, D., *Empowerment of Women: Participatory Action Research Approach*, R CWS, 1995.
- Perks, Robert and Alistair Thomson, eds., *The Oral History Reader*, Routledge, New York, 1998.
- Randall, Margaret, *Sandino's Daughters: Testimonios of Nicaraguan Women in Struggle*, (ed.) 1981, Lyna Yanz, New Star Books, Toronto.
- Roberts, Helen, *Feminist Research*, (ed.) 1988, Routledge & Kegan Paul London.
- Sarkar, Tanika, *Words to Win: The Making of Amar Jibon, A Modern Autobiography*, Kali for Women, New Delhi, 1999.
- Seale, Cleve (ed.) 2008, *Social Research Methods- A Reader*. London: Routledge.
- Sen, Manikuntala, *Sediner Katha*, NabapatraPrakashan, Kolkata, 1982.
- Sen, Minakshi, *Jailer BhetorJali: PagalbariParba*, Spandan, Kolkata, 1993.
- Sommer, Doris, "Not Just a Personal Story: Women's Testimonios and the Plural Self", in Bella Brodsk and Celeste Schenck, eds., *Life/Lines: Theorizing Women's Autobiography*, Cornell University Press, Ithaca, New York, 1988, pp. 107-30.

Spivak, GayatriChakravorty, 'A Literary Representation of the Subaltern: Mahasweta Devi's "*Stanadayini*"' in R. Guha(ed.) 1987, *Subaltern Studies V*, Oxford University Press, Delhi.

Stree Shakti Sanghatana, *We Were Making History: Women and the Telengana Uprising*, Zed Press, London, 1989.

Tharu, Susie and K. Lalitha, *Women Writing in India*, Vol I, OUP, Delhi, 1991.

Tharu, Susie and K. Latika, *Women Writing in India*, Vol II, OUP, Delhi, 1993.

Visweswaran, Kamala, *Fictions of Feminist Ethnography*, University of Minnesota Press, Minneapolis, 1994.

Semester I

Course2: Feminist Thought

Credit-4/ Marks- 100

Module 1: Understanding Feminist Thought

Unit 1: Instability of the Analytical Categories of Feminist Theory

Unit 2: Feminist Theory and Claims of Truth

Module 2: Enlightenment and Liberalism

Unit 1: Contribution of thinkers such as Mary Wollstonecraft, J.S. Mill, Betty Friedan, and others

Unit 2: Conceptual Roots, Before the “First Wave”- Equal Education

Unit 3: Different aspects of Liberal Feminism- Equal Liberty and Suffragate, Equal Rights, Intersectionality

Module 3: Various Strands of Feminist Theories and Contemporary Movements

Unit 1: Friedrich Engels: Origin of the Family, Private Property and the State; Marxist and Socialist feminism

Unit 2: Radical Feminism: Libertarian and cultural perspectives.

Unit 3: Psychoanalytic feminism

Unit 4: Existentialist Feminism: Simone de Beauvoir

Unit 5: Questions of intersectionality, Black Feminism, Third World Feminism, Dalit Women’s critique of caste based patriarchy

Module 4: Women and environment- Theories and Evidences

Unit 1: Roots of Ecofeminism, Early concepts

Unit 2: Women, Nature and Culture- Some Tensions

Unit 3: Different approaches to Ecofeminism

Module 5: Gender and Development

Unit 1: Esther Boserup’s thesis and the report of the committee on the status of women in India (1974): beginnings of women and development debate

Unit 2: Critique of Boserup: question of third world feminism: L. Beneria, GeetaSen

RECOMMENDED READINGS:

SANDRA HARDING. INSTABILITY OF THE ANALYTICAL CATEGORIES OF FEMINIST THEORY. IN MICHELINE R MALSON ET AL. *FEMINIST THEORY IN PRACTICE AND PROCESS*. NEW DELHI: RAWAT

KAREN J WARREN, ED. *ECOLOGICAL FEMINISM*, Routledge, London, 1994. (Selections)

John Stuart Mill, *The Subjection of Women*, Logic and feminist logic

Sigmund Freud, *On Sexuality*, ed. Angela Richards, Penguin Books, Harmondsworth, 1991. (Selections)

Sara Heinamaa, 'Women Nature, Product, Style? Rethinking the Foundation of Feminist Philosophy of Science', *Science and the Philosophy of Science*, ed. Lynn Hankinson Nelson and Jack Nelson, Kluwer Academic Publishers, Dordrecht, 1997.

Simone de Beauvoir, *The Second Sex*, (1949) trans. Constance Borde and ShielaMalovanyChevellier, Alfred Knopf, New York, 2010.

ShefaliMoitra, *Feminist Thought, Androcentrism, Communication and Objectivity*, MunshiramManoharlal Publishers, New Delhi, 2002.

Val Plumwood, 'The Politics of Reason, Towards a Feminist Logic', *Australasian Journal of Philosophy*, vol. 71, No. 4, 1994.

Elizabeth Grosz, *Volatile Bodies*, Indiana University Press, Bloomington, 1994 (Selections)

Moira Gatens, *Imaginary Bodies*, Routledge, New York, 1996.(Selections).

Sandra Harding, 'Rethinking Standpoint Epistemology', in *Feminism and Science*, ed. Evelyn Fox Keller and Helen Longino, Oxford University Press, Oxford, 1996.

Elizabeth Kiss, 'Justice', *A Companion to Feminist Philosophy*, ed. Alison M Jaggar and Iris Marion Young, Blackwell, Oxford, 1998.

Semester II

Course III: Gender and Development with reference to India: Part I

Full Marks- 100/ Credit-4

- Unit 1: Concepts of Growth and development;
Concept and critique of Development Indicators with special focus on HDI, GDI, GDM and GEM.
- Unit 2: International initiatives in women's development: International Women's Decade, Plan of Action – Mexico-1975, Program of Action- Copenhagen – 1980, Forward looking strategies – Nairobi – 1985, Platform for Action- Beijing-1995, Millennium Development Goals, SDGs
- Unit 3 : Conceptual rationale for gender questions in development; Women in development, Women and development; Gender and Development approaches; The capability approach; 'development as freedom' (Amartya Sen, Martha Nussbaum)
- Unit 4: Third world policy approaches to women in development- Welfare, Equity, Anti-poverty, Efficiency and Empowerment.
- Unit 5: The Indian development experience: the regional disparities in Development through a gender lens
- Unit 6: Questions around Intersectionality in India's Development Experience, with special focus on caste; Mapping women's activism in India

Reading List

Jackson, Cecile and Ruth Pearson. (1998). *Feminist Visions of Development: Gender Analysis and Policy*. Routledge

Caroline O.N. Moser, "Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs", in *World Development*, 17:11, 1989, pp.1799-1825.

