

DEPARTMENT OF
ADULT, CONTINUING EDUCATION & EXTENSION



महात्मा ज्योतिबा फुले
रुहेलखण्ड विश्वविद्यालय, बरेली

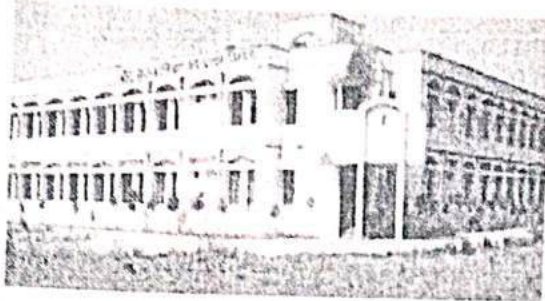
**Course Structure & Syllabus of
P.G. Diploma in Women Empowerment and Development
(PGDWED)**

(Syllabus of Courses Effective from the Academic Session: 2024-25)

**Faculty of Humanities and Social Sciences
MAHATMA JYOTIBA PHULE
ROHILKHAND UNIVERSITY, BAREILLY
243006 (U.P.) INDIA**

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DEPARTMENT OF ADULT, CONTINUING EDUCATION & EXTENSION



Head
Phone
E-mail
Establishment

Vijay Bahadur Yadav
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vbsyadavbly@gmail.Com
1985

The Department of Adult Continuing and Extension Education was established in 1985 with the primary objective of offering career-oriented education and teaching programs in women's studies and entrepreneurship. It also focuses on collaborating with NGOs and government agencies. The department has its own building, which features lecture theatres, rooms for extension activities, and lush green vegetation surrounding the premises.

In 2002-03, the department introduced Post Graduate Diplomas in Women Empowerment & Development and Entrepreneurship Development. It has also organized various short-term vocational courses. Fieldwork and extension activities are essential components of the curriculum, providing students with practical exposure and a deeper understanding of their subjects. This hands-on experience enhances their knowledge at the grassroots level.

To cater to the needs of non-literate adults, women, and youth from marginalized sections of society, the department has proposed additional certificate courses, including a Certificate in Digital Publishing, a Certificate in Office Management, and a Certificate in Health Literacy and Hygiene.

Programme Description - The "Post Graduate Diploma in Women Empowerment and Development" (PGDWED) is offered by the Department of Adult Continuing and Extension Education, within the Faculty of Humanities and Social Sciences at MJPRU, Bareilly. This is a one-year full-time regular course, divided into two semesters.

The course aims to create knowledge that fosters new perspectives on gender equality and approaches the study of gender issues from an interdisciplinary and comparative framework. It also seeks to advance feminist pedagogy and build connections between academic research and political movements. Advocating for gender equality and social justice.

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Students are trained to identify gender-related issues and conduct detailed field studies on topics of their choice. Using the research tools taught in the Research Methodology courses, they collect and analyze data, interpret their findings, and present them in the form of a dissertation. Classroom learning is enriched with practical activities and field exercises, providing students with hands-on experience in studying social issues.

The course also introduces students to key research issues and helps them develop essential skills through classroom interactions and short assignments. Its objective is to prepare students for real-world challenges. Through project work, dissertations, and internships, students are trained to think critically and systematically organize data from relevant sources.

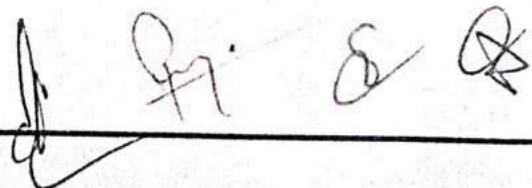
Program Specific Outcomes (PSOs):

The course aims to:

1. **Develop New Perspectives on Gender Equality:** Encourage students to gain fresh insights into gender equality and critically engage with gender-related issues through an interdisciplinary and comparative framework.
2. **Strengthen Feminist Pedagogy:** Promote the advancement of feminist teaching methodologies, enabling students to better understand gender dynamics and contribute to gender-sensitive knowledge.
3. **Foster Connections Between Research and Activism:** Bridge the gap between academic research and political movements, empowering students to actively engage in the pursuit of gender equality and social justice.
4. **Enhance Critical Thinking on Gender Issues:** Equip students with the tools to analyze, interpret, and address gender concerns in various social contexts, ultimately contributing to social change.

