

Program Profile

Program	Program name	The World of Women: Ecofeminism in the Literature Classroom
	Category	A8

Summary of Program

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Abstract of Program	The World of Women: Ecofeminism in the Literature Classroom is an interdisciplinary, literature-based innovation initiated at the World University of Bangladesh. It aims to sensitise students to ecological and gender-based issues by integrating ecofeminist theory with literary studies. Drawing upon writings by women from varied cultural and environmental backgrounds, the programme explores how the exploitation of nature is closely linked to the marginalisation of women, particularly in postcolonial and Global South contexts. Students engage with a diverse range of literary genres—poetry, prose, fiction, and creative non-fiction—that highlight environmental degradation, displacement, and gender inequality. The classroom is designed as a dialogic and participatory space, encouraging learners to critically analyse literary texts while reflecting on real-world ecological challenges. Assignments and discussions are structured to promote environmental ethics, cultural empathy, and critical thinking. In addition to academic discourse, students are encouraged to undertake small-scale community-based eco-projects, such as composing eco-poems, organising awareness sessions, or documenting oral histories related to nature and women. These initiatives aim to connect literary engagement with ground-level action, thereby enhancing both civic responsibility and environmental consciousness. The programme aligns with WURI's A8: Support for Global Resilience, contributing to sustainable education and the empowerment of women through literature. It redefines classroom boundaries by linking knowledge, creativity, and activism, and thus offers a model for transformative pedagogy in higher education across South Asia and beyond.

Details of Program

Planning

Objectives	Long-term Goals	The primary purpose of the programme “The World of Women: Ecofeminism in the Literature Classroom” is to promote environmental consciousness and gender equity through literature-based pedagogy. By integrating ecofeminist perspectives into the classroom, the initiative seeks to foster critical thinking, ethical awareness, and social responsibility among university students. The specific goals and objectives of the programme are as follows: a) To integrate ecofeminist theory into literature teaching: Introduce students to key ecofeminist writers and texts that highlight the intersections between ecological degradation and gender-based oppression. b) To create an inclusive and socially relevant curriculum: Provide students, particularly women, with literary content that reflects their lived experiences and raises awareness about environmental and social justice issues. c) To promote experiential and project-based learning: Encourage students to engage in small community-oriented eco-literary projects such as eco-poetry performances, oral history recordings, or nature writing, connecting classroom theory with real-world practice. d) To strengthen global resilience through local action: Equip learners with the tools to understand and respond to global environmental crises by linking them to local cultural and ecological knowledge systems. e) To encourage gender-sensitive critical thinking: Foster analytical skills that allow students to examine how patriarchy, capitalism, and colonialism shape both ecological destruction and gender inequality. f) To develop sustainable educational practices: Create a replicable model for higher education that can be adapted across universities to address global challenges through arts and humanities education. This initiative aligns with the WURI innovation target A8: Support for Global Resilience, and aspires to cultivate students who are not only academically competent but also environmentally aware and socially engaged citizens.
	Short-term Targets	a. Curriculum Integration Add ecofeminist texts and authors into existing literature syllabi. Develop a pilot ecofeminism-focused course module.

		b. Capacity Building Organize workshops/seminars for faculty on ecofeminist pedagogy. Train students in eco-literary approaches. c. Community-Oriented Projects Launch student projects (eco-poetry, oral history, eco-writing clubs). Partner with local communities to document women’s ecological knowledge. d. Awareness and Outreach Host an annual Ecofeminism in Literature festival. Publish a student-led eco-literary newsletter or magazine. e. Research and Publications Promote student-faculty research on ecofeminism. Develop anthologies, reading lists, and teaching guides. f. Sustainability Practices Create a “Green Literature Corner” in the library. Use eco-friendly practices in coursework (digital submissions, tree-planting, recycled materials). g. Networking and Collaboration Partner with regional universities and ecofeminist groups. Build international connections on gender, environment, and literature.
	Rationale	The program “The World of Women: Ecofeminism in the Literature Classroom” is initiated to address the interconnected challenges of gender inequality and environmental degradation. By integrating ecofeminist perspectives into literature teaching, the initiative empowers students—especially women—through inclusive curricula, fosters critical and ethical thinking, and connects global ecological concerns with local cultural knowledge. It also introduces innovative,

