

**Detail Programme of P.G. Diploma in Women Empowerment & Development
(PGDWED)**

SEMESTER – I

			Marks			Credits
S. No	Paper	Title of The Paper	Internal Assessment	Sem. End Exam	Max. Marks	-----
1	I	Perspectives of Women Empowerment -1	30	70	100	04
2	II	Strategic Approaches for Women Empowerment	30	70	100	04
3	III	Constitutional and Legal Protection for Women Empowerment	30	70	100	04
4	IV	Basic Research Methodology	30	70	100	04
5	V	Field Work & Viva-Voce	-	-	100	04

SEMESTER – II

		Marks			Credits
Paper	Title of The Paper	Internal Assessment	Sem. End Exam	Max. Marks	-----
I	Perspectives of Women Empowerment -2	30	70	100	04
II	Programmes and Techniques of Women Empowerment	30	70	100	04
III	Women in Environment and Social Development	30	70	100	04
IV	Research Methodology for Gender Analysis	30	70	100	04
V	Dissertation/Project Work & Viva-Voce	-	-	100	04

SEMESTER -1

PAPER 1

Perspectives of Women Empowerment -1

Course Objective: The paper aims to introduce the students to the concepts in Women Empowerment and give them a broad overview of the development.

Unit 1: Concept of Empowerment, levels of empowerment: personal, social, economic, political. Women Empowerment: Meaning, concept, nature, objectives & target of women empowerment, the idea of women empowerment in the era of globalization.

Unit 2: Efforts for women empowerment: Before & after independence, Empowering. India women issues and challenging, Amartya Sen's capability approach and women empowerment.

Unit-3: Women empowerment through participation in political & decision-making processes, empowerment measures: Human Development Index (HDI), Gender Development Index (GDI), and Gender Empowerment Measure (GEM)

Unit-4: Determinants of women empowerment: Education, health, social life, economic status, communication skills, political life, cultural life, decision making, source and quality of information and mobility.

Suggested Readings:

Kumkum Roy ed. (1999). Women in Early Indian Societies. New Delhi: Manohar Publishers.

Dasgupta, K. (2013). 'Globalisation and Indian Women: Problems, Possibilities and Information needs—An Overview'. World Library and Information Congress: 69th IFLA General Conference and Council.

Rekha Datta (2003). 'From Development to Empowerment: The Self-Employed Women's Association in India'. International Journal of Politics, Culture and Society, Vol. 16, No. 3

Subhbhalaksmi, G. Impact of Globalisation on Indian women worker. Washington D.C.: International Model Project for Women's Rights. Lavanya, T. (2010). Women empowerment through entrepreneurship. New Delhi: New Century Publications.

JoRoland—: 1997, Questioning Empowerment, Oxfam Oxford

Kumar, R. (1997). The History of Doing. Zubaan, New Delhi.

Forbes G. (2004). Women in Modern India, 4th edition, London: Cambridge University Press.

Bina Agarwal, Jane Humphries and Ingrid Robeyns. Eds. (2004). Capabilities, Freedom and Equality: Amartya Sen's Work from a Gender Perspective. Oxford: Oxford University Press. Janet Momsen (2004). Gender and Development. London: Routledge.

Ester B. (1970). Women's Role in Economic Development. London: George Allen and Unwin

INSTRUCTIONS FOR PAPER SETTER

The question paper would be of 70 marks which shall contain eight questions of at least one question from each unit. Candidates would be required to attempt 5 questions in all in 3 hours duration.

PAPER 2

Strategic Approaches for Women Empowerment

Course Objective: For identifying strategic approaches for women's empowerment, and effectively working on the same, we need to focus on the crucial determinants of women's empowerment: work, health, education and political participation.

Unit 1: Development of women education: In pre independence and post-independence in India, importance of women education in women empowerment, Education and social change: Curriculum development, non-Formal education, Vocational Education and Adult Education.

Unit-2 Development of mother child health programmes, family planning, integrated health programmes, rural health & hygiene network.

Unit 3: Women's participation in the freedom movement, Electoral process and women political representation, Women empowerment through Panchayati Raj.