Program Objectives:

1. **Introduce Concepts of Women Empowerment and Development:** The course aims to provide students with a foundational understanding of women's empowerment and offer a broader perspective on development.
2. **Understand Gender Differences and Their Impact:** Students will explore the notions of gender differences and their societal impacts, fostering a deeper understanding of gender dynamics.
3. **Promote Environmental Awareness and Sustainability:** The course also seeks to sensitize students to environmental protection and sustainability, highlighting the interconnections between gender and environmental issues.
4. **Develop Critical Thinking on Gender Equality and Justice:** It aims to enhance students' ability to think critically about gender equality and justice, as enshrined in the Indian Constitution.
5. **Analyze Policies and Programs for Women in India:** Students will examine and evaluate policies, programs, and schemes introduced for women in India, enriching their knowledge of government initiatives aimed at fulfilling policy commitments.





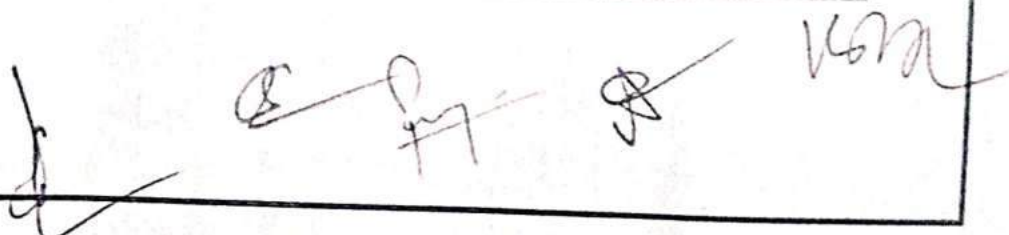
6. **Gain Insight into Government Efforts to Promote Women's Education:** The course also offers an understanding of the various commissions, committees, and policies initiated by the Indian government to promote women's education and empowerment.
7. **Shape Cultural Attitudes Toward Women's Role in Society:** By providing intellectual leadership, the program aims to influence cultural perspectives on the role of women in society, fostering positive change.

Learning Outcomes:

1. **Skill Development for Women's Empowerment:** Equip women working in academia and administration with the necessary skills and strategies to effectively facilitate the empowerment of women in their respective fields.
2. **Understanding Gender Differences:** Foster a deep understanding of the notions and impacts of gender differences, enabling students to analyze how these differences shape societal roles, opportunities, and challenges.
3. **Strategic Application of Knowledge:** Empower students to apply the knowledge gained from the course to real-world scenarios, contributing to gender equality efforts within various professional and social contexts.
4. **Advocacy for Gender Justice:** Prepare students to advocate for gender justice by integrating gender-sensitive approaches into their work, whether in research, policy-making, or community engagement.

Admission Process PGDWED

Eligibility for Admission	Graduation in any Discipline
Selection Criteria	Merit base
Medium of Instruction and Examination	Both English and Hindi Languages.
Duration of the Course	One (1) Year / Two Semesters
Course Fees: 8000.00 Exam Fees: Extra	Rs. 8,000/- Per Year (Rs. 4,000/- Per Semester) Despite this the Exam fee will be paid separately by the students as per university rules. Study tour and practical materials shall be arranged by the candidates themselves.
Hostel Charges	Rs. 12000/- Per Year
Intake	Forty (40) Reservation Rules shall be followed as Per State Government and University.
Admission	Month of July-August in every year through online mode of MJPRU Website



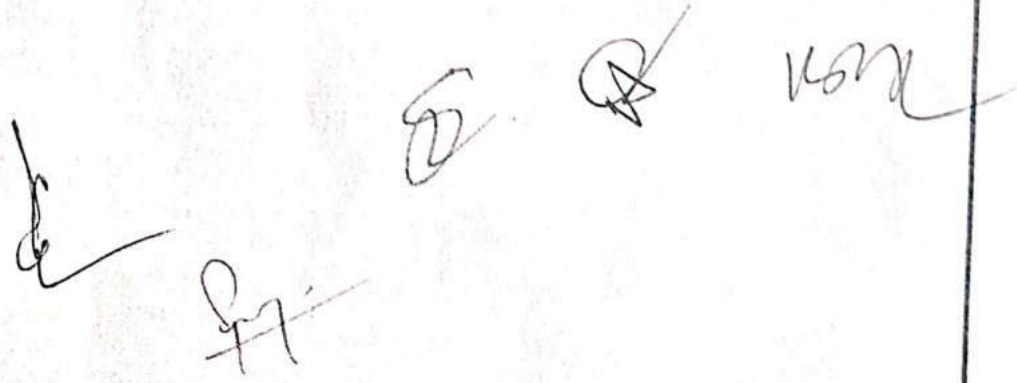
Programme Structure of PGDWED

P.G. Diploma in Women Empowerment and Development will be a full time one – year programme to be covered in to two (I & II) semesters, each of six months duration.