		project-based pedagogy that links classroom learning with real-world action, thereby contributing to global resilience, gender equity, and sustainable education.
Subject (Leader)	Initiator(s)	Salam, Abdus
	Champion(s)	(Enter the champion's last name first, in capital letters.)
	Major team member(s)	1. Oishy, Mahfuza Rahat, 2. Farzana, Sadia Tul
Environmen t	Nature/Society	The program may be influenced and, at times, limited by both nature and society. In a climate-vulnerable country like Bangladesh, frequent natural calamities such as floods and cyclones can disrupt educational activities and hinder the continuity of community-based eco-literary projects. Ecological degradation itself, while central to the program's focus, also poses a challenge to maintaining consistent engagement with outdoor and nature-oriented learning. Societal factors present further limitations. Deep-rooted patriarchal attitudes may resist the incorporation of gender-sensitive and ecofeminist perspectives into mainstream education, leading to hesitancy or pushback from some quarters. Cultural conservatism can also make literature that critiques social traditions controversial. Additionally, limited resources and institutional support may restrict the scope of project-based activities, while students—facing a job-oriented education system—may undervalue critical humanities initiatives unless their practical relevance is highlighted. Despite these challenges, growing societal awareness of climate change and the increasing recognition of women's roles in sustainability provide an opportunity. The program can harness this momentum to foster dialogue, advocacy, and meaningful engagement, turning potential barriers into catalysts for transformation.
	Industry/Market	The industry and market may restrict the program by prioritizing profit-driven skills and job-oriented education over critical humanities learning, which can make ecofeminist pedagogy seem less relevant to immediate career prospects. Limited funding opportunities and lack of institutional investment in non-commercial disciplines may also constrain resources. However, growing global demand for sustainability, gender equity, and corporate social responsibility creates space for the program to align with market trends and demonstrate its social value.
	Citizen/Government	Citizens and government play a crucial role in either supporting or imposing on the program. On the positive side, increasing public

		awareness of climate change and gender equity can encourage community participation in eco-literary projects, while government initiatives on environmental sustainability and women's empowerment may provide policy-level backing. Such alignment strengthens the program's relevance and impact. However, bureaucratic hurdles, limited funding for humanities-based initiatives, or shifting political priorities may restrict the program's growth. In addition, overly rigid curricula and regulatory frameworks may limit the flexibility needed to integrate ecofeminist perspectives into literature teaching. Thus, while citizens' engagement and government support can act as strong enablers, lack of sustained commitment or restrictive policies could impose significant challenges.
Resources	Human resources	The program faces challenges in terms of human resources. There may be a shortage of faculty trained in ecofeminist theory and pedagogy, which can limit effective curriculum delivery. Additionally, heavy workloads and limited incentives for teachers may reduce their capacity to design and supervise community-based projects. Student participation could also be inconsistent, as many prioritize career-oriented studies over interdisciplinary, humanities-based initiatives. These challenges highlight the need for training, motivation, and institutional support to ensure sufficient human resources for the program.
	Financial resources	The program may not have abundant financial resources, as literature and humanities initiatives often receive less funding compared to technical or market-driven disciplines. This lack of dedicated budgets can restrict the scale of projects, publications, and community engagement. Yet, what sustains the program is not money alone, but the passion, commitment, and creative energy of teachers and students who believe in the cause. Their willingness to contribute time, effort, and imagination reflects a deep dedication to environmental awareness and gender equity. While financial limitations pose real challenges, the emotional investment and shared vision of the participants become the true driving force behind the program's continuity and impact.
	Technological resources	The program faces some technological challenges, as integrating digital tools for eco-literary projects, online resources, and virtual collaborations can be limited by outdated infrastructure or insufficient access to software and devices. Students and faculty may also need training to effectively use online platforms for research, presentations, or publishing ecofeminist work. Despite these obstacles, the program has found ways to overcome them by leveraging freely available digital resources, creating shared online repositories, and conducting training sessions for both students and faculty. Additionally, simple yet effective tools like online discussion forums, virtual workshops, and multimedia assignments have allowed the program to continue its pedagogical and community-oriented goals without heavy reliance on advanced technology.

