



VISVA-BHARATI
WOMEN'S STUDIES CENTRE
VIDYA BHAVANA

Syllabus for Minor and Multidisciplinary Courses under the National Education Policy, 2020
 Level: Undergraduate

List of Courses

Semester	Title of the Course	Category	Credit
I & II	Fundamentals of Women's Studies: Indian and Western Perspectives	Minor (MNWS01)	4
III & IV	Education, Work and Politics: Women in India and the West	Minor (MNWS 02)	4
V & VI	Gender and Society in India	Minor (MNWS03)	4
VI & VIII	Feminist Theories: Indian and Western Discourses	Minor (MNWS04)	4
I	Women And Environment: Indigeneity and Sustainability in India	Multidisciplinary (MDWS01)	3
II	Literature, Art and Science: Indian and Western Feminist Perspectives	Multidisciplinary (MDWS02)	3
III	Gender and Development: National and Global Scenario	Multidisciplinary (MDWS03)	3

Fundamentals of Women's Studies: Indian and Western Perspectives

Course Code: MNWS01

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 and the West.

Course Outline:

Unit 1: Understanding Gender: Key Concepts

- 1.1 Emergence of Women's Studies as an academic discipline in the West and in India; 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

Unit 2: Household, Family , Kinship and Gender: An Indian Knowledge System Perspective

- 2.1 The neoclassical understanding of the concept of 'family' and its feminist critique
- 2.2 The understanding of family and kinship in the Indian Knowledge System- Northern Zone – Vedic and Sastra Traditions, Central Zone – Tribal and Sanskritic Blend, Southern Zone – Dravidian Kinship Structure, Eastern Zone – Matrilineal and Mixed Systems; Marriage and Family as vehicles for reproduction of gender-based inequalities
- 2.3 Caste based social structure and marginalization of dalit women- the concepts of purity and pollution, endogamy and exogamy, untouchability

Unit 3: Conceptualising Patriarchy: Through the lens of Indian Knowledge System

- 3.1 Understanding Patriarchy; Structures of patriarchy; the concept of public and private patriarchy
- 3.2 The Indian arguments on production, reproduction and patriarchy (V. Geetha)
- 3.3 Status of women in Ancient India; Conceptualising Brahminical patriarchy in early India

Unit 4: Women's Movements in India

4.1 Women's movement in Colonial India: National Movement and the genesis of the women's question, Role of Reformers: Raja Ram Mohan Roy (abolition of sati), Ishwar Chandra Vidyasagar (widow remarriage), Jyotirao and Savitribai Phule (education for lower-caste girls), and others.

4.2 Women's Participation in the National Movement: Active roles in protests, satyagraha, and civil disobedience — led by figures like Sarojini Naidu, Kamaladevi Chattopadhyay, and Annie Besant

4.3 Women's movement in Independent India: including those centering around anti-sati, anti-liquor, environmental protection Environmental Movements: Led by women — e.g., Chipko Movement (Gaura Devi and village women in Uttarakhand), Dalit women, Uniform Civil code, anti-rape

Suggested Readings

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

Education, Work and Politics: Women in India and the West

Course Code: MNWS02

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- Indian Knowledge System and Representation of Women in Education, Work and Politics

- 1.1 Vedic Knowledge Systems and the role of Women; the Brahmadisinis and Women Philosophers and Thinkers: Gargi, Maitreyi, Lopamudra, Sulabha, Apala ; medicine (Ayurveda), astronomy (Jyotisha), dissemination of knowledge through Oral Knowledge Traditions
- 1.2 Contribution of women to ancient Indian economy- from manual agricultural labour to elite service-based occupations
- 1.3 Ancient Indian women in politics – Women as independent rulers, regents and village administrators

Unit 2: Trends and Patterns of Education and Work

- 2.1 Debates around women's education in colonial India; Trends in Primary Education, Higher Education, Technical and Vocational Education; globalization and higher education- interregional trends
- 2.2 Conceptualising 'women's work'; Long term trend in women's outside work participation- interregional patterns, neo-liberal market reforms and their impact on women's work.
- 2.3 Policies for promoting education and work for women- the National Education Policies(1986, 1992; 2020); National Rural Livelihood Mission; Government Schemes for promotion of livelihood and education among women

Unit 3: Women in Politics: Participation and Representation

- 3.1 Gender in the making of the Indian Nation-State, Women's bodies as sites of politics
- 3.2 Trends of women's political participation- interregional patterns
- 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 Policies for Empowerment of Women in India