Course	Duration	Semester	Semester
PGDWED	One Year	Semester-I	Semester-II

In each theory paper there shall be Internal Assessment of 40 marks and external Assessment of 60 marks

Semesters	Internal Assessment					External Assessment	Total Marks
	Assignments	I Mid Semester Test	II Mid Semester Test	Overall Performance	Marks	Marks	Max. Marks
Semester-I	05	15	15	05	40	60	100
Semester-II	05	15	15	05	40	60	100



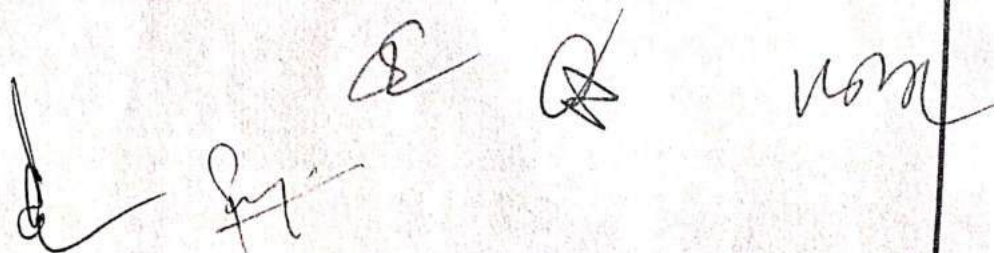
**Detail Programme of P.G. Diploma in Women Empowerment & Development
(PGDWED)**

SEMESTER – I

S. No	Paper	Title of The Paper	Marks			Credits
			Internal Assessment	Sem. End Exam	Max. Marks	
1	I	Perspectives of Women Empowerment -I	40	60	100	04
2	II	Strategic Approaches for Women Empowerment	40	60	100	04
3	III	Constitutional and Legal Protection for Women Empowerment	40	60	100	04
4	IV	Basic Research Methodology	40	60	100	04
5	V	Field Work/Internship & Viva-Voce	-	-	100	04

SEMESTER – II

Paper	Title of The Paper	Marks			Credits
		Internal Assessment	Sem. End Exam	Max. Marks	
I	Perspectives of Women Empowerment -2	40	60	100	04
II	Programmes and Techniques of Women Empowerment	40	60	100	04
III	Women in Environment and Social Development	40	60	100	04
IV	Research Methodology for Gender Analysis	40	60	100	04
V	Dissertation/Project Work & Viva-Voce	-	-	100	04



SEMESTER -I

PAPER 1

Perspectives of Women Empowerment -I

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'. WorldLibrary 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.

Jo Roland-: 1997, Questioning Empowerment, Oxfam Oxford

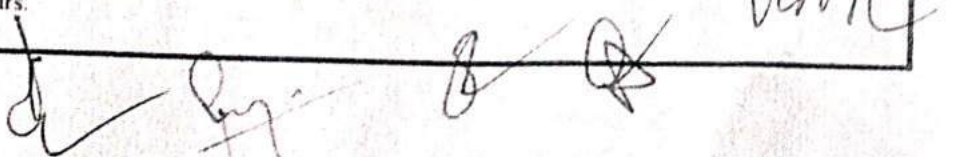
Kumar, R. (1997). The History of Doing. Zubaan, New Delhi.

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 the Paper Setter: The question paper will be of 60 marks and consist of two sections, A and B. Section A will contain 06 questions, out of which candidates must attempt any 03. Each question should be answered in approximately 600 words and will carry 10 marks. Section B will contain 04 questions, out of which candidates must attempt any 02. Each question should be answered in approximately 600 words and will carry 15 marks. The duration of the examination is 2 hours.



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.

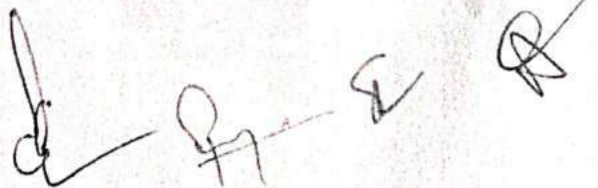
Unit 3: Women's participation in the freedom movement, Electoral process and women political representation, Women empowerment through Panchayati Raj.