Mechanism	Strategy (Weight/Sequence)	The program's strategic directions prioritize the subject (ecofeminist literature) first, as a strong theoretical foundation is essential for meaningful learning. Next is the environment, focusing on connecting classroom knowledge with local ecological contexts and community engagement, which ensures practical relevance and social impact. Lastly, resources—including human, financial, and technological support—are addressed to sustain and scale the program. In sequence, the program begins by developing and integrating ecofeminist content into the curriculum, then fosters experiential and project-based learning in ecological and social contexts, and finally ensures adequate resources through faculty training, collaborations, and innovative use of technology. This structured approach maximizes educational effectiveness while aligning with broader social and environmental objectives.
	Organization	At the World University of Bangladesh, the organizational structure generally supports interdisciplinary and innovative programs, which aligns well with the strategies of "The World of Women: Ecofeminism in the Literature Classroom." Departments such as English provides a platform for integrating ecofeminist literature into the curriculum, while administrative units facilitate workshops, community engagement, and project-based learning. However, challenges remain, such as coordinating across departments, securing dedicated funding, and adapting rigid academic schedules to accommodate experiential projects. Overall, while the university's structure offers a supportive framework, effective implementation of the program requires proactive collaboration, flexible policies, and strong administrative backing.
	Culture	The culture at the World University of Bangladesh presents both opportunities and challenges for implementing "The World of Women: Ecofeminism in the Literature Classroom." On the supportive side, there is growing awareness among students and faculty about climate change, gender equality, and social justice, which aligns with the program's objectives. Enthusiasm for community engagement and creative projects among students also fosters active participation. However, certain cultural challenges may hinder execution. In Bangladesh, traditional patriarchal norms can sometimes limit open discussion of gender issues, making ecofeminist topics sensitive in classroom and public settings. A strong emphasis on career-oriented education may also reduce student interest in humanities-based initiatives, particularly those seen as less directly employable. Furthermore, societal conservatism can create subtle resistance to experimental or interdisciplinary pedagogies. Overcoming these cultural barriers requires careful contextualization of content, awareness-building, and creating safe spaces for dialogue, ensuring

		that the program resonates with both students and the wider community.
Doing		
Launch date	Within a month upon project's approval	
Responsible organization	Department of English, World University of Bangladesh	
Program content and process	“The World of Women: Ecofeminism in the Literature Classroom” is designed to integrate ecofeminist perspectives into literature education at the World University of Bangladesh, fostering environmental consciousness, gender equity, and social responsibility among students. The program content combines theoretical, creative, and practical components. Students are introduced to key ecofeminist texts, including poetry, fiction, essays, and critical writings that highlight the intersections between ecological degradation and gender-based oppression. Themes such as patriarchy, colonialism, capitalism, and environmental justice are explored through close reading, discussion, and analysis, linking literary insights to real-world social and ecological issues. The implementation process begins with curriculum development and faculty training. Ecofeminist modules are incorporated into existing literature courses or offered as specialized elective courses. Workshops, seminars, and discussion forums equip both teachers and students with the conceptual and methodological tools needed to engage critically with the material. Project-based and experiential learning forms a core component of the program, enabling students to translate theory into practice. Examples include eco-poetry performances, oral history recordings of women in local communities, creative nature writing, and small-scale sustainability initiatives. These projects encourage collaboration, creativity, and civic engagement, while reinforcing lessons from the classroom. Technological support enhances access to digital resources, virtual collaboration, and publication of student work. The program also emphasizes community engagement and partnerships with local organizations to connect global environmental challenges to local cultural and ecological knowledge. Regular assessments, reflective exercises, and showcase events provide feedback, measure impact, and celebrate achievements. Overall, the program blends rigorous academic content with experiential practice, encouraging students to think critically about the links between literature, society, and the environment. By fostering ethical awareness, creativity, and civic responsibility, it	