Suggested Readings

1. Kane, P. V. (1941). *History of dharmaśāstra* (Vol. 2, p. 1). Poona: Bhandarkar Oriental Research Institute.
2. Altekar, A. S. (1938). 'The Position of Women in Hindu Civilization: From Prehistoric Times to the Present Day'. Motilal Banarsidass.
3. Bhaskaran, R. (2010). 'Dharma and Women's Rights in Modern India'. *Journal of Religious Studies*, 25(3), 320- 340.
4. Bhattacharjee, A. (2014). 'Resisting the Feminist Reinterpretation of Hindu Texts: A Contemporary Analysis'. *Journal of Indian Philosophy*, 42(2), 215-233.
5. Chakravarti, U. (1993). 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State'. *Economic and Political Weekly*, 28(14), 579-585.
6. Chaudhuri, M. (1993). 'Feminism in India: The Challenges of Cultural Relativism'. *Social Scientist*, 21(3-4), 12- 30

7. Bhattacharya, Sabyasachi, *The Contested Terrain: Perspectives on Education in India*, Hyderabad: Orient Longman, 1998.
8. Chanana, Karuna, (ed.) 1988, *Socialisation, Education and Women*. New Delhi: Orient Longman.
9. Chitnis, Suma and Philip G. Altbach, (EDs.) 1993, *Higher education reform in India: Experience and perspective*, New Delhi: Sage.
10. John, Mary E. (Ed.) (2008). *Women's Studies in India: A Reader*. Penguin Books: India
11. Mazumdar, Vina, *Education, Equality and Development: Persistent Paradoxes in India Women's History*. New Delhi: CWDS.
12. Pandey, D., *Empowerment of Women: Participatory Action Research Approach*, R CWS, 1995.
13. Paul, Tanusree and Saraswati Raju. (2014). Gendered labour in India: Diversified or Confined? *Economic and Political Weekly*. Vol - XLIX No. 29, 197-208
14. Paul, Tanusree. 2011. 'Space, Gender and Fear of Crime: Some Explorations from Kolkata', *Gender Technology and Development*, 15 (3): 411-436.
15. Raju, Saraswati. 2013. The Material and the Symbolic: Intersectionalities of Home-Based Work in India. *Economic and Political weekly*, Vol. 48(1): 60-68
16. Batliwala S. (1994) The meaning of women's empowerment: new concepts from action. In Population Policies Reconsidered: Health, Empowerment, and Rights, Sen G, Germain A, Chen LC (eds). Harvard Center for Population and Development Studies: Boston.
17. Batliwala S. 2007. Taking the power out of empowerment: an experiential account. *Development in Practice* 17(4/5): 557-65
18. Bradley, Karen, "The Incorporation of Women into Higher Education: Paradoxical Outcomes?" *Sociology of Education* 73: 1-18, 2000.
19. Epstein, Andrew J. and Simon P. Opolot, *Gender equity through education (GEE)*, USAID, 2012.
20. Gerber, Theodore P. and Sin Yi Cheung, "Horizontal Stratification in Postsecondary Education: Forms, Explanations, and Implications", *Annual Review of Sociology* 34: 299-318, 2008.
21. 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.
22. Goodman, Joyce and Jane Martin, (eds.) 2002, *Gender, Colonialism and Education: The Politics of Experience*. London?, Woburn.
23. 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.
24. Longwe, S., "Education for Women's Empowerment or Schooling for Women's Subordination", *Gender and development*, 1998, 6(2): 19-26.
25. Powell, Avril and S. Lambert-Hurley, (eds.), *Rhetoric and Reality: Gender and the Colonial Experience in South Asia*. New Delhi: OUP

Gender and Society in India
Course Code: MNWS03
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: Women, Religion and Personal Laws

- 1.1 Religion, personal laws and gender questions- Legal provisions related to marriage, divorce, property rights, child custody, abortion
- 1.2 Struggles for codifying Hindu personal laws, Uncodified Muslim laws
- 1.3 Debates around Uniform Civil Code

Unit 2: Understanding Oppression and Violence - Indian perspectives

- 2.1 Family as a site of oppression- Son preference in South Asia and India, Missing women and unbalanced sex ratios, child marriage, dowry, honour killing, intimate partner violence FGM
- 2.2 Double Oppression: Violence against women based on caste, class, ethnicity and disabilities
- 2.3 Violence against gender expansive communities