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,
- Cumar, Radha (1993). History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990, Zubaan
- Shusheela Kaushik (2014). Women and Panchayat Raj,
- 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 the Paper Setter: The question paper will be of 60 marks and consist of two sections, A and B. Section A will contain 03 questions, out of which candidates must attempt any 03. Each question should be answered in approximately 600 words and will carry 10 marks. Section B will contain 04 questions, out of which candidates must attempt any 02. Each question should be answered in approximately 600 words and will carry 15 marks. The duration of the examination is 2 hours.





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.

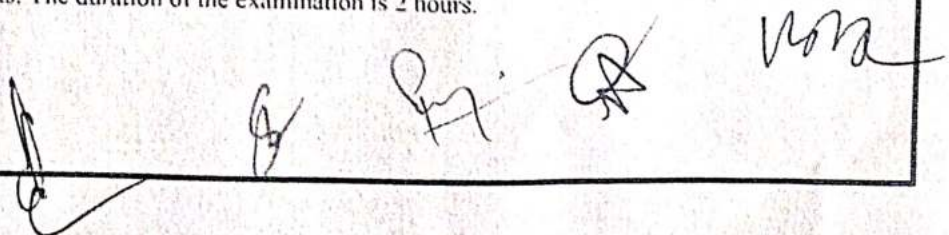
Basu, D. D.(2002). Introduction to the Constitution of Indian. Nagpur: Wadhwa and Company Law Publishers.

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 the Paper Setter: The question paper will be of 60 marks and consist of two sections, A and B. Section A will contain questions, out of which candidates must attempt any 03. Each question should be answered in approximately 600 words and will carry 10 marks. Section B will contain 04 questions, out of which candidates must attempt any 02. Each question should be answered in approximately 600 words and will carry 15 marks. The duration of the examination is 2 hours.



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:

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

Instructions for the Paper Setter: The question paper will be of 60 marks and consist of two sections, A and B. Section A will contain 06 questions, out of which candidates must attempt any 03. Each question should be answered in approximately 600 words and will carry 10 marks. Section B will contain 04 questions, out of which candidates must attempt any 02. Each question should be answered in approximately 600 words and will carry 15 marks. The duration of the examination is 2 hours.



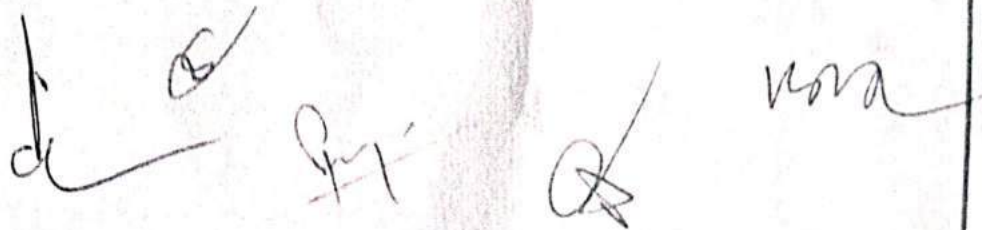
PAPER-5

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

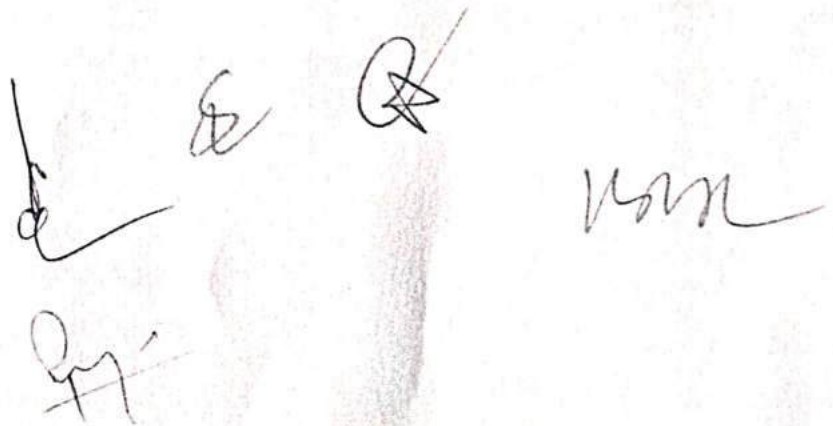
- 1- Survey of adopted village / mohalla.
- 2- Study of the problems of women and formation of Mahila Mandal and self – help group.
- 3- Develop personal contact with family members and organization of jansabha on a particular issue in the community.
- 4- Educational tour, Melas, visit of institutions, 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

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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 be submitted 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. Some suitable topics are given below.