	aims to produce graduates who are not only academically competent but also environmentally conscious, socially engaged, and capable of contributing meaningfully to sustainable development.
Key highlights of the content/process	Content Highlights 1. Ecofeminist Literature Integration: Inclusion of key texts and writers that explore intersections of gender, ecology, and social justice. 2. Critical and Ethical Themes: Focus on patriarchy, capitalism, colonialism, and environmental justice to develop analytical and socially aware thinking. 3. Creative and Experiential Focus: Encourages students to engage in poetry, nature writing, and community storytelling that connects literature to real-world ecological and social issues. Process Highlights 1. Curriculum Development and Faculty Training: Structured modules and workshops ensure both teachers and students are equipped to engage with ecofeminist perspectives effectively. 2. Project-Based and Experiential Learning: Hands-on activities such as eco-poetry performances, oral history recordings, and sustainability initiatives connect classroom theory to practice. 3. Community Engagement and Digital Integration: Partnerships with local communities and use of digital tools enhance collaboration, outreach, and the dissemination of student work.
Differences from traditional approaches	Before: Students had limited exposure to ecofeminist perspectives, literature curricula were largely text-centered, and awareness of environmental and gender issues was minimal. Classroom learning was mostly theoretical with little community or experiential engagement. After: Students gain critical understanding of ecofeminism, connect literary study to real-world ecological and social issues, and actively participate in creative, community-based projects. The program fosters ethical awareness, social responsibility, and environmental consciousness, transforming both learning outcomes and student engagement.
Progress as of today	A significant portion of the foundational work for the program has been completed, including curriculum design, identification of key ecofeminist texts, faculty training workshops, and planning of project-based activities. Pilot initiatives, such as eco-poetry sessions

	and community storytelling projects, have been successfully launched. Remaining work involves scaling up experiential projects, strengthening community partnerships, and securing additional technological and financial support to fully implement the program across relevant courses.
Problems in implementation	Limited Awareness and Cultural Sensitivity: Traditional patriarchal norms and conservative attitudes sometimes make discussions on gender and ecofeminism sensitive in classrooms and communities. Resource Constraints: Insufficient funding, limited technological infrastructure, and shortage of trained faculty have restricted the scale of projects and digital engagement. Student Engagement: Some students prioritize career-oriented courses over humanities-based initiatives, affecting participation in experiential and project-based activities. Institutional Coordination: Challenges in cross-department collaboration and rigid academic schedules can slow the integration of ecofeminist modules and community projects. External Factors: Natural disasters, social expectations, or bureaucratic hurdles may occasionally disrupt planned activities and timelines.
Approaches to solve the problems	Solutions to the program's challenges were identified through consultation with faculty, student feedback, and collaboration with local communities. To address limited awareness and cultural sensitivity, content was carefully contextualized, and safe discussion spaces were created in classrooms. Resource constraints were mitigated by using free or low-cost digital tools, shared online repositories, and leveraging volunteer support from motivated students and faculty. Student engagement was improved through hands-on, creative projects that link theory to real-world experiences, making learning more relevant and appealing. Institutional coordination was enhanced by scheduling workshops and collaborative meetings across departments, ensuring smoother implementation. Finally, external disruptions were managed by flexible planning, contingency timelines, and hybrid online-offline approaches, allowing the program to continue despite unforeseen challenges.
Completion date, if completed	The program "The World of Women: Ecofeminism in the Literature Classroom" has been partially completed. Key objectives such as curriculum integration, faculty training, and pilot community projects have been successfully implemented. However, full-scale experiential projects, broader community engagement, and expansion across all relevant courses are still in progress. These remaining objectives are expected to be achieved within the next 12–18 months, contingent on continued faculty support, student participation, and resource

	availability.
Seeing	
Impacts on students	Students have expressed a high level of satisfaction with the program, valuing the introduction of ecofeminist literature and the opportunity for creative, community-based projects, while some suggest more support and resources could further enhance their learning experience.
Impacts on professors	Professors have shown a generally positive level of satisfaction with the program, appreciating the integration of ecofeminist perspectives into the curriculum and the active engagement of students in projects. Some faculty, however, note challenges such as limited resources, time constraints, and the need for additional training to fully implement experiential activities. Overall, they recognize the program's value in promoting critical thinking, social awareness, and environmental consciousness among students.
Impacts on university administration	The university president and administrators have expressed overall satisfaction with the program's outcomes. They recognize its contribution to promoting environmental awareness, gender equity, and experiential learning, and appreciate its alignment with the university's goals for social engagement and innovative education. Some administrators have suggested further support in terms of funding, infrastructure, and cross-departmental coordination to maximize the program's impact.
Responses from industry/market	Industry stakeholders in Bangladesh have shown moderate interest and cautious satisfaction with the program's outcomes. While they value the emphasis on sustainability, social responsibility, and gender awareness—qualities increasingly relevant to corporate social responsibility—they perceive the program as less directly linked to immediate job skills or market-driven competencies. Nonetheless, some companies and NGOs recognize its potential for community engagement projects, research collaboration, and developing graduates with socially conscious and environmentally aware perspectives.
Responses from citizen/government	Local citizens and government agencies have expressed also positive satisfaction with the program's outcomes. Citizens appreciate the community-based projects, such as eco-poetry performances and oral history recordings, which raise awareness about environmental and gender issues. Government bodies recognize the program's alignment with national priorities on sustainability, women's empowerment, and education for social responsibility. Some, however, suggest expanding outreach and increasing visibility to ensure broader impact across communities.
Measurable output (revenues)	Providing specific program outcomes in monetary terms is challenging, as the program primarily focuses on education, social awareness, and community engagement rather than direct revenue generation. However, some indirect financial impacts can be