Dreze, Jean and AmartyaSen, *India: Development and Participation*, Oxford India Paperbacks, New Delhi, 2005 (chapter 7).

Escobar, Arturo, *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, Princeton, 1995.

Agarwal, Bina, Jane Humphries, Ingrid Robeyns. *Amartya Sen's Work and Idea: A Gender Perspective*. Routledge, 2005

Ahmad, Imtiaz, *Family, Kinship, and Marriage among Muslims in India*, Manohar, New Delhi, 1976.

[Chakravarti](#), Uma and & Maithreyi Krishnaraj, *Gendering Caste: Through a Feminist Lens*, Sage , 2018

Gandhi Nandita and Shah Nandita (1992) *Issues at Stake: Theory and Practice of Women's Movement in India*, New Delhi: Kali for Women.

Hirway, Indira, "Critique of Gender Development Index: Towards an Alternative", *Economic and Political Weekly*, October 26, 1996.

Kabeer, Naila, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso, London, 1994 (chapters 1-4).

Karve, Irawati, *Kinship organization in India*, Asia Publishing, Bombay, 1965.

Kumar, Radha, *The History of Doing* . Kali for Women, 1993

Nussbaum, Martha C., "Capabilities as Fundamental Elements: Sen on Social Justice". Draft. <http://www.lse.ac.uk/Depts/humanrights/documents/documents/Constitutional/Capabilities.pdf>

Nussbaum, Martha, *Women and Development: The Capabilities Approach*, Kali for Women, New Delhi, 2000, pp, 59-100.

Raworth, Kate and David Stewart, "Critiques of the HDI: A Review", in Sakiko Fukuda-Parr and A.K. Shiva Kumar, eds., *Reading in Human Development Concepts: Measures and Policies for a Development Paradigm*, UNDP, 2003.

Ray, Debraj, *Development Economics*, Oxford India Paperbacks, New Delhi, 2004 (chapter 2, pp. 25-44).

Razavi, Shahrashoub and Carol Miller .*From WID to GAD: Conceptual Shifts in the Women and Development Discourse*. United Nations Research Institute for Social Development. Occasional paper 1, 1995

Rustagi, Preet. (2004) *Significance of Gender-related Development Indicators: An Analysis of Indian States*. *Indian Journal of Gender Studies* , 11(3): 291-343

Sangari, Kumkum and Uma Chakravarty, eds., *Recasting Women: Essays in Colonial History*, Kali for Women, New Delhi, 1990.

Sen, Amartya, *Development as Freedom* (introduction and chapter 1), OUP, New Delhi, 2000.

Sen, Gita and Caren Grown, *Development, Crises and Alternate Vision: Third World Women's Perspective*, Monthly Review Press, New York, 1987

Semester II

Course IV: Gender and Development with reference to India: Part II

Full Marks- 100/ Credit-4

- Unit 1: Women in the labour market Conceptual Issues in measuring women's work; changes in the definition of work in India; Long term trend in women's outside work participation- interregional patters in India; Women and home-based work; Market liberalisation and women's work
- Unit 3: Sex ratio and the conceptualization of Missing women: facts and explanations
Child marriage- an interregional analysis
Broad indicators of education; scenario of women's education in India
Broad indicators of health; scenario of women's health in India
- Unit 4: Violence against women- Causes, trends and patterns
The discourses around women's empowerment- from collective to individual
- Unit 5: Approach to women's development in the Indian five year plans- Welfare Perspective (I-Vth Plan), Development Perspective (VI -VIIthPlan), Empowerment Perspective (VIIth Plan and onwards),
- Unit 6: State and policies: Law and Rights : The National Policy for the Empowerment of Women, Gender analysis of family planning: beyond the 'feminist vs. population control' debate; Policies related to education of girls, adult education of women; CEDAW, Enactment of the Laws

Recommended Readings:

Agarwal, Bina, "The Gender and Environment Debate", *Feminist Studies*, spring 1992; also in N. Rao (et al) eds., *Sites of Change: The Structural Context of Empowering Women in India*, FES and UNDP, New Delhi, 1996.

- Bandopadhyaya S., *Caste, Culture and Hegemony*, Sage, New Delhi, 2003
- Bhasin Kamla and Menon Ritu (2000) *Borders and Boundaries: Women in India's Partition*, New Delhi, Kali for Women.
- Butalia Urvashi (2002) 'Confrontation and Negotiation: The women's Movement Responses to Violence Against Women', in Kapadia Karin (ed) *The Violence Of Development*, New Delhi: Palgrave-Macmillan.
- Chakravarti Uma (2007) 'Burdens of Nationalism: some Thoughts on South Asian Feminists on the Nation State 'in De Mel Nilofeur and SelvyThiruchandran (eds) *At The Cutting Edge: Essays in Honour of KumariJaywardene*, New Delhi: Women Unlimited.
- Chakravarty Deepita and Ishita Chakravarty: 'Girl Children in the Care Economy: Domestic in West Bengal', *Economic and Political Weekly*, 43(4),(200)
- Burra, Neera, Myron Weiner, Asha Bajpai (ed.) *Born Unfree, Child Labour, Education and the State in India*, Oxford University Press.
- Domestic Violence Bill: A campaign (2003), New Delhi: Indian Social Institute.
- Gangoli Geetanjali (2007) *Indian Feminisms: Law, Patriarchies and Violence in India*, Ashgate Publications (Bhanwari Devi Campaign).
- Kannabiran Kalpana (2005) *Violence of Normal Times*, New Delhi Women Unlimited.
- Mitter, Swasti, "*Technological Changes and the Search for a New Paradigm for Women's Work*", *Gender, technology and Development*, 3:1, 1999.
- Molyneux, Maxine and Martha Nussbaum, eds., *Gender Justice, Development and Rights*, OUP, New Delhi, 2002 (chapter 3 and 20).
- Omvedt, Gail *We Will Smash this Prison: Indian Women in Struggle*, Zed Press, London, 1980.
- Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*, Kali for Women, New Delhi, 1990.
- Panda, Pradeep and Bina Aggarwal.(2005). Marital violence, Human Development and Women's Property Status. *World development*, Volume 33 (5): 823-850
- Paul, Tanusree and Saraswati Raju. (2014). Gendered labour in India: Diversified or Confined? *Economic and Political Weekly*. Vol - XLIX No. 29, 197-208
- Paul, Tanusree. 2011. 'Space, Gender and Fear of Crime: Some Explorations from Kolkata', *Gender Technology and Development*, 15 (3): 411-436.