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

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SEMESTER-II

Pt. A. B. C. D. E. F. G. H. I. J. K. L. M. N. O. P. Q. R. S. T. U. V. W. X. Y. Z. AA. AB. AC. AD. AE. AF. AG. AH. AI. AJ. AK. AL. AM. AN. AO. AP. AQ. AR. AS. AT. AU. AV. AW. AX. AY. AZ. BA. BB. BC. BD. BE. BF. BG. BH. BI. BJ. BK. BL. BM. BN. BO. BP. BQ. BR. BS. BT. BU. BV. BW. BX. BY. BZ. CA. CB. CC. CD. CE. CF. CG. CH. CI. CJ. CK. CL. CM. CN. CO. CP. CQ. CR. CS. CT. CU. CV. CW. CX. CY. CZ. DA. DB. DC. DD. DE. DF. DG. DH. DI. DJ. DK. DL. DM. DN. DO. DP. DQ. DR. DS. DT. DU. DV. DW. DX. DY. DZ. EA. EB. EC. ED. EE. EF. EG. EH. EI. EJ. EK. EL. EM. EN. EO. EP. EQ. ER. ES. ET. EU. EV. EW. EX. EY. EZ. FA. FB. FC. FD. FE. FF. FG. FH. FI. FJ. FK. FL. FM. FN. FO. FP. FQ. FR. FS. FT. FU. FV. FW. FX. FY. FZ. GA. GB. GC. GD. GE. GF. GG. GH. GI. GJ. GK. GL. GM. GN. GO. GP. GQ. GR. GS. GT. GU. GV. GW. GX. GY. GZ. HA. HB. HC. HD. HE. HF. HG. HH. HI. HJ. HK. HL. HM. HN. HO. HP. HQ. HR. HS. HT. HU. HV. HW. HX. HY. HZ. IA. IB. IC. ID. IE. IF. IG. IH. II. IJ. IK. IL. IM. IN. IO. IP. IQ. IR. IS. IT. IU. IV. IW. IX. IY. IZ. JA. JB. JC. JD. JE. JF. JG. JH. JI. JJ. JK. JL. JM. JN. JO. JP. JQ. JR. JS. JT. JU. JV. JW. JX. JY. JZ. KA. KB. KC. KD. KE. KF. KG. KH. KI. KJ. KK. KL. KM. KN. KO. KP. KQ. KR. KS. KT. KU. KV. KW. KX. KY. KZ. LA. LB. LC. LD. LE. LF. LG. LH. LI. LJ. LK. LL. LM. LN. LO. LP. LQ. LR. LS. LT. LU. LV. LW. LX. LY. LZ. MA. MB. MC. MD. ME. MF. MG. MH. MI. MJ. MK. ML. MM. MN. MO. MP. MQ. MR. MS. MT. MU. MV. MW. MX. MY. MZ. NA. NB. NC. ND. NE. NF. NG. NH. NI. NJ. NK. NL. NM. NN. NO. NP. NQ. NR. NS. NT. NU. NV. NW. NX. NY. NZ. OA. OB. OC. OD. OE. OF. OG. OH. OI. OJ. OK. OL. OM. ON. OO. OP. OQ. OR. OS. OT. OU. OV. OW. OX. OY. OZ. PA. PB. PC. PD. PE. PF. PG. PH. PI. PJ. PK. PL. PM. PN. PO. PP. PQ. PR. PS. PT. PU. PV. PW. PX. PY. PZ. QA. QB. QC. QD. QE. QF. QG. QH. QI. QJ. QK. QL. QM. QN. QO. QP. QQ. QR. QS. QT. QU. QV. QW. QX. QY. QZ. RA. RB. RC. RD. RE. RF. RG. RH. RI. RJ. RK. RL. RM. RN. RO. RP. RQ. RR. RS. RT. RU. RV. RW. RX. RY. RZ. SA. SB. SC. SD. SE. SF. SG. SH. SI. SJ. SK. SL. SM. SN. SO. SP. SQ. SR. SS. ST. SU. SV. SW. SX. SY. SZ. TA. TB. TC. TD. TE. TF. TG. TH. TI. TJ. TK. TL. TM. TN. TO. TP. TQ. TR. TS. TT. TU. TV. TW. TX. TY. TZ. UA. UB. UC. UD. UE. UF. UG. UH. UI. UJ. UK. UL. UM. UN. UO. UP. UQ. UR. US. UT. UU. UV. UW. UX. UY. UZ. VA. VB. VC. VD. VE. VF. VG. VH. VI. VJ. VK. VL. VM. VN. VO. VP. VQ. VR. VS. VT. VU. VV. VW. VX. VY. VZ. WA. WB. WC. WD. WE. WF. WG. WH. WI. WJ. WK. WL. WM. WN. WO. WP. WQ. WR. WS. WT. WU. WV. WW. WX. WY. WZ. XA. XB. XC. XD. XE. XF. XG. XH. XI. XJ. XK. XL. XM. XN. XO. XP. XQ. XR. XS. XT. XU. XV. XW. XX. XY. XZ. YA. YB. YC. YD. YE. YF. YG. YH. YI. YJ. YK. YL. YM. YN. YO. YP. YQ. YR. YS. YT. YU. YV. YW. YX. YY. YZ. ZA. ZB. ZC. ZD. ZE. ZF. ZG. ZH. ZI. ZJ. ZK. ZL. ZM. ZN. ZO. ZP. ZQ. ZR. ZS. ZT. ZU. ZV. ZW. ZX. ZY. ZZ.

