GENERIC ELECTIVES (GE-2): Women in Indian History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Women in Indian History	4	3	1	0	12 th Pass	NIL

Learning Objectives

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women's issues with reference to latest researchesin the field. The course seeks to make students reflect on the specificity of women's issues in different times and con-texts. At the same time, it also traces deeper continuities from a gender perspective.

Learning outcomes

After successful completion of the course, students will be able to:
- Provide an elementary outline of gender as a concept and patriarchy as ahistorically constituted system of power.
- Explore women's experiences within specific contexts at specific historicalmoments.
- To discuss the material basis of women's experiences with reference to specificissues like ownership of property.

SYLLABUS OF GE

Unit I: Exploring Aspects of History of women in India
1. Understanding Gender
2. Patriarchy, Patrilocality, Patriliny ,and Matriarchy, Matrilocality and Matriliny

Unit II: Women in Ancient India
1. Evolution of Patriarchy in Early India
2. Women and work: voices from Sangam Corpus

Unit III: Women in Medieval India
1. Politics of the Harem and Public Sphere
2. Women Queens and Bhaktas: Case Studies of Queen Kittur Chennamma and Mira Bai

Unit IV: Women in Modern India
1. Debates on Women Education: Women Participation in Indian NationalMovement

2. Partition, Refugee Women and Rehabilitation.

Practical component (if any) - NIL

Essential/recommended readings

Unit I. The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis. **(Teaching Time: 6 hrs. approx.)**

- Bhasin, Kamla. (2000). Understanding Gender. New Delhi: Women Unlimited.

Unit II. The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments. **(Teaching Time: 15 hrs. approx.)**

- Instead put Uma Chakravarti.(2009). Of Meta Narratives and Master Paradigms: Sexuality and the Reification of Women in Early India. CWDS Occasional Paper.and State". Economic and Political Weekly. Vol. 28 no.14, pp. 579- 85.
- Ramaswamy, Vijaya. (2000). "Aspects of Women and Work in Early South India".

Unit III. The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics.**(Teaching Time: 12 hrs. approx.)**

- Lal, Ruby. (2005). Domesticity and Power in the Early Mughal World. New York: Cambridge Studies in Islamic Civilization. (Ch. 5 and 7), pp. 103-139 and 176-213.
- Mukta, Parita (1994). Upholding the Common Life: The Community of Mirabai. Delhi: Oxford University Press. pp. 19-45

Unit IV. The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition. **(Teaching Time: 12 hrs. approx.)**

- Forbes, Geraldine. (199 6). Women in Modern India. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
- Gupta, Charu. (Ed.). (2012). Gendering Colonial India: Reforms, Print, Casteand Communalism. Delhi: Orient Blackswan, [Introduction].
- Menon, Ritu and Kamla Bhasin. (1998). Borders & Boundaries. Delhi: Kalifor Women, pp. 3-29.

Suggestive readings - NIL

- Shah, Shalini. (2012). "Patriarchy and Property", in The Making of Womanhood: Gender Relations in the Mahabharata, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). "Introduction" in Beyond the Woman Question,Reconstructing Gendered Identities in Early India. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).
- Bokhari, Afshan. (2012). "Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India". in John Curry and Erik Ohlander, (eds.). Sufism and Society: Arrangements of theMystical in the Muslim World, 1200– 1800.Oxon: Routledge.

- Habib, Irfan. (2000). "Exploring Medieval Gender History". IHC 61st Session, Symposia Paper No.23, Calicut. pp. 263-75.
- Sharma, Sunil. (2009). "From ʿĀʾesha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women". Journal of Persianate Studies vol. 2, pp. 148-64.
- Basu, Aparna. (2003). Mridula Sarabhai, A Rebel with a Cause. Oxford: Oxford University Press. (Ch.8, "Recovery of Abducted Women", pp. 133-146).
- Kumar, Radha. (1997). A History of Doing: An Illustrated Account ofMovements for Women's Rights and Feminism in India. 1800-1990. Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
- Mishra, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". Proceedings of Gender Issues. 5th Annual Conference, Nalanda.

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**