Raju, Saraswati. 2013. [The Material and the Symbolic: Intersectionalities of Home-Based Work in India. *Economic and Political weekly*, Vol. 48\(1\): 60-68](#)

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SwaminathanPadmini (ed): Women and Work: Essays from Economic and Political Weekly, Orient Black Swan, 2013.

Towards Equality: Report of the Committee on the Status of Women in India, Ministry of Education and Social Welfare, Government of India, New Delhi, 1974.

United Nations, Development Programme, *Human Development Report 1995*, OUP, Delhi, 1995 (chapters 1 and 3).

United Nations, *World Survey on the Role of Women in Development: Globalisation, Gender and Work*, New York, 1999.

V. Geetha (1998) 'On Bodily Love and Hurt' in Mary John and Janaki Nair (eds). *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali For Women.

Semester III

Optional Course: Women and Environment with Special Emphasis on Forest and Water

Credits 4/ Marks 50

Module 1: Conceptualizing Nature, the Environment and Justice

- Unit 1: The social construction of nature
- Unit 2: From ecofeminism to feminist environmentalism; Environmental management, Equity and ecofeminism
- Unit 3: The concept of political ecology and feminist questions
- Unit 4: Conceptualising environmental collective action: why gender matters?

Module 2: Women and forests

- Unit 1: Women's participation in community forestry with special reference to South Asia
- Unit 2: Women and forest conservation
- Unit 3: Women's movements around forests in India

Module 3: Women and Water

- Unit 1: Right to water- prospects and possibilities
- Unit 2: Women, water and development- understanding the issues.
- Unit 3: Women's activism around water-
Fight against Coca Cola in Plachimada, Kerala, other movements in India
Big dams and environmental justice- the Narmada BachaoAndolan

Module 4: Gender and climate change

- Unit 1: Gender issues in climate change
- Unit 2: Advancing multi-disciplinary scholarship on gender, water and environmental change through feminist political ecology

Reference

AgarwalBina. 2016. *Gender Challenges: Environmental Change and Collective Action*. Oxford University Press.

Sultana, Farhana and Alex Loftus. 2012. *The Right to Water- Politics, Governance and Social Struggles*. London: Earthscan.

- Buechler, Stephanie and Anne-Marie Hanson. 2015. *A Political Ecology of Women, Water and Global Environmental Change*. Oxford: Routledge
- Rouchleau, Dianne, Barbara Thomas-Slayter and Esther Wangari. 1996. *Feminist Political Ecology Global Issues and Local Challenges*. Oxon: Routledge
- Greider, Tom and Lorraine Garkovich. 1994. "Landscapes: The Social Construction of Nature and the Environment." *Rural Sociology* 59: 1-24.
- Fine, Gary Alan. 1997. "Naturework and the Taming of the Wild: The Problem of 'Overpick' in the Culture of Mushrooms." *Social Problems* 44(1): 68-88.
- Yard, Jaime. 2009. 'Softwood Lumber & the Golden Spruce: Two Perspectives on the Material and Discursive Construction of British Columbian Forests.' *Topia: Canadian Journal of Cultural Studies* 21: 85-103.
- Freudenberg, W.R., S. Frickel, and R. Gramling. 1995. "Beyond the Nature/Society Divide: Learning to Think About a Mountain." *Sociological Forum* 10(3): 361-392.
- Shiva, Vandana. 1989. "Resources."
- Scarce, Rik. 1997. "Socially Constructing Pacific Salmon." *Society & Animals*. 5(2): 117-135. 8
- Cronon, William. 1995. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." Pp 69-90 in *Uncommon Ground: Rethinking the Human Place in Nature*, William Cronon, Ed., New York: W. W. Norton & Co.
- Takas, David. 1996. "Tensions at the Crossroads of Science, Nature, and Conservation. Pp 1-99 in *The Idea of Biodiversity*. Baltimore, MD. Johns Hopkins University Press.
- Murphy, R. 1994. "The Sociological Construction of Science without Nature." *Sociology* 28(4): 957-974.)
- Agarwal, Bina. 1992. "The Gender and Environment Debate: Lessons from India." *Feminist Studies*, 18(1):119-158.
- Seager, Joni. 2003. "Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism." *Signs*, 28(3): 945-972.
- Seager, Joni. 2003. "Pepperoni or Broccoli? On the Cutting Wedge of Feminist Environmentalism." *Gender, Place & Culture*, 10(2): 167-174, DOI: 10.1080/0966369032000079550
- Mellor, Mary. 2000. "Feminism and Environmental Ethics: A Materialist Perspective." *Ethics and the Environment* 5(1):107-123.

Moore, N. 2008. "The Rise and Rise of Ecofeminism as a Development Fable: A Response to Melissa Leach's 'Earth Mother Myths and Other Ecofeminist Fables: How a Strategic Notion Rose and Fell.'" *Development and Change* 39(3): 461-475.

Rocheleau, D. E., B. P. Thomas-Slayter, and E. Wangari. 1996. "Gender and environment: a feminist political ecology perspective." Pp 3-23 in *Feminist political ecology: global issues and local experiences*, edited by D. E. Rocheleau, B. P. Thomas-Slayter and E. Wangari. New York: Routledge.

Thomas-Slayter, Wangari, et. al. 2011. "Feminist Political Ecology: Crosscutting Themes, Theoretical Insights, Policy Implications." Pp 287-307 in *Feminist Political Ecology: Global Issues and Local Experiences*, edited by D. Rocheleau, B. P. Thomas-Slayter and E. Wangari. New York: Routledge.