Unit 3: Women's Health- Indian Scenario

- 3.1 Overview of women's health scenario; Indicators of health- spatio-temporal variations; gender and nutrition
- 3.2 Gender relations and reproductive health- social, political and economic issues in this context
- 3.3 People's Health Movements, Indian Women's Health Charter; Women as keepers of Indigenous Knowledge systems for healing

Unit 4: Gender and media

- 4.1 Gender representation in various forms of media- folk media, news media, films, magazines, advertisements
- 4.2 Gender and media- breaking the stereotypes
- 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: 'VandeMataram', '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 Theories: Indian and Western Discourses
Course Code: MNWS04
Credits 4

Unit 1: The First and the Second Waves of Feminism in the West

- 1.1 The First Wave- Liberalism; Early Marxist feminists and the fight for women's rights, the Suffragette movement
- 1.2 The Second Wave- Radical Feminism
- 1.3 The Second Wave- Marxist and Socialist feminism

Unit 2: The Third and Fourth Waves

- 2.1 The Third wave, questions of intersectionality, Black Feminism, Women of Colour
- 2.1 Postfeminism and popular feminism
- 2.3 The rising fourth wave

Unit 3: Indian Perspectives on Feminist Theory (IKS)

- 3.1 Theorising the women's question within the discourse of the 'New Patriarchy' during 19th century India; the intersection of caste, class and gender
- 3.2 The second and third wave of Indian feminism
- 3.3 Feminist activism on digital platforms in India and the fourth wave

Unit 4: Women and environment- Theories and Evidences from an IKS perspective

- 4.1 Roots of Ecofeminism from perspectives of ancient wisdom; Different approaches to Ecofeminism
- 4.2 Ecofeminism and its critique in India
- 4.3 Alternate Conceptions- Feminist Environmentalism by Bina Agarwal

RECOMMENDED READINGS:

1. Shefali Moitra, *Feminist Thought, Androcentrism, Communication and Objectivity*, Munshiram Manoharlal Publishers, New Delhi, 2002.
2. Rege, S. (1998). Dalit women talk differently: A critique of 'difference' and towards a Dalit feminist standpoint position. *Economic and Political Weekly*, WS39-WS46.
3. Arya, S., & Rathore, A. S. (2019). Introduction: theorising Dalit feminism. In *Dalit feminist theory* (pp. 1-21). Routledge India.
4. Agarwal, B. (2019). The gender and environment debate: Lessons from India. In *Population and environment* (pp. 87-124). Routledge.

5. Shiva, V., & Mies, M. (2014). *Ecofeminism*. Bloomsbury Publishing.
6. Singh, D. N. (2023). Ecofeminism and Environmentalism in India: A Critique. *International Journal Of English and Studies*, 11.
7. Pan, A. (2021). Mapping Dalit Feminism.
8. Kalita, P. (2021). Anandita Pan. Mapping Dalit Feminism: Towards an Intersectional Standpoint. *Cracow Indological Studies*, 23(1), 241-244.
9. Parmar, P. (2021). *Feminist activism on digital platforms in India* (Doctoral dissertation, a thesis Submitted in partial fulfillment of the requirement of BA Journalism & Mass Communication program of Navrachana University during the year 2018-2021).
10. KAREN J WARREN, ED. *ECOLOGICAL FEMINISM*, Routledge, London, 1994. (Selections)
11. John Stuart Mill, *The Subjection of Women*, Logic and feminist logic
12. Simone de Beauvoir, *The Second Sex*, (1949) trans. Constance Borde and ShielaMalovanyChevellier, Alfred Knopf, New York, 2010.
13. Sandra Harding, 'Rethinking Standpoint Epistemology', in *Feminism and Science*, ed. Evelyn Fox Keller and Helen Longino, Oxford University Press, Oxford, 1996.
14. Elizabeth Kiss, 'Justice', *A Companion to Feminist Philosophy*, ed. Alison M Jaggar and Iris Marion Young, Blackwell, Oxford, 1998.
15. Abraham, JC. (2016). Extending Gaventa: A Foucauldian Analysis of Power and Powerlessness. https://mds.marshall.edu/cgi/viewcontent.cgi?article=1908&context=asa_conference
16. Carr, E.S. (2003) 'Rethinking Empowerment Theory Using a Feminist Lens: The Importance of Process', *Affilia* 18.1, Spring: 8–20.
17. Sardenberg, Cecilia M.B. 2008. Liberal vs. Liberating Empowerment: A Latin American Feminist Perspective on Conceptualising Women's Empowerment. IDS Bulletin Volume 39 Number 6 December 2008. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1759-5436.2008.tb00507.x>
18. Tong, Rosemarie. 2014. Feminist Thought. Westview Press