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 the Paper Setter: The question paper will be of 60 marks and consist of two sections, A and B. Section A will contain 10 questions, out of which candidates must attempt any 03. Each question should be answered in approximately 600 words and will carry 10 marks. Section B will contain 04 questions, out of which candidates must attempt any 02. Each question should be answered in approximately 600 words and will carry 15 marks. The duration of the examination is 2 hours.

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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.

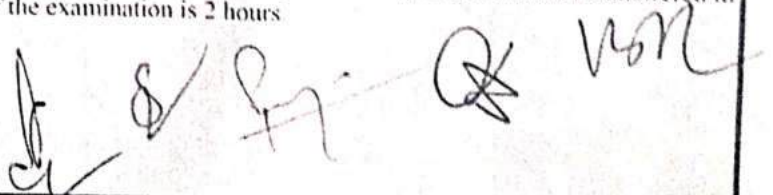
Sistla Rama Devi Pani (Ed) (2014). Social Security for Women. Association of Indian Universities.

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 the Paper Setter: The question paper will be of 60 marks and consist of two sections, A and B. Section A will contain 6 questions, out of which candidates must attempt any 03. Each question should be answered in approximately 600 words and will carry 10 marks. Section B will contain 04 questions, out of which candidates must attempt any 02. Each question should be answered in approximately 600 words and will carry 15 marks. The duration of the examination is 2 hours



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 Malthrey 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.

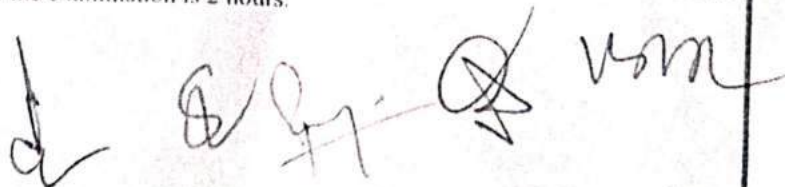
Bhopal Gas tragedy (1989) (Legal aspect) Union Carbide Corporation vs. Union Of India Etc

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 the Paper Setter: The question paper will be of 60 marks and consist of two sections, A and B. Section A will contain 5 questions, out of which candidates must attempt any 03. Each question should be answered in approximately 600 words and will carry 10 marks. Section B will contain 04 questions, out of which candidates must attempt any 02. Each question should be answered in approximately 600 words and will carry 15 marks. The duration of the examination is 2 hours.



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 the Paper Setter: The question paper will be of 60 marks and consist of two sections, A and B. Section A will contain 03 questions, out of which candidates must attempt any 03. Each question should be answered in approximately 600 words and will carry 10 marks. Section B will contain 04 questions, out of which candidates must attempt any 02. Each question should be answered in approximately 600 words and will carry 15 marks. The duration of the examination is 2 hours.

Handwritten signatures and initials in black ink, including a large signature on the left, initials 'P.H.' in the middle, a circled 'Q' on the right, and another signature on the far right.

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.

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