Elmhirst, Rebecca. 2011. "Introducing new feminist political ecologies." *Geoforum* 42(2):129- 132.

Hovorka, A. J. 2006. *The No. 1 Ladies' Poultry Farm: A feminist political ecology of urban agriculture in Botswana**. *Gender, place and culture*, 13(3), 207-225.

Walker, Peter A. 2005. "Political Ecology: Where is the Ecology?" *Progress in Human Geography* 29(1):73-82.

World March of Women. "Water is the common good of all humankind. Access to quality water is everyone's right." 2012. 4 pp. <http://www.europe-solidaire.org/spip.php?article24560>

Ray, Isha. "Women, water, and development." *Annual Review of Environment and Resources* 32, 2007:421-49

Green, Cathy and Sally Baden. "Integrated water resources management: A gender perspective." *IDS Bulletin* 28, 1, 1995:92-100..)

Karthika, Annapoorna. "Bottling up a corporate giant: Victory of a mass movement." *Covalence Ethical Quotation System, Analyst Paper*. 2008. <http://www.ethicalquote.com/docs/BottlingUpaCorporateGiant.pdf>

"The case against Coca-Cola Kerala State: India." 8 pp. <http://www.righttowater.info/ways-to-influence/legalapproaches/case-against-coca-cola-kerala-state-india/>

O'Bannon, Brett. "The Narmada River project: Toward a feminist model of women in development." *Policy Sciences* 27, 1994:247-267.

Mehta, Lyla. "Balancing pains and gains: A perspective paper on gender and large dams." *WCD Thematic Review* 1,1, 2000. 42 pp. Scan this paper and look for information specific to how gender plays a role in conflicts over dams and how dam projects impact men and women differently.

Audio-Visuals:

Video, 1 of a series on the displacement of people in the Narmada River Valley
<http://www.youtube.com/watch?v=ltx87vLcp88> [9:30]

DAM / AGE : a documentary about ARUNDHATI ROY & the Narmada Dam Project
<http://www.youtube.com/watch?v=QQ2iViE31bc> [49:41]

Indians Protest Coca Cola Plant <http://www.youtube.com/watch?v=wyFsodVUd-o> [1:31]

Video: Blue Gold: World Water Wars <http://www.youtube.com/watch?v=IKcf-RBHirw>
[1:29:42]

Video: Bolivia Water Wars <http://www.youtube.com/watch?v=aTKn17uZRAE> [3:37]

Video: Environmental Justice: Coca-Cola in India (about 2 ½ min in begins a discussion of the anti coke campaign that includes Plachimada and Mediganj)
<http://www.youtube.com/watch?v=fajiWmAuvSY> [6:15]

Semester III

Optional Course: Gender, Family and Work- A dialog between theory and empirics

Credits-4/ Marks-50

Module 1: The family and the patriarch

Unit 1: In search of a theoretical paradigm

Theoretical concepts referring to the neoclassical paradigms of family: family as a unit for decision making (Gary Backer)

Interventions by the Marxists and Feminists (Heidi Hartman, Folbre, Humphries)

The notion of family as a case of cooperative conflict: Nancy Folbre, AmartyaSen, BinaAgarwal

Unit 2: Socio-cultural issues and the modifications

Question of fall-back position and development of agency: economic and social factors

Notion of domesticity, marriage, question of culture and women's agency (Maria Mies, Davidoff, SamitaSen).

Does working outside the home for pay necessarily enhance agency?

Module 2: Implications of gender disparity within the household: The world relevant to us

Disparity in development of capabilities and entitlement

The question of girl child
Feminization of poverty
The empirical context:

Contemporary India in the context of South Asia and developed countries.
Understanding the macro trends from published data (World Bank, UN and the NFHS).

West Bengal in the context of other Indian states focussing on Kerala, Tamil Nadu, Andhra Pradesh, Uttar Pradesh and the Punjab.

Discussion of Case studies on West Bengal and Kerala

Module 3: “Men as the main bread winner”

Unit 1: Development of capability and women’s ability to participate in paid work

Discussion of trends in female workforce participation in developed countries, East and South-East Asia and South Asia.

India and the states with a focus on West Bengal: explaining the facts of women work less than men do, women are concentrated in certain kinds of work, women earn less than men do

Unit 2: Theoretical explanations of the above labour market trends:

Conversation between sociologists, economists and anthropologists

The human capital school.

The Marxists and the radicals.

The feminist school.

Module 4: The role of the state

Supply side interventions: development of capabilities

Demand side questions: development of economic opportunities

A critique of India with reference to Japan, China, South Korea and Bangladesh

West Bengal in comparison with Tamil Nadu

Module 5: Women’s experience in paid work:

Post industrial revolution Britain and the American industrialization. Export oriented industrialization and the Chinese experience: the contemporary debate on the issues of nimble finger/ sweat labour (Also Bangladesh)

How similar or different is the work place experience of women in India/ West Bengal from the industrialized countries as well the as late industrializers?

The informal sector, trade unions and women workers in India/West Bengal

The neo-liberal reforms and the women workers in India

Recommended Readings:

Agarwal, Bina, *A field of One's Own: Gender and Land Rights in South Asia*, Cambridge, Cambridge University Press, 1994.

_____, "Social Security and the Family: Coping with Seasonality and Calamity in Rural India", *Journal of Peasant Studies*, 1990, 17: 341-412.

_____, "Bargaining" and Gender Relations: Within and Beyond the Household", *Feminist Economics*, 1997, 3(1): 1-51.

_____, "Engaging with Sen on Gender Relations", in Kaushik Basu and Ravi Kanbur, (eds.) 2009, *Arguments for a Better World: Essays in Honour of Amartya Sen*, Volume II: Society, Institutions, and Development, pp. 157-177, New York: Oxford University Press.

Banerjee, Nirjala, "Working Women in Colonial Bengal: Modernization and Marginalization" in Kumkum Sangari et al. (eds.) 2006, *Recasting Women: Essays in Colonial History*, New Delhi: Zubaan.

Becker, Gary S., *A Treatise on the Family*, Cambridge, Cambridge University Press, 1981.

Folbre, N., "Hearts and Spades: Paradigms of Household Economics", *World Development*, 1986, 14(2): 245-255.