(Multidisciplinary Courses)

Women and Environment: Indigeneity and Sustainability in India

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
4. Appreciate the importance of ancient wisdom embedded in Indian Knowledge systems in shaping sustainable management of natural resources

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: Issues in Environmental Management in India

- 1.1: Women-environment relationship- Biological and material bases; From eco-feminism to feminist environmentalism, Debating the Indian experience
- 1.2: Women in environmental movements- Chipko Movement, Narmada Bachao Aandolan, Vedanta, Posco, Uttarakhand, Silent Valley Module
- 1.3 Women and Environmental Management- challenges and opportunities; Role of women in natural resource management- Reflections of advanced technologies in agriculture and towards environment; forest management; water management

Unit 2: Gender and climate change

- 2.1 Women, gender inequality and climate change, Gender and climate change adaptation and mitigation
- 2.2 Gender equality in climate change policies: Challenges and Future Perspectives
- 2.3 Central and State initiatives for environment protection

Unit 3: Indian Knowledge System and Natural Resource Management

- 3.1 Indian Knowledge System and Environmental Conservation, Integrating Ancient Wisdom With Modern Sustainable Development Goals
- 3.2 Community-based approaches to natural resource management focusing on water, agriculture, forest and biodiversity with special emphasis on the role of women in India
- 3.3 Mainstreaming Indigenous and Traditional Ecological Knowledge (TEK) Systems in Global Climate Policy for Resilient Ecosystems and Societies

Suggested Readings

1. Kanwar, S., & Rai, M. N. (2025). Reviving Ancient Indian Knowledge System for Sustainable Development in the 21st Century. *Indian Knowledge System & India: Educational Book*, 144.

2. Agarwal, B. (2019). The gender and environment debate: Lessons from India. In *Population and environment* (pp. 87-124). Routledge.
3. Shiva, V., & Mies, M. (2014). *Ecofeminism*. Bloomsbury Publishing.
4. Shiva, V. (1992). Women's indigenous knowledge and biodiversity conservation. *India international centre quarterly*, 19(1/2), 205-214.
5. Singh, D. N. (2023). Ecofeminism and Environmentalism in India: A Critique. *International Journal Of English and Studies*, 11.
6. Chopra, Kanchan and S.C. Gulati. (1997) Environmental Degradation and Population Movements: The Role of Property Rights. *Environmental and Resource Economics* 9: 383–408
7. Kabeer, Naila. *The Power to Choose Bangladeshi Women and Labour Market Decisions in London and Dhaka*. London New York: Verso
8. Kurian, C.T., “Tracks for the Time”. The Hindu “Survey on Environment”
9. M.S Swaminathan, 1998, Gender Dimensions in Biodiversity Management, Konark publishers pvt ltd, New Delhi
10. P.K. Rao, 2000 Sustainable Development-Economics and Policy, Blackwell, New Delhi
11. Promilla Kapur (ed), 2000, Empowering Indian Women, Publication Division, Government of India, New Delhi
12. Ronnie Vernooy, (Ed.) 2006, Social and Gender Analysis in Natural Resource Management – Learning Studies and Lessons from Asia, Sage, New Delhi
13. Siddiqui, Kalim. (2012). Development and Displacement in India: Reforming the Economy towards Sustainability. *Journal of Physics: Conference Series* 364: 1-13
14. Vandana Shiva, “Gender and Technology Journal”, - Sage
15. Suresh Chand Rai and Prabuddh Kumar Mishra (Ed.) (2024) Sacred Landscapes, Indigenous Knowledge, and Ethno-culture in Natural Resource Management Understanding Multiple Perspectives of Nature Conservation, Springer Nature
16. Sheikh, M.M. (2025). INDIAN KNOWLEDGE SYSTEM AND SUSTAINABLE DEVELOPMENT: INTEGRATING ANCIENT WISDOM WITH MODERN SUSTAINABLE DEVELOPMENT GOAL, *Journal of Global Resources* , 11(1): 62-67
17. KAREN J WARREN, ED. *ECOLOGICAL FEMINISM*, Routledge, London, 1994. (Selections)