Unit 4: Dynamics of women work participation in organized & unorganized sector in urban and rural perspectives

Suggested Readings:

- Aggarwal, J. C. (2010). Educational Reforms in India for the 21st Century. Shipra Publications. Delhi.
- Aggarwal, J. C. (2011). Education Policy in India - 1992 and Review 2000 and 2005. Shipra,
- Kumar, Radha (1993). History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990, Zubaan
- Susheela Kaushik (2014). Women and Panchayat Raj ,
- U Kalpagam (2011). Gender and Development in India: Current issues. Jaipur: Rawat Publications
- Mukherjee, S. N. (1961). History of Education (Modern). Acharya Book. Baroda. Purkait, B. R. (1992). Milestones in Modern Indian Education. New Central Book Agency. Kolkata. Sarkar, S. & T. Sarkar (Eds.). (2007). Women and Social Reform in India (two volumes). Permanent Black. Ranikhet.

INSTRUCTIONS FOR PAPER SETTER

The question paper would be of 70 marks which shall contain eight questions of at least one question from each unit. Candidates would be required to attempt 5 questions in all in 3 hours duration.

PAPER -3

Constitutional and legal Protection for Women Empowerment

Course Objective: Course Objective: The paper aims to develop an understanding among the students regarding the purpose law serves for women's rights. How the role of law is viewed by feminists and how 'law' as an instrument can be strengthened in acquisition of the substantive equality for women.

Unit 1: Constitutional and other legal provisions for women empowerment: Legal rights of women, Function and philosophy of Indian constitution, preamble and Fundamental rights: right to equality, right against exploitation, cultural and education rights, the right to constitutional remedy.

Unit-2 Directive principles of state policy, Uniform civil code & its implications for women empowerment.

Unit 3: Equal Remuneration Act – 1976 (ERA), Medical Termination of Pregnancy Act (MTP Act – 1971), Maternity Benefit Act -1961, Domestic Violence Act – 2005, Sexual Harassment of Women at Work place (Prevention, Prohibition and Redressal) Act 2013

Unit 4: Hindu, Muslim, Christian Personal Laws & Special Marriage Act (Marriage, Divorce, Maintenance)

Suggested Readings:

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

Agnes, Flavia (2011). Family Law. Oxford: Oxford University Press.

Basu, D. D.(2002). Introduction to the Constitution of Indian. Nagpur : Wadhwa and Company Law Publishers.

Mukhopadhyay, Swapna (1998). In the Name of Justice: Women and Law in Society. New Delhi. Manohar Publishers.

Roy, Bharati (2005). Women of India: Colonial and Post Colonial Periods, Vol. IX, Part 3, Centre for Studies in Civilization. New Delhi: SAGE Publications Pvt. Ltd.

Parashar, Archana & Dhanda, Amita (2008). Redefining Family Law in India, New Delhi: Routledge India.

INSTRUCTIONS FOR PAPER SETTER

The question paper would be of 70 marks which shall contain eight questions of at least one question from each unit. Candidates would be required to attempt 5 questions in all in 3 hours duration.

PAPER - 4
Basic Research methodology

Course Objective: The paper aims to introduce the students to the basic concepts of research methodology. Paper typically revolves around teaching students the fundamental principles and techniques used in conducting research.

Unit 1: Social Science Research - Concept, Definition, Objectives - Types of Research. Basic, Applied, Action oriented Scientific Research, Descriptive, Exploratory, experimental, Diagnostic – Participatory Research – Techniques.

Unit-2 Methodology - Steps in designing research - Sampling – Methods of Sampling - Probability and non-Probability- Data Collection – primary and Secondary Sources.

Unit 3: Different Methods - Quantitative and Qualitative data – Case Studies – Data Analysis — writing report

Suggested Readings:

INSTRUCTIONS FOR PAPER SETTER

The question paper would be of 70 marks which shall contain eight questions of at least one question from each unit. Candidates would be required to attempt 5 questions in all in 3 hours duration.

PAPER -5

Project Work / Field Work / Internship

Course Objective: Classroom teaching is supplemented with class-based activities & field exercises to provide practical experience to the students in studying social issues. It also introduces them to the pertinent issues in research and helps them develop basic skills through classroom interactions for undertaking short assignments.