_____, "The Black Four of Hearts: Towards a New Paradigm of Household Economics", in J Bruce and D. Dwyer, (eds.) 1988, *A Home Divided*, pp. 248-64. Stanford, California: Stanford University Press.

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Dreze, Jean and Amartya Sen, *India Development and participation*, Delhi, Oxford University Press: Chapter on gender, 2002.

Jean Dreze and Amartya Sen, *An Uncertain Glory India and its Contradictions*, Penguin Books Limited, London: Chapters ,8, 2013.

Lourdes Beneria, 'From "Harmony" to "Cooperative Conflicts": Amartya Sen's Contribution to Household Theory', in K. Basu and R. Kanbur, (eds.) 2009, *Arguments for a better World*, Oxford University Press.

Rowbotham, Sheila, *Hidden from History, 300 Years of Women's Oppression and the Fight Against It*, Pluto Press, 1975.

Kessler Harris, Alice, *Gendering Labour History*, Urbana and Chicago, University of Illinois Press, 2007.

Chant, Sylvia, "Households, gender and rural-urban migration: reflections on linkages and considerations for policy", *Environment and Urbanization*, 1998, 10(1): 12.

Davidoff, Leonore and Catherine Hall, *Family Fortunes: Men and women of the English Middle Class, 1780-1850*, Chicago: University of Chicago Press, 1987.

Corbridge, S and J. Harriss and C. Jeffrey, *India Today: Economy, Politics and Society*, London, Polity: Chapter 13, 2012.

Sen, Samita, *Women and labour in Late Colonial India*, Cambridge University Press, 1999.

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Paul, Tanusree and Saraswati Raju, Gendered labour in India: Diversified or Confined? *Economic and Political Weekly*, 2014, Vol - XLIX No. 29, 197-208.

Chakravarty, Deepita, 'Docile Oriental Women and the Organized Labour: A case of an Indian garment export park', *Indian Journal of Gender Studies*, 2007, Vol. 14, No.3: 439-460, Sage Publications, Los Angeles/ London/ New Delhi/ Singapore.

Chakravarty Deepita, Ishita Chakravarty, *Women, Labour and the Economy in India: From Migrant Butlers to Uprooted Maids*, Routledge, London, UK. (Forthcoming, January, 2015).

Kabeer N and S Mahamood, 'Globalization, Gender and Poverty: Bangladeshi Women Workers in Export and Local Markets', *Journal of International Development*, 2004, Vol. 16(1).

Kabeer N, *The Power to Choose: Bangladeshi Women and Labour Market Decisions in London and Dhaka*, London, New York, Verso, 2000.

Lindholm, Charles (1982): *Generosity and Jealousy: The Swat Pukhtun of Northern Pakistan* Columbia University Press, New York, 1982.

Figart, D, 'Gender as more than a dummy variable: Feminist approaches to Discrimination', *Review of Social Economy*, 2005, Vol. LXIII (3).

Chari, Anurekha, "Gendered citizenship and women's movement", *Economic and Political Weekly*, 2009,44 (17): 47-57.

Chen, Marty, (ed.) (1998), *Widows in India: social neglect and public action*, New Delhi: Sage.

Chowdhury, Prem, "First our jobs then our girls': the dominant caste perception on the 'rising' Dalits", *Modern Asian Studies*, 2009,43 (2): 437-479.

Rustagi, Preet, "Significance of gender-related development indicators: an analysis of Indian states", *Indian Journal of Gender Studies*, 2004, 11 (3): 291-343.

Srinivasan, Janaki, "Paradox of human development of women in Kerala", *Economic and Political Weekl*, 2009, 44 (10): 23-25.

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Semester III

Optional Course: Social Indicators of Development with Emphasis on Health and Education: A Gendered Perspective

Credits 4/Marks 50

Module 1: Health and education as social indicators of development

Unit 1: Theoretical perspectives on gender, health and education- human capital theory, capabilities approach.

Millennium development goals, Human Development Index, Gender development Index

The implications of socio-economic and cultural factors

Module 2: The women's movements for education and health in South Asia and in developed countries

Unit 1: Contributions of Mary Wollstonecraft, Emily Davies, Rokeya S. Hossain, Pandita Ramabai.

Women's movements in education and Right to education

Unit 2: Embodied health movements and women
Women's health movements in the United States
Are women united on health issues in India?

**Module 3: Development of basic capabilities: Why and how gender matters?
International experiences**

Unit 1: Experiences of education and health related achievements in the developed countries

The excessive focus on educating and making a more healthy workforce including the women in the late-industrialisers- case of South Korea and China

The exception of Bangladesh

Module 4: Did India/West Bengal follow the same path?

Unit 1: Indicators of literacy and education with special reference to girls' education- spatio-temporal variations

Unit 2: Primary education - changes and challenges: Pratham and Pratichi Education Reports
Gender gaps in enrolment, drop-outs, completion of various levels in education.

Unit 3: Gender inequality in higher education
Women in Science and Technology

Unit 4: Government interventions in education: a feminist critique
Education for All, SarvaShikshaAbhiyan and National Programme for Education of Girls at Elementary Level (NPEGL).

Unit 5: Overview of health scenario
Indicators of health- spatio-temporal variations
Gender relations and reproductive health- social, political and economic issues in this context
Nutrition and women's health

Unit 6: Public health and gender questions
Context of public health in India: Politics and policies of gender, health and nutrition
Importance of health policies in mitigating gender based violence
Health insurance policies for the poor and the implications for women- case studies of West bengal, AP, Karnataka.

Recommended Readings:

Baron, Stephen, John Field and Tom Schuller, (Eds.) 2000, *Social Capital: Critical Perspectives*, Oxford:OUP.

Bhattacharya, Sabyasachi, *The Contested Terrain: Perspectives on Education in India*, Hyderabad: Orient Longman, 1998.

Bradley, Karen, "The Incorporation of Women into Higher Education: Paradoxical Outcomes?" *Sociology of Education* 73: 1-18, 2000.

Chanana, Karuna, (ed.) 1988, *Socialisation, Education and Women*. New Delhi: Orient Longman.

Chitnis, Suma and Philip G. Altbach, (EDs.) 1993, *Higher education reform in India: Experience and perspective*, New Delhi: Sage.

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Davies, Emily, *The Higher Education of Women*. Adegi Graphics LLC, 1999.