Literature, Art and Science: Indian and Western Feminist Perspectives

Course Code: MDWS02

Semester: II

Credit 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's Contribution to Indian literature

- 1.1 Women's Contributions from Ancient India and Indian Knowledge System: Therigatha, Akkamahadevi
- 1.2 Women's Writings During the Reform and Nationalist movement - Case studies from the writings of Begum Rokeya Sakhawat Hossain, Pandita Ramabai, Rassundari Devi.
- 1.3 Women writings During the 20th Century- Case studies from the writings of Ismat Chughtai, Amrita Pritam, Mahashweta Devi

Unit 2: Women as Artists and In Art Making Exercise

- 2.1 Feminist Art Epistemologies
- 2.2 The representation of women in art
- 2.3 Women artists of modern India; representation of women in Indian classical and folk art

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 Women in the Sciences - Western and Indian
- 3.3 Indigenous women – keepers of Indigenous scientific knowledge

Suggested Readings

1. Susie Tharu and K. Lalita ed. *Women Writing in India* 2 volumes
2. Chatterjee, R. (2000). Representation of Gender in Folk Paintings of Bengal. *Social Scientist*, 7-21.
3. Rao, N. (2023). Identities of Women in Indian Art and History. *Monsoon: South Asian Studies Association Journal*, 2(1), 2.
4. 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.
5. Fiona Carson, "Feminist debate and fine art practices," in Fiona Carson and Claire Pajaczkowska, eds., *Feminist Visual Culture* (Routledge, 2001), pp. 25-35.
6. Sumi Krishna and Gita Chadha (Eds.). *Feminists and science: Critiques and changing perspectives in India*. 2 volumes *STREE*
7. Harding, Sandra. (1991). *Whose Science? Whose Knowledge?: Thinking from Women's Lives*. Published by: Cornell University Press
8. Haraway, Donna. (1991) *Simians, Cyborgs, and Women The Reinvention of Nature*. Routledge
- Storey, John. (1997). *Cultural Theory and Popular Culture: An Introduction*. Routledge: New York

Gender and Development: National and Global Scenario

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, gender stereotypes and gender ideologies
- 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; Conceptual rationale for gender questions in development, Women in development, Women and development; Gender and Development, the International Women's Decade

Unit 2: Gender questions in development interventions and approaches

- 2.1 Third world policy approaches to women in development- Welfare, Equity, Anti-poverty, Efficiency and Empowerment.
- 2.2 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); NITI Ayog and achieving gender equality
- 2.3 Selected key Government policies/missions and implications for gender- National Policy for Empowerment of Women, National Health Policy, National Nutrition Mission, National Education Policy

Unit 3 Gender, Indian Knowledge Systems and sustainable development

- 3.1 Sustainable Development Goals (SDGs) and Indian epistemic traditions through a gender lens
- 3.2 Claiming and using indigenous knowledge for sustainable development, the issues of Intellectual Property Rights
- 3.3 Global and national policies promoting IKS for sustainable development

Suggested Readings

- 1 Dreze, Jean and Amartya Sen, *India: Development and Participation*, Oxford India Paperbacks, New Delhi, 2005 (chapter 7).
- 2 Agarwal, Bina, Jane Humphries, Ingrid Robeyns. *Amartya Sen's Work and Idea: A Gender Perspective*. Routledge, 2005
- 3 Hirway, Indira, "Critique of Gender Development Index: Towards an Alternative", *Economic and Political Weekly*, October 26, 1996.
- 4 Kabeer, Naila, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso, London, 1994 (chapters 1-4).
- 5 Razavi, Shahrashoub and Carol Miller .From WID to GAD: Conceptual Shifts in the
- 6 Women and Development Discourse. United Nations Research Institute for Social Development. Occasional paper 1, 1995

- 7 Rustagi, Preet. (2004) Significance of Gender-related Development Indicators:An Analysis of Indian States.Indian Journal of Gender Studies , 11(3): 291-343
- 8 Jackson, Cecile and Ruth Pearson. (1998). *Feminist Visions of Development: Gender Analysis and Policy*. Routledge
- 9 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.
- 10 Escobar, Arturo, *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, Princeton, 1995.
- 11 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.
- 12 Ray, Debraj, *Development Economics*, Oxford India Paperbacks, New Delhi, 2004 (chapter 2, pp. 25-44).