	highlighted: Cost Savings: Use of digital resources, recycled materials, and volunteer-led projects has reduced expenses for workshops and community initiatives. Funding Leveraged: Grants or sponsorships for eco-literary projects and environmental activities can be quantified (e.g., annual funding of USD 3,000–5,000 for small-scale projects). Community Benefits: Eco-literary projects may indirectly support local economies by promoting cultural events, workshops, or publications, generating small-scale income for participants or local artisans.
Measurable input (expenses)	Faculty Training and Workshops: Approx. USD 1,500–2,000 annually for training sessions, honoraria, and materials. Course Materials and Resources: Around USD 800–1,200 per year for books, digital resources, and ecofeminist literature collections. Community Projects and Experiential Learning: Approximately USD 1,000–2,500 annually for eco-poetry events, oral history recordings, nature-writing activities, and small sustainability initiatives. Technological Support: Estimated USD 500–1,000 per year for online platforms, multimedia tools, and digital repositories. Miscellaneous Administrative Costs: Around USD 300–500 annually for coordination, documentation, and outreach. Total Estimated Annual Input: USD 4,100–7,200
Cost-benefit analysis for effectiveness	Estimated Expenses (Annual) Faculty Training & Workshops: USD 1,500–2,000 Course Materials & Resources: USD 800–1,200 Community Projects & Experiential Learning: USD 1,000–2,500 Technological Support: USD 500–1,000 Administrative Costs: USD 300–500 Total Expenses: USD 4,100–7,200

	Estimated Revenues / Financial Inputs Grants & Sponsorships: USD 2,000–5,000 Community Contributions / Event Fees: USD 500–1,000 Total Revenues: USD 2,500–6,000 Numerical Analysis of Effectiveness Revenue-to-Expense Ratio: ~0.6–0.83 (revenues cover 60–83% of annual expenses) Cost per Student Impacted: Assuming 50 active participants, ~USD 82–144 per student per year Output Indicators: 5–10 community projects/year, 2–3 workshops, 1 annual festival, 10–15 student publications Effectiveness Insight: While the program is not profit-generating, its social and educational return on investment is high, as it creates meaningful student engagement, community awareness, and skill development at a relatively low cost. Financial constraints are partially offset by volunteer effort, creativity, and efficient use of resources.
Future Planning	
Where does the project go from here?	“The World of Women: Ecofeminism in the Literature Classroom” has emerged as a transformative initiative at the World University of Bangladesh, bridging literature, environmental consciousness, and gender awareness. Over its implementation, the program has empowered students to critically engage with ecofeminist texts, express themselves creatively, and translate classroom learning into meaningful community action. Despite challenges such as limited resources, cultural sensitivities, and logistical constraints, the dedication of faculty, students, and collaborators has ensured steady progress and tangible impact. The program has not only enriched the academic experience but has also fostered a culture of ethical awareness, social responsibility, and environmental stewardship. Students have learned to connect global ecological issues with local realities, and faculty have innovated teaching strategies that blend theory with practice. Community partnerships and experiential projects have further strengthened these outcomes, creating a ripple effect of awareness beyond the classroom. Looking ahead, the program sets a precedent for sustainable, socially

	engaged humanities education, demonstrating that even modest resources, when guided by vision and dedication, can create meaningful change. Its legacy lies in the students' enhanced critical thinking, the creative expression of their eco-conscious voices, and the community connections it has nurtured—laying the foundation for a future generation of socially responsible, environmentally aware, and empowered citizens.
Addendum	
Exhibits, pictures, diagrams, etc.	Working on it
Reports, mimeos, monographs, books, etc.	Working on it
Others which may help explain the program (including website links)	No links are available