Dreze, Jean and Amartya Sen, *India: Development and Participation*, New Delhi: OUP, 2002.

Epstein, Andrew J. and Simon P. Opolot, *Gender equity through education (GEE)*, USAID, 2012.

Gerber, Theodore P. and Sin Yi Cheung, "Horizontal Stratification in Postsecondary Education: Forms, Explanations, and Implications", *Annual Review of Sociology* 34: 299-318, 2008.

Glazer-Raymo, Judith, 2008, "The Feminist Agenda: A Work in Progress." Pp. 1-34 in *Unfinished Agendas: New and Continuing Gender Challenges in Higher Education*, edited by J. Glazer-Raymo. Baltimore: Johns Hopkins University Press.

Goodman, Joyce and Jane Martin, (eds.) 2002, *Gender, Colonialism and Education: The Politics of Experience*. London, Woburn.

Greene, Margaret E. and Andrew Levack, *Synchronizing Gender Strategies A Cooperative Model for Improving Reproductive Health and Transforming Gender Relations*, Population Reference Bureau, 2010.

Hausmann, Ricardo, Laura D. Tyson, Saadia Zahidi, *The Global Gender Gap Report Switzerland: World Economic Forum*, 2012.

Herz, Barbara and Gene B. Sperling, *What Works in Girls' Education: Evidence and Policies from Developing World*. New York: Council on Foreign Relations Press, 2004.

http://www.acenet.edu/bookstore/pdf/Gender_Equity_6_23pdf.

Jacobs, Jerry A., "Gender Inequality and Higher Education", *Annual Review of Sociology* 22: 153-85, 1996.

- King, Jacqueline, *Gender Equity in Higher Education*, 2006, Washington, DC: American Council on Education, Available at pdf.-
- Kosambi, Meera, *Pandita Ramabai through Her Own Words*. Delhi: OUP, 2000.
- Kosambi, Meera, *Crossing Thresholds: Feminist Essays in Special History*. New Delhi: Permanent Black, 2007.
- Kumar, Radha, *The History of Doing: An Illustrated Account of Movements for Women's Rights and feminism in India, 1800-1990*, New Delhi: Indraprastha Press.
- Li, Guofang and Gulbahar H. Beckett, (eds.) 2006, "*Strangers*" of the Academy: Asian Women Scholars in Higher Education, Sterling, VA: Stylus Publishing.
- Longwe, S., "Education for Women's Empowerment or Schooling for Women's Subordination", *Gender and development*, 1998,6(2):19-26.
- Luke, Carmen, *Globalization and Women in Academia: North/West-South/East*, Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2001.
- Luke, Carmen, *Globalization and Women in Academia: North/West-South/East*, Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, [Ch. 5, 7, 8], 2001.
- Maynard, Mary, "Beyond the 'Big Three': The Development of Feminist Theory into the 1990s." *Women's History Review* 4, 1995, 3: 259-81.
- Mazumdar, Vina, *Education, Equality and Development: Persistent Paradoxes in India Women's History*. New Delhi: CWDS.
- Powell, Avril and S. Lambert-Hurley, (eds.), *Rhetoric and Reality: Gender and the Colonial Experience in South Asia*. New Delhi: OUP.
- Qadeer, Imrana, *New Reproductive Technologies And Health Care In Neo-Liberal India*. New Delhi: Centre for Women's Development Studies, 2010.
- Ramachandran, Vimala (ed.) 2004, *Gender and Social equity in Primary Education: Hierarchies of Access*. New Delhi: Sage.
- Ramachandran, Vimala, (ed.) 2003, *Getting Children Back to School: Case Studies in Primary Education*. New Delhi: Sage.
- Rosen, Andrew, Emile Davies and the Women's Movement: 1862-1867. *Journal of British Studies*, 1979,19(1):.
- Rottach, Elisabeth, Sidney Ruth Schuler and Karen Hardee, 2009, *Gender Perspectives Improve Reproductive Health Outcomes: new evidence*, Interagency Gender Working Group, USAID, and Population Action International.

Sarkar, Tanika, Strishiksha and its Terrors: Re-reading Nineteenth Century Debates on Reform. In SupriyaChaudhuri and SajniMukherji, (eds.) 2002,*Literature and Gender*, Hyderabad Orient Longman.

Sax, Linda J.,*The Gender Gap in College: Maximizing the Developmental Potential of Women and Men*, San Francisco: Jossey Bass, 2008.

Schiebinger, Londa, Andrea Davies Henderson, Shannon K. Gilmartin, *Dual-Career Academic Couples: What Universities Need to Know* (PDF), Stanford: Clayman Institute, 2008.

Sen, Samita, A Father's Duty: State, Patriarchy and Women's Education. In Sabyasachi Bhattacharya, (Ed) 2002,*Education and the Disprivileged : Nineteenth and twentieth Century India*. New Delhi: Orient Longman.

Thorner, Alice and MaithreyiKrishnaraj, (eds.) 2000, *Ideals, Images and Real Lives: Women in Literature and History*. Hyderabad: Orient Longman.

Turner, Caroline Sotelo, "Women of Color in Academe: Living with Multiple Marginality". *Journal of Higher Education*73, 2000, 1: 74-93.

Twombly, Susan B., "Women Academic Leaders an a Latin American University: Reconciling the Paradoxes of Professional Lives." *Higher Education*35: 367-97, 1998.

Wollstonecraft, Mary,*A vindication of the rights of woman: with strictures on political and moral subjects*, London, 1792.

Wollstonecraft, Mary, [*Thoughts on the Education of Daughters: With Reflections on Female Conduct, in the More Important Duties of Life*](#). London: Joseph Johnson, 1787.

Wotipka, Christine Min and Elise Paradis, "*Cross-National Trends and Analyses of Female Faculty*." Unpublished manuscript, Stanford University, Stanford, CA, 2009.

Xie, Yu and Kimberlee A. Shauman,*Women in Science: Career Processes and Outcomes*, Cambridge: Harvard University Press, 2003.

Xie, Yu and Kimberlee A. Shauman,*Women in Science: Career Processes and Outcomes*, Cambridge: Harvard University Press, 2003.

Semester III

Optional Course: Rural Women in the Indian Development Experience

Credits 4/ Marks 50

Module 1: Status, problems and social structure of rural women in India.