The following topics shall be covered in the Project Work/Field Research and Internship:-

- 1- Survey of adopted village / mohalla.
- 2- Study of the problems of women and formation of Mahila Mandal and self – help group.
- 3- Develop personal contact with family members and organization of jansabha on a particular issue in the community.
- 4- Educational tour, Melas, visit of institutions, Markets and Productive Units.
- 5- Detail study of anyone problem of women which has been identified in the adopted community.
- 6- Presentation of the findings of the study in the community and mobilize community people for adaptation by changing their attitudes and behaviours.
- 7- Computer application.
- 8- Improving communication skills oral & written (letter writing, essay, debate, GDE, preparation of charts)
- 9- Women's Health Awareness and Sanitation
- 10- Women's Education and literacy
- 11- Upliftment of women
- 12- Work among Labourers
- 13- Empowerment of Marginalized group

Instructions:

- 1- Project work; field research or internship is an integral part of the curriculum, which will enable you to make your dreams come true and give you a sound knowledge.
- 2- Students can choose any one of the these three i.e. project work; field research or internship
- 3- The final project report has to submit in the second semester.
- 4- The project work activity assessed by internal examiner only.
- 5- Project will carry 100 marks.
- 6- The candidate will submit at least two copies of their project or field work or internship activity.
- 7- The subject of the project work will be decided at the beginning of the session in consultation and consent of guiding teacher. The some suitable topics are given below.

Final report will be submit in the second semester by the candidates

SEMESTER-II

PAPER -1

Perspectives of Women Empowerment -2

Course Objective: To make students aware regarding empowerment and develop the broad overview of the women empowerment. And to acquaint students with various perspective of women's empowerment from different angles and viewpoints.

Unit 1: Changing role and status of women in historical perspective: Ancient, medieval, British and post-independence.

Unit-2 What is feminism? Growth of feminism, schools of feminism - Liberal, Marxist, Radical Socialist feminist, Feminism in India.

Unit 3: Gender discrimination and gender stereotypes, practical gender needs and strategic gender needs.

Unit 4: Women Entrepreneurship: Concept, meaning, importance, Entrepreneurial traits, Factors contributing to women entrepreneurship Progress and Problems of women entrepreneur.

Suggested Readings:

Elliott M. Carolyn (2007). Global Empowerment of Women: Responses to Globalization and Politicized Religions. Routledge Publisher.

SangariKumkum and Suresh Vaid (eds.) (1989). Recasting Women: Essays in Colonial History, Zubaan: An Imprint for Kali for Women.

Forbes, Geraldine (1996). Women in Modern India, Cambridge University Press

Bhasin, K. (2000). Understanding Gender. Kali for Women. New Delhi.

Chopra, R. (Ed.). (2006). Reframing Masculinities Narrating the Supportive of Man. Delhi.

Geetha, V. (2006). Gender. Bhatkal & Sen. Calcutta.

Chaudhuri, M. (2006). Feminism in India. Zed Books Ltd. New Delhi.

Butler, Judith and JoanW Scott, eds. (1992). "Feminist Theorize the Political". Routledge, New York.

INSTRUCTIONS FOR PAPER SETTER

The question paper would be of 70 marks which shall contain eight questions of at least one question from each unit. Candidates would be required to attempt 5 questions in all in 3 hours duration.

PAPER -2

Programmes & Techniques of Women Empowerment

Course Objective: The objective of this course is to help students understand the varied representations of women and gender in the major policies and programmes for the empowerment of women in India.

Unit 1: Policy and programme for women empowerment, women empowerment through microfinance, Women & child development welfare programmes: Awareness camps, mahila mandal, self-help groups.

Unit-2 Social welfare programme: Rastriya Mahila Kosh Yojna, Balika Samridhi Yojna, Kishori Shakti Yojna Margin Money Loan Yojna, Child Development Programme, Women Development Programme, DWACRA (Development of Women And Children in Rural Areas), Janani Suraksha Yojna.

Unit 3: Concept, meaning and scope of NGO, Process of establishing NGO: society registration act 1860 and networking of NGO's for women empowerment, NGO management.

Unit 4: Project formulation, monitoring, Evaluation process and implementation for poverty elevation & self-employment programmes for women (rural and urban area) role of Zila Udyog Kendra, Khadi Gramodyog and banks in women empowerment.

Suggested Readings:

MadhuJhunjunwala and Bharat Jhunjunwala, (2004). Indian Approach to Women's Empowerment. Rawat Publication: New Delhi.

Sistla Rama Devi Pani (Ed) (2014). Social Security for Women. Association of Indian Universities.

Jaya Kothari Pillai- 1995, Women and Empowerment, New Delhi: Gyan Publishing House

A Kumar. "Social Change through NGO's" Anmol Publication Pvt Ltd: New Delhi, 2000

Kumar. K (Ed) (2006). Women Empowerment and Social Change. Anmol Publication PVT, Ltd: New Delhi.

INSTRUCTIONS FOR PAPER SETTER

The question paper would be of 70 marks which shall contain eight questions of at least one question from each unit. Candidates would be required to attempt 5 questions in all in 3 hours duration.

PAPER -3

Women in Environment and Social Development

Course Objective: The paper aims to introduce students to the role played by women in the environment and examining the roles, challenges, and contributions of women in the context of environmental and social development and understanding the representations of women and gender in major policies and programs.

Unit 1: Central & State Government initiatives regarding women: economic development, women's employment, health, nutrition, education and social security for working women.

Unit-2 Understanding government policies and programmes : Beti bachao beti padhao 2015, New education policy 2020, National Policy on Empowerment of Women 2001, Mahatma Gandhi National Rural Employment Guarantee Act 2005

Unit 3: Concept of Digital Divide and Digital Literacy, Emergence of Technology and Women: advantage and disadvantage.

Unit 4: Environmental conservation and Sustainable development, Environmental concerns and policies of government in India.

Suggested Readings:

Desai, Neera and Maithrey Krishnaraj. Women and Society in India. Delhi: Ajantha, 1987.

Agarwal, Bina, (1992) The Gender and Environment Debate: Lessons from India, Feminist Studies, Spring. Armin, Rosencranz, (2002) Environmental Law and Policy in India: Cases, Material & Statutes, Oxford.

Bakshi, P.N (2019), Bare Act, Constitution of India.

Bhopal Gas tragedy (1989) (Legal aspect) Union Carbide Corporation vs. Union Of India Etc

Chauhan I.S & others. (1998) Environmesntal degradation, Socio Economic Consequences Rawat Publication, Jaipur.

Datar, Chaya. (2011) Eco feminism Revisited, Introduction to the discourse, Rawat Publication. Environment and Pollution Laws (Containing Acts & Rules) (2019), Universal Law Publishing John

INSTRUCTIONS FOR PAPER SETTER

The question paper would be of 70 marks which shall contain eight questions of at least one question from each unit. Candidates would be required to attempt 5 questions in all in 3 hours duration.

PAPER -4

Research Methodology for Gender Analysis

Course Objective: Giving feminist perspective to research methodology and make the students learn feminist techniques in research.

Unit 1: An Introduction to Feminist Research, Feminist Approaches to Theories of Knowledge.

Unit-2 Feminist Approaches to Research Methods and Methodology, Feminist Interviewing, Feminist Ethnography

Unit 3: Feminist Surveys and Statistical Analysis, Feminist Text and Content Analysis, Feminist Epistemologies, Feminist Action Research

Suggested Readings:

Kotari C.R. Research Methodology, Wishwa Prakashana, New Delhi

INSTRUCTIONS FOR PAPER SETTER

The question paper would be of 70 marks which shall contain eight questions of at least one question from each unit. Candidates would be required to attempt 5 questions in all in 3 hours duration.

PAPER -5

Presentation of Project Report and Viva- Voce

Course Objective: Students are taught how to identify gender issues and plan a detailed field study on a topic of their choice. They use the tools learnt in Research Methodology papers to collect and analyse data, interpret and present their findings in the form of a dissertation.

- The subject (theme) of dissertation/ project report will be decided at the beginning of the year in consultation and consent of guiding teacher.
- The research guide shall provide guidance to the students assigned to him.
- The dissertation/ project report will carry 60 marks, the marks to be assigned by the external examiner.
- The Viva – voce examination on dissertation /project report will carry 40 marks. The candidate will be evaluated jointly by the guiding teacher (Internal examiner) and the external examiner.
- The marks obtained at Viva – Voce will be added to the marks secured for dissertation/ project report.
- The manuscript of dissertation /project report should be neatly typed and bounded. The candidate should prepare at least four copies of his thematic dissertation/ project report.
- The concerned teacher would assign the topic of thematic dissertation/ project report to the candidate but the concerned teacher will have to seek the prior approval of the Head of the Dept.
- The candidate would bear the cost of typing and binding of dissertation/ project report himself.
- The candidate will have to submit three copies of dissertation/project report to the Head of the Dept. The dissertation/ project report be duly recommended by the guide teacher and forwarded by the Head of the Dept.