Module 2: Indian Five Year Plans: issues related to development of rural women including Public Works with special reference to MGNREGA.

Module 3: Status of tribal women – emerging issues.

Module 4: Rural planning, PRIs, decentralization, leadership and women.

Module 5: Concept of Micro-finance & SHGs: international and national experiences, a comparative picture (for example, Bangladesh, Malaysia, Andhra Pradesh). Impact of SHGs, their Formulation, Gradation, Inter-loaning System, and Role in Livelihood Generation, SGSY, Entrepreneurship development and NRLM

Module 6: Women in Agriculture and Non-farm Management.

Module 7: Violence against Rural Women and International and National Organizations working for Rural Women.

Recommended Readings:

Ahuja, Ram, *Violence Against Women*, Rawat Publications, New Delhi, 1998.

Bagchi, Jasodhara, *Indian Women: Myth and Reality*, (ed.) 1995, Sangam Books (India) Private Limited: Hyderabad.

Choudhury, A., *The Indian Women's Search for Economical Development*, Vikas Publishing House Ltd, New Delhi, 2000.

Desai, Neera, *Women in Modern India*, Vohra and Company Publishers Pvt. Ltd, Bombay, 1997.

Ghosh, *Women and Entrepreneurship in India in Entrepreneurship and Innovation, Models for Development*, (ed.) 1998, Sage Publications, New Delhi.

Karmakar, K. G., *Rural Credit and Self Help Groups*, Sage Publications, New Delhi, 1999.

Krug, E. E., Dahlberg, L. L., Mercy, J. A., Zwi, A. B. and Lozano, R. (eds.) 2002, *World Report on Violence and Health*, World Health Organisation, Geneva.

- Kumari, Archana; Verma, R.K., *Women Political Leadership in India: Some Important Dimensions*, Serials Publications: Delhi, 2010.
- Kurne, Anjali, *Issues in Women's Development*, Rawat Publications: New Delhi, 2010.
- Lalneihzovi, *Women's Development in India*, (ed.), 2007, Mittal Publications: New Delhi.
- Louise L. Hay, *Empowering Women: Every Woman's Guide to Successful Living*, Hodder and Stoughton, 1997.
- Mukherjee, Reema, *Rural Women Empowerment*, Adhyayan Publishers and Distributors, 2008.
- Narayanaswamy, B., Samanta, R. K. and NarayanaGowda, K., *Self Help Groups – Key to Empowerment of Rural Women*, The Women Press, New Delhi, 2007.
- Nirmala, J., *Empowerment of Women in India*, Serials Publications: Delhi, 2005.
- Pandya, Rameshwari, *Women in Changing India*, Serials Publications: Delhi, 2008.
- Paul Mitra, Kakali, *Development Programmes and Tribals – Some Emerging Issues*, Kalpaz Publications, Delhi, 2004.
- Prasad, Kiran, *Women in Rural Development*, The Women Press, 2006.
- Sinha, Niroj, *Empowerment of Women through Political Participation*, Kalpaz Publications: Delhi, 2007.
- Vidyarthi, L. P. and Rai, B. K., *The Tribal Culture of India*. Concept Publishing Company, New Delhi, 1985.

**WOMEN'S STUDIES CENTRE
VIDYA BHAVANA
VISVA-BHARATI**

SYLLABI FOR PH.D. COURSEWORK

Course Code	Name of the Course	Credit
Course 1	Research Methodology and Techniques	4
Course 2	Feminist Thought	4
Course 3	Reviewing of published research work and presentation of synopsis	4
Course 4	Research publication ethics	4

Course 1: Research Methodology and Techniques

Credit-4/ Marks- 100

Module 1: Scientific Social Research

Unit 1: Social Research-Meaning, Objectives, Laws and Social Facts, Laws of Science in Social Research Validation and Falsification

Unit 2: Quantitative and qualitative research methodology

Types of research designs

Sensing the problem, statement of problem, objective, hypothesis, research design; Research design vis-à-vis research methods. Is hypothesis essential for a research problem?

Review of published literature- book review, literature review, systematic review, review articles

Module 2: Data Collection

Unit 1: Collection of quantitative data, sampling, structured questionnaires,

Unit 2: Doing Qualitative Research, Questions of generalisability

Module 3: Data Analysis and Interpretation

Unit 1: Quantitative techniques

Measures of central tendencies

Measures of dispersion
Sampling
Parametric and non-parametric techniques to test hypotheses
Analysis of variance
Correlation and regression

Unit 2: Qualitative techniques
Developing coding frame
Searching for texts
Content analysis

Unit 3: National and international statistical resources for the study of women and gender;
Limitations and difficulties of published data

Unit 4: Computer applications- use of software for quantitative data analysis- SPSS

Module 4: Advanced Methods in Relation to Gender Studies

Unit 1: Feminism and research
Is there a feminist research methodology?
Feminist Research Ethic

Unit 2: Key methodological and epistemological debates within women's studies
Feminist Objections to scientific method in social research
Objectivity, Subjectivity, Relativism- Competing Paths to Truth
Research vs. Researched
Personal vs. Political

Unit 3: Methods- Ethnography, Oral History, Life Histories, Focus Group Discussions, Case Studies, In-Depth Interviews

Recommended Readings:

Bama, Faustina, *Sangati: Events*, OUP, New Delhi, 2005.

Bardhan, Pranab and Isha Ray, (ed.) 2008, *The Contested Commons: Conversations between Economists and Anthropologists*, Wiley Blackwell.

Bowles and DuelliKleim, (ed.) 1988, *Theories of Women's Studies*, London: Routledge&Kegan Paul.

Mukherjee Chandan, Howard White, Marc Wuyts (2013): *Econometrics and Data Analysis for Developing Countries*, Routledge, UK.

Dasi, Binodini, *My Story, My Life as an Actress*, (ed.) and (tr.) 1998, Rimili Bhattacharya, Kali for Women, New Delhi.

Dasi, Rassundari, *Amar Jibon*, Dey Book Store, Kolkata, 1995.

Debi, Rassundari, *Amar Jibon*, (ed.) 2002, Chittrita Bandyopadhyay, Kolkata, PrayasPrakashana.

Devi, Rassundari, *AmarJibon (My Life)*, (tr.) 1999, EnakshiChatterjee, Writers Workshop, Kolkata.

Gates, Henry Louis, Jr., (ed.) 1984, *Black Literature and Literary Theory*, Methuen, New York.

Gates, Henry Louis, *The Signifying Monkey: A Theory of Afro-American Literary Criticism*, OUP, New York, 1988.

Harding, Sandra, *Feminism & Methodology*, Indiana: Indiana University Press, 1987.

Matthews, Bob and Liz Ross, *Research Methods: A practical guide for the social sciences*, England: Pearson Education Limited, 2010.

Mikkilsen, B., *Methods of Development Work & Research*, London: Zed Books, 1993.

Mitchell, Juliet & Ann Oakley, *What is Feminism?*, Blackwell, U. 1989.

Oakley, P., et al, *Projects with People*, Geneva, 1991.

Pandey, D., *Empowerment of Women: Participatory Action Research Approach*, R CWS, 1995.

Perks, Robert and Alistair Thomson, eds., *The Oral History Reader*, Routledge, New York, 1998.

Randall, Margaret, *Sandino's Daughters: Testimonios of Nicaraguan Women in Struggle*, (ed.) 1981, LynaYanz, New Star Books, Toronto.

Roberts, Helen, *Feminist Research*, (ed.) 1988, Routledge & Kegan Paul London.

Sarkar, Tanika, *Words to Win: The Making of Amar Jibon, A Mordern Autobiography*, Kali for Women, New Delhi, 1999.

Seale, Cleve (ed.) 2008, *Social Research Methods- A Reader*. London: Routledge.

Sen, Manikuntala, *Sediner Katha*, NabapatraPrakashan, Kolkata, 1982.

Sen, Minakshi, *Jailer BhetorJali: PagalbariParba*, Spandan, Kolkata, 1993.

Sommer, Doris, "Not Just a Personal Story: Women's Testimonios and the Plural Self", in Bella Brodsk and Celeste Schenck, eds., *Life/Lines: Theorizing Women's Autobiography*, Cornell University Press, Ithaca, New York, 1988, pp. 107-30.

Spivak, GayatriChakravorty, 'A Literary Representation of the Subaltern: Mahasweta Devi's "*Stanadayini*" in R. Guha(ed.) 1987, *Subaltern Studies V*, Oxford University Press, Delhi.

Stree Shakti Sanghatana, *We Were Making History: Women and the Telengana Uprising*, Zed Press, London, 1989.

Tharu, Susie and K. Lalitha, *Women Writing in India*, Vol I, OUP, Delhi, 1991.

Tharu, Susie and K. Latika, *Women Writing in India*, Vol II, OUP, Delhi, 1993.

Visweswaran, Kamala, *Fictions of Feminist Ethnography*, University of Minnesota Press, Minneapolis, 1994.

Course 2: Feminist Thought

Credit-4/ Marks- 100

Module 1: Understanding Feminist Thought

- Unit 1: Instability of the Analytical Categories of Feminist Theory
- Unit 2: Feminist Theory and Claims of Truth

Module 2: Enlightenment and Liberalism

- Unit 1: Contribution of thinkers such as Mary Wollstonecraft, J.S. Mill, Betty Friedan, and others
- Unit 2: Conceptual Roots, Before the “First Wave”- Equal Education
- Unit 3: Different aspects of Liberal Feminism- Equal Liberty and Suffragate, Equal Rights, Intersectionality

Module 3: Various Strands of Feminist Theories and Contemporary Movements

- Unit 1: Friedrich Engels: Origin of the Family, Private Property and the State; Marxist and Socialist feminism
- Unit 2: Radical Feminism: Libertarian and cultural perspectives.
- Unit 3: Psychoanalytic feminism
- Unit 4: Existentialist Feminism: Simone de Beauvoir
- Unit 5: Questions of intersectionality, Black Feminism, Third World Feminism, Dalit Women’s critique of caste based patriarchy

Module 4: Women and environment- Theories and Evidences

- Unit 1: Roots of Ecofeminism, Early concepts
- Unit 2: Women, Nature and Culture- Some Tensions
- Unit 3: Different approaches to Ecofeminism

Module 5: Gender and Development

- Unit 1: Esther Boserup’s thesis and the report of the committee on the status of women in India (1974): beginnings of women and development debate
- Unit 2: Critique of Boserup: question of third world feminism: L. Beneria, GeetaSen

RECOMMENDED READINGS:

SANDRA HARDING. INSTABILITY OF THE ANALYTICAL CATEGORIES OF FEMINIST THEORY. IN
MICHELINE R MALSON ET AL. *FEMINIST THEORY IN PRACTICE AND PROCESS*. NEW DELHI: RAWAT

KAREN J WARREN, ED. *ECOLOGICAL FEMINISM*, Routledge, London, 1994. (Selections)

John Stuart Mill, *The Subjection of Women*, Logic and feminist logic

Sigmund Freud, *On Sexuality*, ed. Angela Richards, Penguin Books, Harmondsworth, 1991.
(Selections)

Sara Heinamaa, 'Women Nature, Product, Style? Rethinking the Foundation of Feminist
Philosophy of Science', *Science and the Philosophy of Science*, ed. Lynn Hankinson Nelson
and Jack Nelson, Kluwer Academic Publishers, Dordrecht, 1997.

Simone de Beauvoir, *The Second Sex*, (1949) trans. Constance Borde and
Shiela Malovany Chevellier, Alfred Knopf, New York, 2010.

Shefali Moitra, *Feminist Thought, Androcentrism, Communication and
Objectivity*, Munshiram Manoharlal Publishers, New Delhi, 2002.

Val Plumwood, 'The Politics of Reason, Towards a Feminist Logic', *Australasian Journal of
Philosophy*, vol. 71, No. 4, 1994.

Elizabeth Grosz, *Volatile Bodies*, Indiana University Press, Bloomington, 1994 (Selections)

Moira Gatens, *Imaginary Bodies*, Routledge, New York, 1996. (Selections).

Sandra Harding, 'Rethinking Standpoint Epistemology', in *Feminism and Science*, ed. Evelyn
Fox Keller and Helen Longino, Oxford University Press, Oxford, 1996.

Elizabeth Kiss, 'Justice', *A Companion to Feminist Philosophy*, ed. Alison M Jaggar and Iris
Marion Young, Blackwell, Oxford, 1998.